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GUIDE TO ETHICAL PRACTICES TO THE USE OF AI IN EDUCATION IN EUROPE



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ABOUT OUR PROJECT

ARTIFICIAL INTELLIGENCE (AI) IS TRANSFORMING VARIOUS ASPECTS OF OUR LIVES, AND ITS IMPACT ON EDUCATION IS PARTICULARLY SIGNIFICANT, ESPECIALLY FOR ADOLESCENTS, WHO ARE VULNERABLE TO ITS RISKS AND BENEFITS. AI OFFERS BENEFITS SUCH AS UNIVERSAL ACCESS TO INFORMATION, INTELLIGENT TUTORING SYSTEMS, VIRTUAL FACILITATORS AND AUTOMATION OF ADMINISTRATIVE TASKS. THESE BENEFITS CAN IMPROVE EDUCATION, BUT IT IS CRUCIAL TO CAREFULLY EVALUATE AND MONITOR THE CHANGES THAT AI INTRODUCES TO AVOID NEGATIVE CONSEQUENCES ON THE BEHAVIOURS AND THINKING OF THE POPULATION.

THIS GUIDE FOCUSES ON PROVIDING TEACHERS, LEARNERS AND EDUCATORS WITH THE TOOLS NECESSARY TO UNDERSTAND THE MAIN ISSUES ASSOCIATED WITH AI. IT HIGHLIGHTS THE IMPORTANCE OF DEVELOPING AND USING AI IN AN ETHICAL AND RESPONSIBLE MANNER, ALIGNED WITH DEMOCRATIC VALUES AND HUMAN RIGHTS, AND OF TAKING STEPS TO MAXIMISE ITS BENEFITS WHILE MINIMISING ITS RISKS.

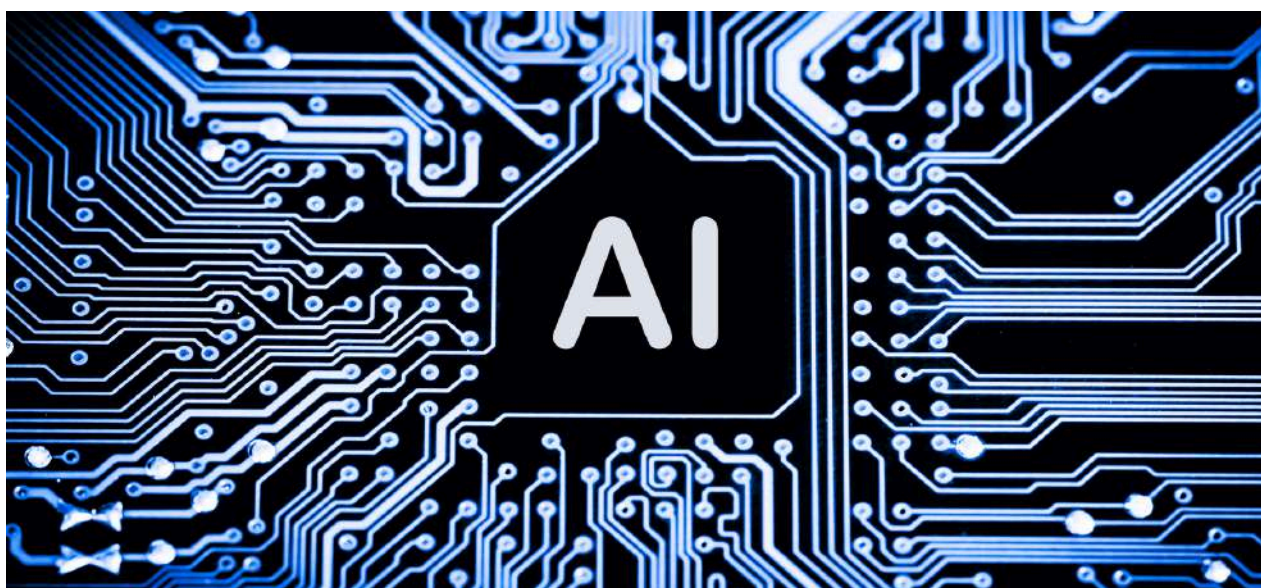
OVER THE LAST TWO DECADES, SOCIAL INTERACTION AMONG YOUNG PEOPLE HAS BEEN INFLUENCED BY THE USE OF THE INTERNET, PARTICULARLY THROUGH SOCIAL NETWORKS, DUE TO THE PROFOUND TRANSFORMATION IN TELECOMMUNICATIONS IN THE 21ST CENTURY. ACCESS TO THE INTERNET AND PLATFORMS SUCH AS FACEBOOK, INSTAGRAM AND TIKTOK HAS CREATED NEW FORMS OF SOCIALISATION, WHICH CAN REPLICATE TRADITIONAL VIOLENT BEHAVIOURS, SUCH AS BULLYING AND SEXISM, OR GENERATE NEW HARMFUL BEHAVIOURS, SUCH AS INTERNET ADDICTION. THESE DYNAMICS ARE MEDIATED BY NEW FORMS OF COMMUNICATION AND THE STRUCTURE OF SOCIAL NETWORKS. CYBERBULLYING ON SOCIAL NETWORKS IS DEFINED AS DELIBERATE AND HOSTILE BEHAVIOUR, WHERE AN INDIVIDUAL OR GROUP USES SOCIAL NETWORKS TO REPEATEDLY COMMUNICATE AGGRESSIVE CONTENT WITH THE INTENTION OF CAUSING HARM OR DISCOMFORT TO A TARGET PERSON. THIS TYPE OF BULLYING IS OFTEN ASSOCIATED WITH PROBLEMATIC INTERNET USE. VICTIMS OF CYBERBULLYING MAY EXPERIENCE SYMPTOMS SUCH AS DEPRESSION, INSOMNIA, GENERAL AND SOCIAL ANXIETY, LOW SELF-ESTEEM, FEELINGS OF LONELINESS, DISSATISFACTION WITH LIFE, SCHOOL ABSENTEEISM, LACK OF CONCENTRATION, FEELINGS OF SHAME AND GUILT, SUICIDAL IDEATION AND ANTISOCIAL BEHAVIOUR, AMONG OTHERS.

