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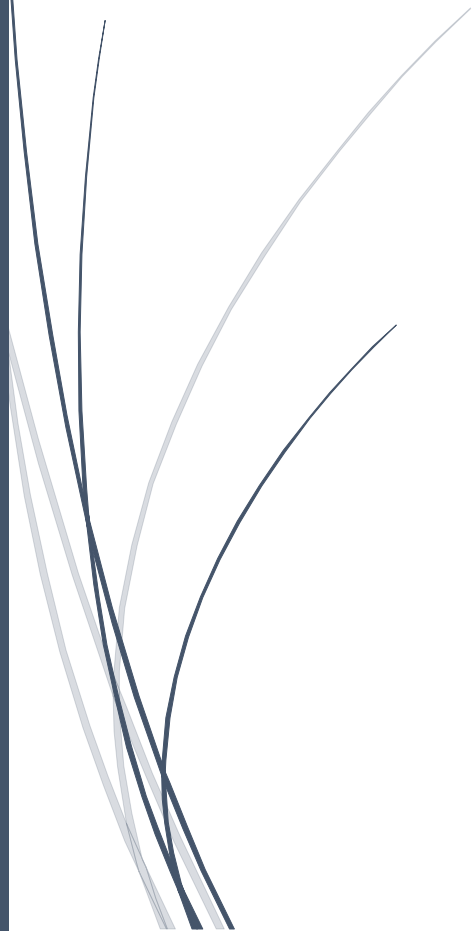
Methodology for adults training

Artificial Intelligence



Activity title:	**What is Artificial Intelligence?**
Overview	This activity is designed to facilitate the access of adults to structured information about Artificial Intelligence.
Objectives:	□ developing adults' abilities to explore the defining elements of artificial intelligence
Materials:	□ developing adults' abilities to harness artificial intelligence in everyday life, to a reasonable extent.
Time:	70 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

1. **Brainstorming/definition of artificial intelligence** -10 minute

The trainer invites adults to a brainstorming exercise, starting from the following questions: What does the term 'artificial intelligence' mean to you? Can you define it?

2. **Individual activity (definition of artificial intelligence)** – 10 minute

After discussing and recording all the ideas stated by the adults participating in the training session, without criticizing and omitting details, at least 4 definitions of artificial intelligence are designed and presented (from the specialized literature, from specialized sites). The trainer asks the participants in the course to reflect on the content of the 4 definitions of artificial intelligence, then individually to contradict a personal definition of artificial intelligence and to write it down on a worksheet.

3. Group activity (definition of artificial intelligence) – 10 minute

The participants are grouped by 4, by counting (from 1 to 4). The requirement is to discuss and analyse the 4 personal definitions, to identify the similarities and differences, to harmonize the elements considered essential for the definition of artificial intelligence, and finally to construct a more complete and clarifying definition of artificial intelligence. Definitions are written on a large flipchart sheet, then displayed in the classroom.

4. Gallery walk -5 minute

The 5 groups are invited to a gallery walk (each group passes and visualizes the definitions built by colleagues). Participants in the course are invited at the end of the gallery tour to complete / improve their definitions of artificial intelligence. Afterwards they are again exposed to be viewed throughout the day.

5. **Power point presentation, theoretical aspects- Artificial Intelligence** - 10 minutes
6. **Video - What is Artificial Intelligence?**- 5 minutes
   https://www.youtube.com/watch?v=2ePf9rue1Ao
7. **Individual activity –** 10 minutes

Identify specific times when you use Artificial Intelligence. How did you feel? Reconsider your own earlier definition of AI. Is there anything you would add? How do you believe other adults would respond if you asked them about specific times when they use Artificial Intelligence?

8. **Individual activity-** 10 minutes

Watch the movie and reflect! Should we be afraid of Artificial Intelligence?
https://www.youtube.com/watch?v=TRzBk_KuIaM

Debriefing and evaluation

How did you feel about this activity? What was the most applicable part? What did you learn about Artificial Intelligence?

