

PHI 801-52, Ethics in a Global Society, Assignment #2

Sandra M. Anderson

Omega Graduate School

October 27, 2024

Professor: Dr. Jared Sorber

Assignment #2

Developmental Reading

Create Developmental Readings from seminal sources and scholarly peer-reviewed journal articles. Review instructions for Assignment #3, the course essential elements, and course readings to identify selections of books and journals to create entries.

a. Refer to the "Student Guide to Developmental Readings" in the General

Helps folder for updated information on sample comments, the grading rubric, and key definitions related to developmental readings.

Course Essential Elements

1. Survey the history and significant development of ethics.
2. Understand ethics as the philosophy and methodology of behavior and the conducting of human activities.
3. Compare the different approaches of traditional ethical systems to Christian ethics.
4. Evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Source One: Holmes, W., Porayska-Pomsta, K., Holstein, K., Sutherland, E., Baker, T., Shum, S. B., ... & Koedinger, K. R. (2022). Ethics of AI in education: Towards a community-wide framework. *International Journal of Artificial Intelligence in Education*, 1-23.

Comment 1:

Quote/Paraphrase: “In addition, several respondents identified properties of AI in education which, in combination together, make education distinct to other sectors: “All the generic concerns around big data and algorithms apply to education. What’s more interesting are the features that make the formal education system, and learning as a phenomenon, distinctive from the other sectors of society being impacted by data science” (Buckingham Shum). These issues relate not just to the ethics of the development of AIED tools in and of themselves, but to their educational context – when, how, and to what end, an AIED tool is being used” (Holmes, 2022, p. 512).

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application respond with a Christian ethical application.

Additive/Variant Analysis: This is an additive to my knowledge about education and AI use having ethical issues on multiple levels.

Contextualization: This article is helping me to evaluate ethics in schools with AI technology. AI has been introduced to administrators and students will be allowed to use it. This article highlighted the ethical concerns involving not just

the technology but the educational content itself. The benefits of AI can not be denied as it is infused in so many aspects of our lives, often unknowingly. It will be imperative to educate students and staff on how to evaluate the authenticity of content. It is also of great concern that the general population at large is being targeted, profiled, and manipulated by the use of AI and other technology. We as Christian leaders will need to make it a priority to educate God's people.

Comment 2:

Quote/Paraphrase: "It is almost certainly the case that all members of the Artificial Intelligence in Education (AIED) research community are motivated by ethical concerns, such as improving learning outcomes and their lifelong opportunities. However, as has been seen in other domains of AI application, ethical intentions are not by themselves sufficient, as good intentions do not always result in ethical designs or ethical deployments (e.g., Dastin 2018; Reich and Ito 2017; Whittaker et al. 2018). Significant attention is required to understand what it means to be ethical specifically in the context of AIED. The educational contexts that AIED technologies aspire to enhance highlight the need to differentiate between doing ethical things and doing things ethically, to understand and make pedagogical choices that are ethical, and to account for the ever-present possibility of unintended consequences, along with many other considerations. However, addressing these and related questions is far from trivial, not least because it remains true that "no framework has been devised, no guidelines have been agreed, no policies have been developed, and no regulations

have been enacted to address the specific ethical issues raised by the use of AI in education” (Holmes et al. 2018, p. 504-505).

Essential Element: The essential element is to understand ethics as the philosophy and methodology of behavior and the conducting of human activities.

Additive/Variant Analysis: This is an additive analysis to my understanding of the parallel between ethics as a philosophy and ethics in its application to behavior in protecting the general public with policies and regulations.

Contextualization: “As has been seen in other domains of AI application, ethical intentions are not by themselves sufficient, as good intentions do not always result in ethical designs or ethical deployments” (p. 505). This statement resonates with me because people in education have a lot of good intentions. In my almost 40 years career in education, I know that “good intentions” affect policies and practices. A good example is this, to keep people from being bullied for being gay, the schools are trying to indoctrinate everyone to accept gay lifestyles as normal and moral regardless of their religious beliefs. The Bible warns us that “There is a way that seems right to a man, but its end is the way of death” (Proverbs 14:12).

Source Two: Mancosu, M., & Vegetti, F. (2020). What you can scrape and what is right to scrape: A proposal for a tool to collect public Facebook data. *Social Media+ Society*, 6(3), 2056305120940703.

Comment 3:

Quote/Paraphrase: “Besides ethical concerns, social media scholars also need to make sure that their research activity does not breach any legal barrier. This is not much of a concern for researchers using more “traditional” approaches, like surveys or lab experiments, as subjects in these studies are asked to provide their informed consent before the collection and use of their data. However, one of the strengths of using digital trace data, whether from social media or other platforms, is exactly that subjects are observed spontaneously performing their online activities. In addition, the typical social media research project involves collecting data about many individuals, often hundreds of thousands. This makes it practically impossible to obtain informed consent from every one of them” (Mancosu, & Vegetti, 2020, p. 2).