CYBERBULLYING PERPETRATORS ALSO HAVE SIGNIFICANTLY HIGHER LEVELS OF DISSATISFACTION WITH LIFE, LOW SELF-ESTEEM, DEPRESSION, PARANOIA, ANXIETY, PSYCHOTICISM, INTERPERSONAL SENSITIVITY, HOSTILITY, SUICIDAL IDEATION, DRUG USE AND CRIMINAL ACTIVITY, COMPARED TO THOSE NOT INVOLVED IN CYBERBULLYING. CYBERBULLYING BEHAVIOURS CAN MANIFEST THEMSELVES IN A VARIETY OF WAYS. DIRECTLY, IT TAKES THE FORM OF INSULTS, THREATS, BLACKMAIL, SEXUAL HARASSMENT OR PUBLIC LYNCHING WHEN IT INVOLVES A LARGE NUMBER OF PEOPLE. INDIRECTLY, CYBERBULLYING CAN INCLUDE THE CREATION OF RUMOURS, THE DISCLOSURE OF SENSITIVE CONTENT OF THIRD PARTIES WITHOUT THEIR CONSENT OR THE DEPRIVATION OF A PERSON'S SOCIALISATION (MARGINALISATION), AMONG OTHER FORMS.

IN THIS CONTEXT, THREE MAIN FIGURES ARE IDENTIFIED IN CYBERBULLYING: THE VICTIM, WHO IS THE PERSON AT WHOM THE VIOLENT BEHAVIOUR IS DIRECTED; THE AGGRESSOR, WHO IS THE ONE WHO CARRIES OUT THE VIOLENT BEHAVIOUR; AND THE OBSERVERS, WHO ARE THOSE WHO WITNESS THE CYBERBULLYING WITHOUT PARTICIPATING DIRECTLY, ACTING AS BYSTANDERS. THE LATTER CAN BE FURTHER DIVIDED INTO PARTICIPANTS (HELPING THE AGGRESSOR OR THE VICTIM) OR NON-PARTICIPANTS. IT IS CRUCIAL TO NOTE THAT THESE ROLES ARE NOT STATIC, AS MOST PEOPLE INVOLVED IN CYBERBULLYING SITUATIONS CAN PLAY ALL THREE ROLES AT DIFFERENT TIMES. REGARDLESS OF WHICH ROLE IS ASSUMED, IT IS POSSIBLE TO APPROACH CYBERBULLYING FROM DIFFERENT PERSPECTIVES IN ORDER TO PREVENT AND MITIGATE CYBERBULLYING.