Tips for trainers

Encourage participants to reflect on how to use artificial intelligence, as well as the advantages and disadvantages of using artificial intelligence in everyday life.

Encourage participants to be honest in presenting situations in which they have used artificial intelligence.

Explain to the participants of the course the importance of conscious use of artificial intelligence.

Suggestions for follow-up activities

Consider how you are going to use Artificial Intelligence in your day to day life. Remember the idea that **AI is capable of solving harder and harder problems better than humans can.**

Activity title:	**Everyday uses of Artificial Intelligence**
Overview	This activity is designed to put adults in a position to decide how they will act to discover / learn relevant and useful aspects of Artificial Intelligence.
Objectives:	🗐 developing adults' abilities to explore the defining elements of artificial intelligence 🗐 developing adults' abilities to harness artificial intelligence in everyday life, to a reasonable extent.
Materials:	Flipchart sheets, writing instruments
Time:	60 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

Review by rotation - 30 minutes

The participants are divided into groups of four (by dividing coloured cards). On the walls of the room there are 5 flipchart sheets with one question. Each group goes by each sheet and answers the question**.**

Questions on flipchart sheets (adapted from https://www.iste.org/explore/Computer-Science/3-unplugged-activities-for-teaching-about-AI)

1. Do you think adults understand Artificial Intelligence? (Today's adults will live and work side by side with Artificial Intelligence)
2. What do you think about the idea: "what adults know about AI often comes from movies"?
3. What am I feeling about seeing robots thinking, feeling and learning autonomously?
4. Do you have any predictions about technology/Artificial Intelligence?
5. What do you think about this idea: "Providing adults with the tools and access to ArtificiaI Intelligence education will create a generation who are not simply passive consumers of this technology but, rather, active creators and shapers of its future."

After the rotation is over, the answers given are discussed, arguing the intervention methods for learning the elements related to Artificial Intelligence.

Pair activity – 20 minutes

Discuss in pairs and decide how you act! Write down the strategies chosen!

- How do we act when, as adults, we don't know anything about Artificial Intelligence?
- Where do we find the right resources to get started in the field of Artificial Intelligence?

Communicate to the group the strategies that were written down. The ways of initiation in the field of Artificial Intelligence are discussed in plenary. The ideas are written down by the trainer, as the conclusions of the debate are drawn.

Debriefing and evaluation

How do you act to learn about Artificial Intelligence?
How do you collect your Artificial Intelligence information? From what sources?
What are the benefits of Artificial Intelligence?
What are the limits of Artificial Intelligence?
How can you harness Artificial Intelligence in your daily life?

Tips for trainers

Encourage learners to discuss and analyse the benefits of using Artificial Intelligence in everyday life, but also to identify the risks of using Artificial Intelligence in everyday life.

Make adults responsible for the use of Artificial Intelligence in the lifelong learning process.

Suggestions for follow-up activities

Your goal this year will be to learn more about artificial intelligence (AI). Did you know **what are some everyday uses of AI?**
Some common uses of artificial intelligence that many people likely use every day and may not know it are (from https://www.gettingsmart.com/2019/01/teaching-students-about-ai/)

- Smartphones: The use of artificial intelligence is used with the photo editor on smartphones. When you want to take a picture, artificial intelligence helps by selecting the appropriate settings and suggesting different modes to you.
- Music and Media: Whether you use something like Spotify or enjoy watching Netflix or even YouTube, artificial intelligence is helping you find the music and media that you want. Over time, it learns based on your selections and then provides recommendations for you to add to your playlist.
- Smart Home Devices: Artificial intelligence is used in smart home devices to adjust the temperature and even lighting based on our preferences.
- Online services: From travel to banking, shopping, and entertainment, these industries rely heavily on artificial intelligence for using chatbots or through algorithms that enable it to track spending, suggest purchases, prevent fraud and complete other transactions much faster.

