

## Activity 2.2: AI Research and Ethics

**Duration:** 40-50 minutes

### Aims:

- To explore different definitions of AI from different perspectives
- To define ethics in the context of AI and briefly review core ethical AI principles
- To provide an overview of emerging and current AI Legislation
- To explore why an ethical approach is essential to building trustworthy AI

### Requirements:

Tables and chairs, large screen and projector, pens and paper may also be useful

### Activities:

This activity will be guided by a series of slides which have two points of engagement through two activities.

1. Activity 1 (5 minutes): The first activity explores definitions of artificial intelligence with the group. The group is asked the first question:

- **What is your definition of Artificial Intelligence?**

Responses can be captured anonymously by setting up a [mentimeter](#) and adding a QR code to the slide or participants can be asked verbally. The aim here is to explore how difficult it is to simply define what artificial intelligence is. Answers will vary depending on the audience and the subject discipline. The group is then asked the second question:

- **Explain in a few words what is AI to your elderly relative?**

The aim of the second question is to emphasize the difficulties in trying to define AI in simple language with limited jargon i.e. “model”, “algorithm” etc.

2. Activity 2 (8 minutes) explores perceptions of trust in the context of data driven technologies and artificial intelligence. Slide 31 is the placeholder for this activity. The link to the [mentimeter](#) slides for this activity is here:

<https://www.mentimeter.com/app/presentation/alp83ny81yo8bsw2a7khvfrh7nfw679/edit?source=share-modal>. (If there is any issue with access, please email [K.Crockett@mmu.ac.uk](mailto:K.Crockett@mmu.ac.uk) with the subject header: PEAs in PODS Training Activity 2.3 Menti Access.)

### Optional follow-on activity:

AI means different things to different communities. Within higher education there will be differences between those studying STEM subjects, to those studying computer science and those in the arts and humanities. Having interdisciplinary breakout groups will enable participants to discuss their own understandings and opinions.

### Resources:

- PEAs in Pods Training Activity 2.2 - Resource - AI research and ethics.pdf

**Additional resources:**

- Ethical guidelines and legalisation are a very dynamic area. The slides within the presentation contain a snapshot from March 2025 and would therefore need updating The OECD.AO Policy Observatory is an excellent starting point:
- OECD.AI, Policy Observatory ( 2025), Policies, data and analysis for trustworthy artificial intelligence, [online], Available: <https://oecd.ai/en/>
- The EU Artificial Intelligence Act - Up-to-date developments and analyses of the EU AI Act, (2025), [online], Available: <https://artificialintelligenceact.eu/>
- UNESCO Recommendations on the Ethics of Artificial Intelligence, (2024), [online], Available: <https://www.unesco.org/en/articles/recommendation-ethics-artificial-intelligence>

**Facilitation notes:**

- The facilitator will need to take time to familiarise themselves with the slides in advance of the session.
- This activity was designed as an in-person activity to facilitate discussion but could be delivered online.
- This activity could easily take longer depending on the backgrounds of the participants. We found that having the time to discuss and reflect is important, especially after the second in class activity on trust.