Essential Element: Understanding ethics as the philosophy and methodology of behavior and the conducting of human activities is the essential element. This is eye-opening for my understanding of the human activities of researchers, especially with Facebook.

Additive/Variant Analysis: This is an additive to my knowledge of how social media information is being gathered.

Contextualization: I am learning about data scraping as I research, and I find myself asking more questions than answers. I am especially concerned about minors, who live on Social Media. If companies like Facebook, an American company, have issues with data scraping, what safeguards, if any, are in place with foreign social media platforms and apps? The article stated, “In addition, the

typical social media research project involves collecting data about many individuals, often hundreds of thousands. This makes it practically impossible to obtain informed consent from every one of them” (Mancosu, & Vegetti, 2020, p. 2).

Comment 4:

Quote/Paraphrase:

“This information was used to profile users based on their psychological characteristics, cultural tastes, as well as political and religious views, with the aim of fine-targeting them in political advertising campaigns. The CA case is extremely problematic from several points of view. First, the information collected by the company about the initial 270,000 app users was not openly available to any Facebook visitor, but it was semi-private information shared by the users with their closed circle of “friends.” In other words, a user who was not a friend of all the users who installed the app would not have been able to view all the data in the dataset. Hence, CA’s data collection violated the users’ privacy, observing them in a space where they would not “reasonably expect to be observed by strangers” (Townsend & Wallace, 2016, p. 10)” (Mancosu, & Vegetti, 2020, p. 3).

Essential Element: Understanding ethics as the philosophy and methodology of behavior and the conducting of human activities is the essential element.

Additive/Variant Analysis: This is an additive to my knowledge of how Facebook's private settings and terms of agreement do not deter researchers who

gather the information to target Facebook users to manipulate and control their behavior.

Contextualization: It is very troubling that researchers and anyone with the know-how can collect personal data on people sharing and communicating in ways they believe are private. People trust Facebook and other social media platforms and apps to protect their data and believe their information is protected with personal usernames and passwords. In the end, we all need to know and believe in an unseen hand who watches over us, regardless of how clever humankind thinks of itself. The Bible says that God has given His angels charge over us, to keep us in all our ways and that through the hands of His angels, He will bear us up, lest we dash our foot against a stone (Psalms 91:11-12). I put my trust in Jesus, in all things!

Source Three: Fiesler, C., Beard, N., & Keegan, B. C. (2020, May). No robots, spiders, or scrapers: Legal and ethical regulation of data collection methods in social media terms of service. In *Proceedings of the international AAAI conference on web and social media* (Vol. 14, pp. 187-196).

Comment 5:

Quote/Paraphrase: “Social media and other user-generated content platforms have opened up a wealth of publicly available information about human behavior. This “data gold mine” has proven to be a great resource for researchers in many disciplines beyond just social computing (Felt 2016; Lazer et al. 2009). Twitter data has supported many kinds of important research—from disease tracking (Paul

and Dredze 2011) to communication during a crisis (Vieweg et al. 2010) to understanding the flow of misinformation (Starbird 2017)” (Fiesler, et. al., 2020, p. 187).

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Additive/Variant Analysis: This is an additive to my knowledge and understanding how researchers are using social media as a data gold mine (p. 187).

Contextualization: I began this assignment by collecting research about the ethical use of technology in education. However, it is so much greater than just education. This research is equipping myself and other Christians to do the work of the Kingdom, I am trusting God to continue to lead me as I follow Him.

Perhaps educating educators would be a good place to start.

Source Four: du Boulay, B. (2022). Artificial intelligence in education and ethics. In *Handbook of open, distance and digital education* (pp. 1-16). Singapore: Springer Nature Singapore.

Comment 6:

Quote/Paraphrase: “This chapter traces the ethical issues around applying artificial intelligence (AI) in education from the early days of artificial intelligence in the 1970s to the current state of this field, including the increasing sophistication of the system interfaces and the rise in data use and misuse. While in the early days, most tools were largely learner-facing, now there are tools that

are teacher-facing, supporting their management of the classroom, and administrator-facing, assisting in their management of cohorts of students. Learner-facing tools now take into account the affective and motivational aspects of learning as well as the cognitive. The rise of data collection and its associated analytic tools has enabled the development of dashboards for the dynamic management and reflective understanding of learners, teachers, and administrators (du Boulay, 2022, p. 1)

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Additive/Variant Analysis: This is an additive to my knowledge. I didn't realize how vulnerable our students, teachers, and administrators are to information and data being collected from school use.