Note some more things you want to learn about everyday uses of Artificial Intelligence!

Activity title:	**Rucksack (adapted from Compass)**
Overview	This activity is designed to make a synthesis of all the content elements in the session on Artificial Intelligence. The activity invites each participant in the training session to reflect on what he or she thought about the subject of the training, on what was useful and interesting to him or her, but also on future plans on effective ways to learn about Artificial Intelligence.
Objectives:	developing skills to reflect on the following aspects: understanding of AI, its history, and its evolution; AI implementation in everyday life; understanding the social and ethical implications of AI; developing the Future of Artificial Intelligence
Materials:	Flipchart sheets, markers
Time:	30 minutes
Group size:	big groups (20-30 participants)

Instructions for trainers

For this activity each participant receives a flipchart sheet and a set of crayons. The trainer asks the participants to think about what they learned during the session on Artificial Intelligence and to draw themselves by greeting and carrying a backpack in which to introduce ideas about Artificial Intelligence, its history, and its evolution; AI implementation in everyday life; understanding the social and ethical implications of AI; developing the Future of Artificial Intelligence.

The trainer asks the trainees to put in their backpacks everything they think they learned in the course and they want to keep and use. Here could also enter educational resources, ideas, people they met, new ways of relating to social and educational realities, values, new skills acquired, etc.

Participants are also asked to write down what they would like to leave behind in a trash bin. There could be inappropriate habits, outdated ideas, difficult times ... or anything else that was a disruptive factor during the training session.

The last point to the participants is that it is not important to make a drawing that can compete with that of an artist. I can use symbols, words, schemes ... the idea is to illustrate absolutely everything that would be kept from the course, as well as what would be left behind.

After the completion of the activity all the flipchart sheets are displayed, to be viewed, in a walk of the individual gallery.

Debriefing and evaluation

The activity allows the participants to carry out a review of all the content elements and of the practical activities carried out during the training session. Also,

through this activity, the participants can also decide what is not useful to them and would like to put them aside.

The gallery walk from the last training sequence ... is a facilitating element of consolidating the information and activities carried out. In case the details have been omitted, this moment offers the opportunity for each participant of the course to structure and complement the content elements.

Tips for trainers

Recommend to the participants not to forget to introduce in the backpack: the beneficial elements of the training session, which they have learned about Artificial Intelligence, what more they want to know about Artificial Intelligence; how AI can be harnessed in everyday life; which are social and ethical implications of AI; the Future of Artificial Intelligence

Also, encourage the participants to make a graphic presentation that helps them to structure the valuable ideas they hold.

Suggestions for follow-up activities

Write an essay about future of Artificial Intelligence, starting from the following idea: "The use of artificial intelligence in the world and specifically in education will continue to grow as more people explore the topic and develop new ways to incorporate it into daily life. The potential for learning through artificial intelligence means that participants have access to virtual tutors, can enrol in an online course taught by AI, and have access to the resources they need at the exact moment they need them". (https://www.gettingsmart.com/2019/01/teaching-students-about-ai/)

If adults are not begginers in learning about Artificial Intelligence, you can use some of next activities!

Links to other activities with adults

The brain in a bag- The activity explaining how neurons in the human brain work and then create an artificial version that is programmed to play Red-black snap. http://www.cs4fn.org/teachers/activities/braininabag/braininabag.pdf

The emotional robot- This activity demonstrates how robot created by a University student reacts to the tone of a speaker's voice. It responds by changing its expression to suggest emotions such as happy, sad and surprised.
http://www.cs4fn.org/teachers/activities/emotionalrobot/emotionalrobot.pdf

Create a face- the adults will learn to create a face which is programmed to react to different kinds of sounds (nasty, nice or sudden) and show different emotions (sad, happy, surprised).
http://www.cs4fn.org/teachers/activities/createaface/createaface.pdf