

Our Technoethical Audit of ChatGPT

PART I

Directions: Please select one dimension of ChatGPT to explore further. Add your name to the dimension you'd like to explore and complete the two readings, viewings, or listenings for our next class.

Dimension of ChatGPT	Readings	Students (no more than 6 people in a group)
Democracy	Hsu, T., & Thompson, S. A. (2023, June 20). Disinformation researchers raise alarms about A.I. chatbots. <i>New York Times</i>. https://web.archive.org/web/20240512205925/https://www.nytimes.com/2023/02/08/technology/ai-chatbots-disinformation.html Marcus, G. (2022, December 19). AI platforms like ChatGPT are easy to use but also potentially dangerous. <i>Scientific American</i>. https://www.scientificamerican.com/article/ai-platforms-like-chatgpt-are-easy-to-use-but-also-potentially-dangerous/	
Economy	Nathan, A. (Host). (2024, June 27). A skeptical look at AI investment [Audio podcast episode]. In <i>Goldman Sachs Exchanges</i>. Goldman Sachs. https://www.goldmansachs.com/insights/top-of-mind/gen-ai-too-much-spend-too-little-benefit Oremus, W. (2023, June 5). AI chatbots lose money every time you use them. That is a problem. <i>Washington Post</i>.	
Education	Global Silicon Valley. (2024, April 30). <i>The difference between great AI and great teaching with Dan Meyer</i> [Video]. YouTube  The Difference Between Great AI and Great Teaching with Dan ...	

	Shulman, L. (2024, July 31). AI is outsourcing teens' imaginations. <i>Newsweek</i>. https://www.newsweek.com/ai-outsourcing-teens-imaginations-opinion-1930476	
Environment	Luccioni, S., Trevelin, B., & Mitchell, M. (2024). The environmental impacts of AI: A primer. <i>Hugging Face</i>. https://huggingface.co/blog/sasha/ai-environment-primer McDonnell, F., & Baptista, D. (2024, September 5). Forget jobs. AI is coming for your water. <i>Context</i>. https://www.context.news/ai/video/forget-jobs-ai-is-coming-for-your-water	
Ideology	Altman, S. (2023, February 24). Planning for AGI and beyond. <i>OpenAI Blog</i>. https://openai.com/blog/planning-for-agi-and-beyond Gebu, T., & Torres, E. P. (2024). The TESCREAL bundle: Eugenics and the promise of utopia through artificial general intelligence. <i>First Monday</i>, 29(4). https://firstmonday.org/ojs/index.php/fm/article/download/13636/11599	
Labor	Dzieza, J. (2023, June 20). AI is a lot of work. <i>The Verge</i>. https://www.theverge.com/features/23764584/ai-artificial-intelligence-d-ata-notation-labor-scale-surge-remotasks-openai-chatbots Perrigo, B. (2023, January 18). OpenAI used Kenyan workers on less than \$2 per hour to make ChatGPT less toxic. <i>Time</i>. https://time.com/6247678/openai-chatgpt-kenya-workers/	

PART II

Step 1: Collect findings

Directions: Work with the other people who explored the same dimension as you and share at least two key findings from the materials.

Dimension of ChatGPT	Findings <i>Share at least two key findings or observations you have from the materials that you think your peers should know about.</i>
Democracy	
Economy	
Education	
Environment	
Ideology	
Labor	

Step 2: Synthesize and question

Directions: During this next phase, please do the following:

- 1) Share the findings from your previous group.

2) Discuss the following questions¹ in your group:

- a) What are the costs (material, environmental, social) of creating and using ChatGPT? Who bears those costs?
- b) Who decided how this technology would be designed? What values might they have brought to that process?
- c) Who will benefit from ChatGPT, and who will be harmed?
- d) Which of the changes brought by ChatGPT are desirable, or not, and for whom?

Step 3: Deliberate and decide

Directions: Now that we've learned about and discussed different dimensions of chatbots, including ChatGPT, and their impacts, let's turn our attention to ChatGPT in K-12 schools, colleges, and universities. Continuing to work with your current group, complete the table and write your responses to the questions:

Group 1:

Arguments for Using ChatGPT in K-12 Schools, Colleges, and/or Universities	Arguments for Not Using ChatGPT in K-12 Schools, Colleges, and/or Universities

Is ChatGPT ethical?

Communicate your conclusions about ChatGPT by offering guidance for informed action. If you conclude ChatGPT can and/or should be used in schools, colleges, and/or universities, what, if any, caveats would you add? If you think ChatGPT should not be used in schools, colleges, and/or universities, explain why.

¹ The questions come from the paper, [“What Relationships Do We Want with Technology? Toward Technoskepticism in Schools?”](#) by Jacob Pleasants, Daniel G. Krutka, and T. Philip Nichols.

Group 2:

Arguments for Using ChatGPT in K-12 Schools, Colleges, and/or Universities	Arguments for Not Using ChatGPT in K-12 Schools, Colleges, and/or Universities

Is ChatGPT ethical?

Communicate your conclusions about ChatGPT by offering guidance for informed action. If you conclude ChatGPT can and/or should be used in schools, colleges, and/or universities, what, if any, caveats would you add? If you think ChatGPT should not be used in schools, colleges, and/or universities, explain why.

**Continue to make as many groups as you need for your learning environment