Contextualization: In education, we have a computer application for everything. The article stated, "Learner-facing tools now take into account the affective and motivational aspects of learning as well as the cognitive. The rise of data collection and its associated analytic tools has enabled the development of dashboards for the dynamic management and reflective understanding of learners, teachers, and administrators" (p. 1). The sale and use of educational application data for anything except its intended purpose is not something that students and their families are given a choice. The same is true with staff. Yet, the educational and personal data of students, families, and staff is being used in ways

unknown to its users. As a Christian leader, I believe God is teaching me because school systems can be more cautious and research and find more regulations, policies, and software to protect the privacy of the students, families and staff.

Comment 7:

Quote/Paraphrase: “Are Learner-Facing Tools Effective and Being Used?”

There have been at least seven meta-studies and meta-analyses of the effectiveness of learner-facing tools as compared to either a teacher working with a whole class of students or a skilled teacher working with a single student (for a summary, see du Boulay, 2016). The overall message from 182 comparative studies is that learner-facing tools perform better in terms of learning gains compared to a human teacher working with a whole class (effect size $\frac{1}{4}$ 0.47) but slightly worse than a skilled human tutor working with a single student (effect size $\frac{1}{4}$ 0.19)” (du Boulay, 2022, p. 5).

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Additive/Variant Analysis: This is an additive to my knowledge in understanding the data behind using computer applications to help with learning in schools.

Contextualization: As I think about AI use in schools and how research is showing its effectiveness in helping students achieve in learning, it demonstrates

the need for more research and software systems to protect students' and staff's personally identifiable information. There also needs to be more research on its effectiveness in schools and student-computer interactions versus student-teacher interactions. God has placed Christians throughout the school district as His Kingdom ambassadors. With the time that we do have with students and staff, it is important to infuse Biblical principles into our teaching and professional development without violating the Establishment class. Biblical principles and truths are essential in developing moral and ethical character for both students and staff.

Source Five: Nicolaides, A. (2020). Contemplating Christian ethics and spirituality for sound leadership in organisations. *Pharos Journal of Theology*, 101.

Comment 8:

Quote/Paraphrase: “The idea that businesses are only of economic value, and ethics, theology or religion, have no place in them, has been the common view held for many decades. However, De George (1982; 1986) states that any amorality of business is a myth that must be outmoded. Business actions remain human actions and are still the consequence of free, deliberate decision-making by all businesses big and small. They thus have an ethical dimension. Ethics is critical in business for several reasons for example, ethical behavior supports sustainability and is in any case the ‘right thing to do’. In a Christian context, our faith ought to guide us to the right actions and virtue and morality assist in

making a business virtuous and relate to quality management and quality service provision and infuse these aspects to become part of a quality paradigm (Nicolaidis, 2015)”

Essential Element: The essential element is to compare the different approaches of traditional ethical systems to Christian ethics.

Additive/Variant Analysis: This article is an additive to my appreciation of how God uses Christians to show His love for all of humanity's biblical teachings and behavior.

Contextualization: This article indicated that our faith ought to guide us to the right actions or orthopraxy, virtue, and morality. Our actions as believers need to be ethical and assist in making decisions in all areas of our lives, personal and professional. The Bible teaches us to acknowledge the Lord in all of our ways (Proverbs 3:6). This should be especially evident in our professional lives where we rely on the Holy Spirit every day to help us with excellent performance and high standards of excellence and moral character.

Comment 9:

Quote/Paraphrase: Churches contend that the moral obligations of corporate managers are not only reducible to maximizing profit or shareholder return (Zúñiga y Postigo & Schmiesing, 2013). The Church maintains that Governments must deliver on sound regulations and a system of taxation that encourages businesses to preserve the natural environment, hire disadvantaged workers, and create jobs in the most depressed areas as a priority. Managers and stockholders

need to be cognizant of their responsibilities toward society as a whole and thus all the stakeholders. In this regard, the Church is a key element of civil society and should serve as a watchdog, more than it currently does (Nicolaidis, 2020, p. 8).

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Additive/Variant Analysis: This is an additive to my knowledge of the responsibility of the church.

Contextualization: I agree with the authors that the church is a “key element of civil society and should serve as a watchdog more than it currently does (p. 8). However, this is an area where the church needs to evolve. While the church is affiliated with politics, would people see the church as a watchdog advocating for human protection policies? In public education, would people see the church actively supporting Christians laboring in schools as missionaries? I believe it is time for the church to rethink missions in America to increase ethical and moral behavior in all sectors of society.

Source Six: Alexander, A. B. (2019). Christianity and ethics. BoD—Books on Demand.