IN THE CONTEXT OF CYBERBULLYING, AI CAN BE A POWERFUL TOOL TO COMBAT THIS PROBLEM. AI ALGORITHMS CAN ANALYSE LARGE VOLUMES OF DATA IN REAL TIME TO IDENTIFY PATTERNS OF ABUSIVE BEHAVIOUR, ENABLING EARLY INTERVENTIONS. IN ADDITION, AI SYSTEMS CAN OFFER SUPPORT TO VICTIMS THROUGH CHATBOTS THAT PROVIDE GUIDANCE AND RESOURCES, AS WELL AS DETECT SIGNS OF EMOTIONAL DISTRESS IN MESSAGES AND POSTS. THESE CAPABILITIES CAN HELP CREATE A SAFER AND MORE PROTECTIVE SCHOOL ENVIRONMENT, CONTRIBUTING TO THE FIGHT AGAINST CYBERBULLYING AND IMPROVING STUDENT WELL-BEING.

BELOW IS A SET OF PRINCIPLES WITH GUIDING QUESTIONS THAT CAN HELP YOU IDENTIFY GAPS AND STRENGTHS SHOULD YOU NEED TO USE ARTIFICIAL INTELLIGENCE IN YOUR SCHOOL. REMEMBER THAT THESE QUESTIONS ARE **NOT DEFINITIVE**, BUT AN AID TO GOOD ETHICAL PRACTICE THAT YOU SHOULD TAILOR TO THE CIRCUMSTANCES OF YOUR SCHOOL.



HARM PREVENTION

THE DEVELOPMENT AND USE OF ARTIFICIAL INTELLIGENCE TO COMBAT CYBERBULLYING MUST NOT CAUSE HARM (PSYCHOLOGICAL, PHYSICAL, SOCIAL, ECONOMIC, ETC.) TO STUDENTS, PARENTS, TEACHERS OR ANY OTHER PERSON USING THE SYSTEM. THAT IS WHY THE POSSIBLE RISKS OF ITS USE MUST BE ELIMINATED OR MINIMISED.

- HAVE TEACHERS DISCUSSED WHAT SHORT-TERM HARMS THE USE OF AI MAY HAVE? AND IN THE LONG TERM?
- DOES ITS USE INTERFERE WITH ANY ACTIVITY IMPORTANT FOR THE STUDENT'S DEVELOPMENT?
- CAN IT ENDANGER THE INDIVIDUAL'S PHYSICAL OR MENTAL HEALTH AND INTERPERSONAL RELATIONSHIPS?
- DO WE KNOW IN WHICH GRADE THE GRADE OF MISTAKES/HALLUCINATION CAN BE MADE BY THE APP?
- DOES THE USE OF THE AI SYSTEM LEAD TEENAGERS TO FEEL DEMOTIVATED IN THEIR LEARNING / IN THEIR USE OF DIGITAL TOOLS / TO BE LESS INVOLVED IN SOCIAL RELATIONS?

PRACTICAL EXAMPLE: IN ORDER TO COMBAT CYBERBULLYING, IT IS POSSIBLE TO USE PROGRAMMES THAT USE GROUP CHATS WHERE INSULTS CAN BE EXCHANGED BETWEEN STUDENTS. TEACHERS HAVE TO TAKE THIS INTO ACCOUNT BEFOREHAND IN ORDER TO ASSESS HOW TO DEAL WITH IT. IT SHOULD ALSO BE OBSERVED IN THE SHORT AND LONG TERM HOW IT MODIFIES THE BEHAVIOUR OF INDIVIDUALS, AS THERE ARE MOBILE APPLICATIONS, WITH AND WITHOUT AI, THAT GENERATE ADDICTION, AND THEREFORE WOULD NOT BE RECOMMENDED FOR THE FIGHT AGAINST CYBERBULLYING.