Comment 10:

Quote/Paraphrase: “There is a tendency in our day among all classes to divorce religion from life, to separate the sacred from the secular, and to regard worship from work as two entirely distinct realms of existence. For these reasons among

others, there is a special need, as it seems to us, for a systematic study of Christian ethics of those who are to be the leaders and teachers of the people. The materialistic view of life must be met by adequate Christian philosophy. The unfaith and pessimism of the age must be overcome by the advocacy of an idealistic conception that exists not only upon the personality and worth of man, involving duties as well as rights but also upon the supremacy of conscience in obedience to the law of Christ” (Alexander, 2019).

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Additive/Variant Analysis: This is an additive to my knowledge of the need to have more discussion about infusing ethics into our teaching as Christian leaders.

Contextualization: Professional in all fields work to support themselves and their families.

Comment 11:

Quote/Paraphrase: “Above all, we need an ethic which will show that religion is co-extensive with life, transfiguring and spiritualizing all its activities and relationships. Life is a unity and all duty is one, whether it be duty to God or duty to man. It must be all of a piece, like the robe of Christ woven from the top to the bottom without a seam. It takes its spring from one source is is dominated by one spirit” (Alexander, 2019).

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Additive/Variant Analysis: This is an additive to my knowledge because this

Contextualization: As I think about this article, it reflects what the Bible says about faith without works is dead (James 2:14-26). This application can be seen in supporting missionaries, but it is not often seen in supporting American professionals. I am a Crossroader who volunteered and lived in Sudan and The Gambia. Outside of working in education, for thirty years, I led humanitarian and short-term foreign missions to different countries in Africa, Europe, and Central America. The world has shifted. Now it seems the religions, cultures, and countries have come here with their religions and cultures and all of them are in our schools and universities and every sector of our American society, changing our values and beliefs from within. God has Christian missionaries on assignment as His ambassadors in these secular and anti-Christian businesses, agencies, and educational institutions. The problem is they are there alone. It is time for the church to rethink missions, in particular, American missions. I have shifted my focus and started Educators for Christ.

Source Seven: Corduan, W. (2024). *Neighboring faiths: A Christian introduction to world religions*. InterVarsity Press.

Comment 12:

Quote/Paraphrase: “Increasing people from different backgrounds and cultures live side by side, sometimes adapting their ways to each other, many times trying to maintain their ancient heritage despite strong pressure to give them up. Over the past few decades, the United States and Western Europe have experienced an unprecedented influx of people from remote reaches of the globe. In contrast to earlier immigrants, these people are not ready to jettison their own cultures and jump into a melting pot” (Corduan, 2024).

Essential Element: The essential element is to evaluate the secular ethical standards concerning current world events and respond with a Christian ethical application.

Additive/Variant Analysis: The article is additive to my knowledge after discussing it in my previous contextualization.

Contextualization: The need for the church to rethink missionaries as including the very people sitting in the pews. The world is here. People from other religions are in positions of influence and power and have joined the anti-Christian and multicultural movement to include their religions and cultures as equal and even superior. Many Christians are including these cultures in their daily lives and being deceived as they broaden their views of what it means to be saved. Many modern immigrants setting up their religions and cultures have influence and power. Nowhere is this more evident than in the DMV area with an abundance of non-Christian temples and mosques. Jesus made it very clear that He is the Savior of the world (John 14:6).

Works Cited

- Alexander, A. B. (2019). Christianity and ethics. BoD–Books on Demand.
- Corduan, W. (2024). *Neighboring faiths: A Christian introduction to world religions*. InterVarsity Press.
- du Boulay, B. (2022). Artificial intelligence in education and ethics. In Handbook of open, distance and digital education (pp. 1-16). Singapore: Springer Nature Singapore.
- Fiesler, C., Beard, N., & Keegan, B. C. (2020, May). No robots, spiders, or scrapers: Legal and ethical regulation of data collection methods in social media terms of service. In *proceedings of the international AAAI conference on web and social media* (Vol. 14, pp. 187-196).
- Holmes, W., Porayska-Pomsta, K., Holstein, K., Sutherland, E., Baker, T., Shum, S. B., ... & Koedinger, K. R. (2022). Ethics of AI in education: Towards a community-wide framework. *International Journal of Artificial Intelligence in Education*, 1-23.
- Mancosu, M., & Vegetti, F. (2020). What you can scrape and what is right to scrape: A proposal for a tool to collect public Facebook data. *Social Media+ Society*, 6(3), 2056305120940703.
- New American Standard Bible (NASB), 2020. *Lockman Foundation*. (Original work published in 1960).
- Nicolaides, A. (2020). Contemplating Christian ethics and spirituality for sound leadership in organisations. *Pharos Journal of Theology*, 101.