WELL-BEING PRINCIPLE

THE APPLICATION OF AN AI TOOL SHOULD NOT ONLY MEAN THE ABSENCE OF HARM, BUT ALSO THE IMPROVEMENT OF THE HUMAN CONDITION, WHETHER DEVELOPING THE PHYSICAL, MENTAL, SOCIAL AND/OR EMOTIONAL ASPECT. THE FIGHT AGAINST CYBERBULLYING ITSELF JUSTIFIES THIS PRINCIPLE, BUT WE MUST BE AWARE OF WHETHER THE PROPOSED OBJECTIVES ARE BEING ACHIEVED:

- IS THE APPLICATION OF AI TARGETING ANY ASPECT OF STUDENT WELL-BEING? IS IT ACHIEVING IT?
- IS THE APPLICATION IMPROVING THE STUDENT'S INTERPERSONAL RELATIONSHIPS?
- IN THE CASE OF A COST-BENEFIT ASSESSMENT, IS THE USE OF THE APPLICATION WORTHWHILE
- FOR THE LEARNER'S WELL-BEING, AND IS THE COST A SIGNIFICANT HARM TO THE INDIVIDUAL'S INTEGRITY?
- IN TERMS OF THE TIME AND EFFORT OF USING THE AI PROGRAMME, IS IT AS EFFICIENT AS POSSIBLE IN ITS BENEFITS TO THE INDIVIDUAL AND TO SOCIETY?
- DOES THE AI SYSTEM PROMOTE CLEAR AND NON-VIOLENT COMMUNICATION BETWEEN STUDENTS AND WITH ADULTS (TEACHERS, STAFF, PARENTS)?

PRACTICAL EXAMPLE: THE SCHOOL COULD IMPLEMENT AN AI-POWERED CHATBOT THAT OFFERS EMOTIONAL SUPPORT AND COPING STRATEGIES TO STUDENTS. IN COLLABORATION WITH THE PSYCHOLOGICAL HELP OF PSYCHOLOGISTS PROVIDED BY THE SCHOOL.



RESPECT FOR HUMAN AUTONOMY

THIS REFERS TO MAINTAINING INDIVIDUALS' ABILITY TO ACT UNCONDITIONALLY ON THEIR OWN ACTIONS, WITHOUT EXTERNAL PRESSURES, TO BE RESPONSIBLE FOR THEIR BEHAVIOUR.

- DOES THE APPLICATION HAVE ANY ADDICTIVE ELEMENTS?
- HAS INFORMED CONSENT BEEN COLLECTED FROM THE PERSONS INVOLVED?
- IS IT COMPULSORY FOR THE LEARNER TO USE THE AI APPLICATION, AND IS THERE AN ALTERNATIVE?
- DO STUDENTS FEEL THAT THEY CAN INTERACT FREELY WITH THE APPLICATION OR DO THEY FEEL SELF-CONSCIOUS (E.G. DO THEY FEEL OBSERVED)?
- DO LEARNERS HAVE A REFERENCE PERSON WHEN THEY HAVE QUESTIONS ABOUT USING THE AI APPLICATION?

PRACTICAL EXAMPLE: BEFORE IMPLEMENTING AN AI SYSTEM TO COMBAT CYBERBULLYING, THE SCHOOL SHOULD OBTAIN INFORMED CONSENT FROM STUDENTS AND PARENTS, EXPLAINING ITS PURPOSE AND USAGE. THE AI SHOULD BE DESIGNED TO BE NON-INTRUSIVE, ENSURING STUDENTS CAN OPT-OUT IF THEY FEEL UNCOMFORTABLE, THUS RESPECTING THEIR AUTONOMY.

NON-DISCRIMINATION

IT IS THE MORAL OBLIGATION TO ENSURE THAT AI SYSTEMS FOR COMBATING CYBERBULLYING DO NOT DISCRIMINATE AGAINST MINORS BY CREATING A SITUATION OF DISADVANTAGE ON THE GROUNDS (AMONG OTHERS) OF: RACE, NATIONALITY, GENDER, SEXUAL ORIENTATION, RELIGION OR POLITICAL BELIEFS. SPECIAL ATTENTION SHOULD ALSO BE PAID TO THE SPECIAL NEEDS THAT SOME STUDENTS MAY HAVE IN ORDER TO PARTICIPATE.

- CAN IT BE USED BY ALL LEARNERS WITH ALMOST NO TECHNOLOGICAL BARRIERS?
- CAN IT BE ADAPTED FOR STUDENTS WITH DISABILITIES OR SPECIAL NEEDS?
- ARE THE BENEFITS OF AI USE EQUITABLE TO ALL STUDENTS WHO USE IT?
- HAS THE AI BEEN TRAINED IN A NON-BIASED WAY THAT MAY DISCRIMINATE AGAINST A GROUP?
- ARE THERE MECHANISMS IN PLACE TO DETECT POSSIBLE BIAS AND DISCRIMINATION IN THE USE OR OUTCOMES OF AI?

PRACTICAL EXAMPLE: THE APP NEEDS TO BE TRANSLATED INTO AS MANY LANGUAGES AS POSSIBLE TO ENSURE INCLUSION AND ACCESS TO THE APP TO ALL STUDENTS IRRESPECTIVELY.



TRANSPARENCY

GREATER TRANSPARENCY CONTRIBUTES TO MORE PEACEFUL, JUST, DEMOCRATIC AND INCLUSIVE SOCIETIES BY ENABLING PUBLIC SCRUTINY AND REDUCING CORRUPTION AND DISCRIMINATION. IT IS BASED ON THE FACT THAT USERS SHOULD BE INFORMED IN A CLEAR AND UNDERSTANDABLE WAY ABOUT THE USE OF AI AND ALL THAT IT ENTAILS.

- DOES THE AI APPLICATION EASILY SHOW THAT IT USES AI AND HOW IT WORKS?
- DO STUDENTS, PARENTS AND TEACHERS KNOW WHAT DATA IS BEING COLLECTED AND FOR WHAT PURPOSE?
- DOES EVERYONE INVOLVED KNOW WHAT THE RISKS AND LIMITATIONS OF USING AI ARE?
- WHAT MECHANISMS DOES THE SCHOOL HAVE IN PLACE TO KNOW IF THE AI SYSTEM IS WORKING PROPERLY?
- DO TEACHERS AND/OR STUDENT REPRESENTATIVES KNOW WHY THE AI IS TAKING THESE RESULTS?

PRACTICAL EXAMPLE: STUDENTS ARE INFORMED BEFORE THE USE OF AI ABOUT HOW IT WORKS, ITS BENEFITS, ITS RISKS AND ITS LIMITS. THIS SHOW OF HONESTY IS ALREADY A WAY OF EDUCATING STUDENTS IN VALUES AS A WAY OF BUILDING TRUST IN THE AI TOOL. THE MORE TRUST THERE IS IN SUCH AN AI PROGRAMME, THE MORE IT IS USED AND THE MORE EFFECTIVE IT IS IN COMBATING CYBERBULLYING.

PROACTIVE RESPONSIBILITY

THIS REFERS TO THE ETHICAL COMMITMENT REQUIRED OF THE SOCIAL ACTORS INVOLVED IN THE DEVELOPMENT, DISTRIBUTION AND IMPLEMENTATION OF THESE APPLICATIONS. THESE SOCIAL AGENTS MUST ANTICIPATE IN ORDER TO REDUCE OR ELIMINATE ANY POTENTIAL RISK THAT THESE TECHNOLOGIES MAY POSE TO ADOLESCENTS, AS AN AI APPLICATION ALONE CANNOT UNDERSTAND THE BIASES OR POWER DIFFERENCES THAT IT MAY PRODUCE, AND MAY ACCIDENTALLY FAVOUR SITUATIONS OF CYBERBULLYING.

- IS THERE A TECHNICAL TEAM IN CHARGE OF THE STORAGE, SECURITY AND PROCESSING OF STUDENT DATA?
- HAS AN INFORMED CONSENT FORM BEEN DEVELOPED FOR PARENTS AND STUDENTS EXPLAINING THE BENEFITS, RISKS AND LIMITATIONS OF AI?
- IF EXTERNAL SOFTWARE IS USED, IS THE RELIABILITY OF THE SOFTWARE KNOWN?
- ARE THERE REGULAR MEETINGS TO ASSESS WHETHER THE APPLICATION IS MEETING THE MINIMUM REQUIREMENTS OR WHETHER PROBLEMS HAVE BEEN IDENTIFIED?
- IS THERE A LEGALLY RESPONSIBLE PERSON IN CASE OF ANY INCIDENT?

PRACTICAL EXAMPLE: SCHOOLS ORGANIZE MONTHLY MEETINGS TO REVIEW THE AI TOOL'S IMPACT ON STUDENT BEHAVIOR AND CLASSROOM DYNAMICS. THEY WOULD DISCUSS ANY ISSUES THAT ARISE AND MAKE NECESSARY ADJUSTMENTS TO ENSURE THE TOOL IS USED ETHICALLY AND EFFECTIVELY. THIS PROACTIVE APPROACH HELPS MAINTAIN A SAFE AND SUPPORTIVE LEARNING ENVIRONMENT WHILE MAXIMIZING THE BENEFITS OF AI IN EDUCATION.

EXPLAINABILITY

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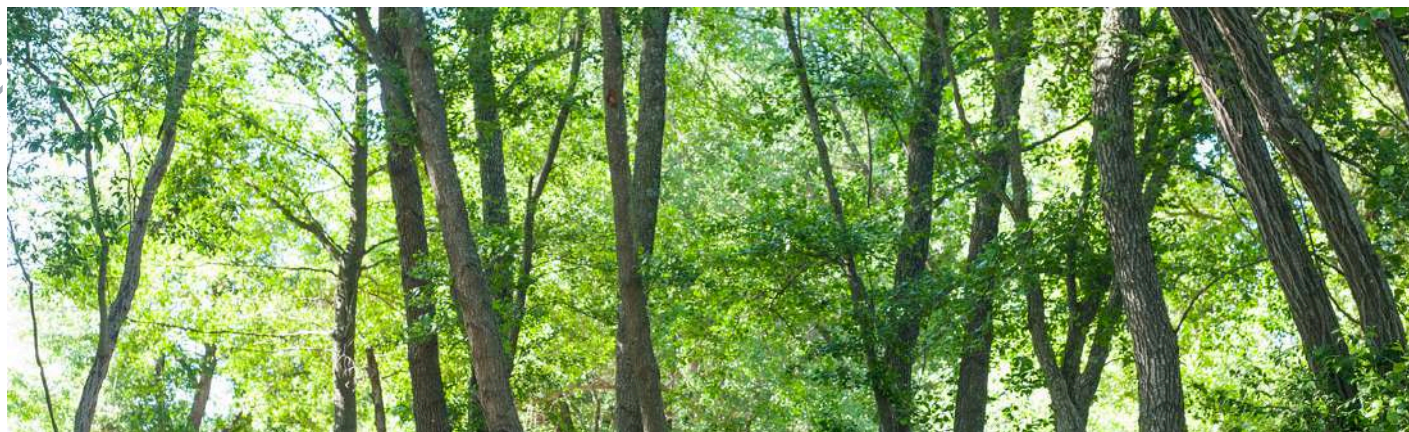
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ACTIVE PARTICIPATION

USERS OF AI APPLICATIONS SHOULD NOT BE SEEN AS MERE PASSIVE AGENTS, BUT SHOULD BE INVOLVED (OR REPRESENTED) IN THE DESIGN, DEVELOPMENT AND USE IN ORDER TO AVOID PROBLEMS WITH THE NEW SCENARIOS POSED BY AI SYSTEMS.

- HAS THE APP BEEN DESIGNED/SELECTED BY STUDENTS FOR THEIR NEEDS?
- HAVE THE STUDENTS BEEN INFORMED OR TRAINED TO GET THE MOST OUT OF THE AI?
- DO TEACHERS KNOW HOW THE APP WORKS AND WHAT THEIR ROLE IS IN IT?
- DO PARENTS KNOW HOW THE APP WORKS? DO THEY HAVE ANY ROLE IN IT?
- HAS THE APP BEEN TESTED AND RECOMMENDED BY AN INSTITUTION REPRESENTING STUDENTS' INTERESTS?

PRACTICAL EXAMPLE: THERE SHOULD BE COMMUNICATION BETWEEN TEACHERS AND STUDENTS TO KNOW HOW CYBERBULLYING HAPPENS, ITS CONSEQUENCES AND TO KNOW HOW TO CHOOSE THE BEST AI APPLICATION TO FIGHT CYBERBULLYING.



PRIVACY

IS THE PROTECTION OF PERSONAL DATA OF INDIVIDUALS, SPECIFICALLY CHILDREN AND ADOLESCENTS FROM UNAUTHORISED COLLECTION, USE AND PROCESSING. AI TOOLS MUST NOT ONLY JUSTIFY THAT THE DATA THEY COLLECT IS LEGITIMATE, AND FOR SPECIFIC PURPOSES CONSENTED TO BY THE CHILD AND LEGAL GUARDIAN. THEY MUST ALSO PROVIDE THAT THEY DO NOT COLLECT DATA OTHER THAN FOR THE PURPOSE OF COMBATING CYBERBULLYING.

- DOES THE IA COMPLY WITH DATA PROTECTION REGULATIONS AND OTHER SIMILAR ORDINANCES?
- ARE THERE CLEAR POLICIES IN PLACE FOR DATA STORAGE, ACCESS, AND SHARING?
- ARE THERE TECHNICAL PROFESSIONALS IN THE INSTITUTION WHO CAN TAKE RESPONSIBILITY FOR PREVENTING SECURITY BREACHES?
- DO PARENTS, TEACHERS AND STUDENTS KNOW WHICH DATA ARE STORED AND WHICH ARE NOT?
- IS IT POSSIBLE NOT TO COLLECT OR ANONYMISE STUDENTS' PERSONAL DATA?

PRACTICAL EXAMPLE: DATA IS STORED ON A SERVER SECURED BY THE SCHOOL'S MANAGEMENT, WHICH IS KEPT UP TO DATE AGAINST POSSIBLE CYBER-ATTACKS. LEAKING CONFIDENTIAL INFORMATION IS DANGEROUS, AS IT CAN LEAD TO DISCRIMINATION AND HARASSMENT ON SOCIAL NETWORKS, THUS ENCOURAGING CYBERBULLYING.

CARE FOR THE ENVIRONMENT

THE USE OF ARTIFICIAL INTELLIGENCE INVOLVES CONSIDERABLE ENERGY EXPENDITURE, SO DEVELOPERS AND DISTRIBUTORS MUST BE RESPONSIBLE TO USE AI IN THE MOST SUSTAINABLE AND ENVIRONMENTALLY FRIENDLY WAY, MINIMISING ITS ENVIRONMENTAL IMPACT, AS WELL AS MAXIMISING ITS COST-EFFECTIVENESS.

- DOES THE INSTITUTION KNOW WHAT THE ENERGY COST OF INTRODUCING THIS AI SYSTEM IS, AND CAN THIS BE OFFSET BY SAVINGS ELSEWHERE?
- IS THERE A WAY TO GIVE THE EQUIPMENT USING AI A LONGER OR MORE EFFICIENT LIFETIME?
- DO THE CONSEQUENCES OF USING AI HELP TO IMPROVE SOCIETY?
- DOES THE COMPANY PROVIDING THE TOOL DEMONSTRATE THAT THE TOOL AND ITS USE ARE ENVIRONMENTALLY FRIENDLY?

PRACTICAL EXAMPLE: EQUIPMENT USING AI SYSTEMS USES ENERGY-SAVING TOOLS. PROMOTING MORE EMPATHETIC, CARING AND COLLECTIVIST VALUES IMPROVES NOT ONLY THE FIGHT AGAINST CYBERBULLYING BUT ALSO ENVIRONMENTAL AWARENESS.



Co-funded by
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PROJECT NO: 2023-1-ES01-KA220-SCH-000160237.

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