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SPEAKERS

Eleni Bozia, Alexandra Bitton-Bailey

A **Alexandra Bitton-Bailey** 00:05

Hello, my name is Alexandra Bitton-Bailey and welcome to the teaching beyond the podium podcast series. This podcast is hosted by the Center for Teaching Excellence at the University of Florida. Our guests share their best tips, strategies, innovations and stories about teaching. Dr. Eleni Bozia, is a fascinating person. And the work she does is equally interesting. She lives at the intersection of the ancient world and classics and artificial intelligence, a marriage, I was surprised to hear about it and curious to learn more about.

E **Eleni Bozia** 00:43

So starting with who I am, I'm Dr. Eleni Bozia. I'm an associate professor of classics and digital humanities. At the Department of classics, I study linguistic and cultural diversity in the Greek and Roman worlds, and its intersection with modern globalism. I can get into that later you want. I'm also the founder of the digital ethnography and archaeology project, which is an international consortium for the 3d digitization, and preservation of historical artifacts. And I'm the founder head of the data driven humanities research group that works on digital and AI focused projects. So overall, I work if you think about it, both in my research and teaching on the intersection and collaboration between the humanities and the sciences, one way or another.

A **Alexandra Bitton-Bailey** 01:30

Dr. Bozia's story is filled with interesting conundrums. Her story, career path and educational background tell the story of a lifelong learner,

E **Eleni Bozia** 01:39

I moved here in 2004. So it's been a while. I came from Glasgow, so another, you know, unlikely connection from really, really cold to in addition to everything else, I was doing my MA my

MPhil at the University of Glasgow, and then I applied for PhDs in the States. And I chose the University of Florida. So I did my first PhD here in Classical Studies, really, and I have another PhD in informatics from the University of Leipzig, in Germany, I commuted. My husband has a job here, since then at the University of Florida and after I graduated, I kept the the connection, I served as an adjunct for a while I was taking some courses while I started doing my PhD in Germany.

A **Alexandra Bitton-Bailey** 02:39

Currently, Eleni is working on a number of projects. Her ultimate goal is not just to conduct a research, but to create opportunities for everyone to engage with the results, and not limit these results to academia, but instead make them broadly accessible.

E **Eleni Bozia** 02:57

I have two main projects and the intersect with obviously my personalized suits and publications. But also they have public facing in the sense that I want to make them available to the public beyond academia, I want to bring them to the classroom to begin with. And then I want to make them more relatable so that actually people can connect, and they can get to these lessons from the past. Otherwise, we're just doing art or literature or academia for the sake of art, literature and academia. And we're not bringing it to everybody. The most AI project that I'm working on is to try and create built the comprehensive history of diversity, equality, inequality, inclusion and exclusion in the Greco Roman world. How do we do that? We have the majority, if not all, the surviving ancient Greek and Latin texts, and they are digitized and they are in XML format. So they are in a format that can be cured, we can ask questions, let's say from the machine. So what we do with my group is we are building software so that we can find all the occurrences of any descriptive words throughout Greco Roman history. So what I mean by descriptive, any kind of description it can be height, weight, hair color, skin color, religion, gender, sexuality, sexual orientation, citizenship status, if you are, you know, free or a slave at the time, if you are a native born citizen, or if you're a naturalized on anything, any kind of description, ethnicity, obviously. And the idea is simply at first, to determine whether these words were encountered in a negative context, positive context or a neutral context. So did you say I met an African It would be an African was someone from Africa, that would mean first of all, that they had knowledge of another continent to begin with. And that was just an observation. So we would classify this as a neutral one. Or he will say, I met a Roman who was brutal, that will make the connection that, okay, we have an ethnicity. And we have a negative connotation to that, or I met someone from there who was really smart. So we are going to categorize these. And as you can imagine, it may seem like, a simple Ctrl F set query, but if it's not that, to begin with, there has never been such a comprehensive history of the beginnings, essentially, of diversity, inclusion, exclusion, and, or lack thereof. And then we can see what periods these things were encountered in, by what authors, what regime, so then you can, you know, start joining different kinds of connections, and building different frameworks, then this was going to be the sort of guided machine learning, so they want to use the technical terms, but then we want to move that up to what we call unsupervised machine learning. So, basically, if we have trained the software, with all these examples, because we are talking about millions now of sets of descriptive words, if we have trained it, then we hope that we can do the reverse and reverse engineer this so that we can find other texts where these words are not encountered as such. However, we have contexts similar comtexts, maybe they are

periphrastic. So they say, well, for example, in terms it would be in so many words, so they don't use these particular words. But we may have another description that will point us to some sort of inclusion or exclusion, discrimination, quality, but without necessarily having reference someone or something particular. So reverse engineering what we already did.

A Alexandra Bitton-Bailey 07:08

Eleni is passionate about making knowledge accessible to all. In particular, helping students understand the unique ability, they have to think deeply and broadly and in turn, to share their own learning with the community.

E Eleni Bozia 07:22

I realize and we all we should all realize that. Knowledge is everywhere. When you want scientifically proven proved knowledge, you need to go to the university, you need to go to a college, you need to be educated in general. So how do we educate people? First, we start with, we have our publications, we have our conferences, yes. And that is how you can also you know, cross reference your results, confirm your results, get questions that there may be something that I haven't thought about this analysis position. And this is something that we get to improve my results by going to a conference and giving a presentation. But then we need to open the circle. So we need to bring these fears to the classroom. Yeah, we need to teach our students about all these things, but also to take it one step further, and help them learn how to read and how to process information. So that's another thing. When I talk about the unsupervised machine learning, there is a technicality to it. And we are going to do it, you know, using software, yes. But on the other hand, when I work with these students, because I'm working with undergraduate students, and we are building the software, so when I'm working with these students, and when I'm taking these results, and my work into the classroom, what I want them to get out of this is also the unsupervised human learning. So when you have these texts, you may not have someone reference specifically. But the underlying message is still there. So I'm using AI both for machine learning. And you know, sort of encourage people to think through the text by using AI but not to speed things up, to make them think slower and think through the text. Then beyond that, you also participate in public initiatives. So you know, less technical presentations, or meeting with school age students, to get everybody educated because education is right for everybody who might not have all the same opportunities to get it. But we certainly as here in academia, we have the time we have the space, we have the luxury to be able to share what we learn.

A Alexandra Bitton-Bailey 09:40

So how did a classics professor start working on and with AI? Now that is a fascinating story that merges multiple ancient cultures, the study of languages, and of course, AI.

E Eleni Bozia 09:56

The way that I got to this AI project is I started years ago, working on identity and belonging in the Greco Roman world. So what does that mean? Again, when I told you before that I work at the intersection of ancient and modern globalism. So the Roman Empire was an imperialistic

the intersection of ancient and modern globalism. So the Roman Empire was an imperialistic power right, it was an empire, we call it as it was, they conquered everybody that then known world, they essentially forced themselves on everyone, right. So we have to deal with the consequences and the realities of that. On the other hand, however, they were very pragmatic, they knew that they couldn't just keep everybody under control. They didn't have the means they didn't have missiles to send to anybody, so they knew that their best chance to maintain their grip on the world was to give them a semblance of normal. So what they did was they let them maintain their local languages, their local administration, the religion for the most part, the culture, they started giving different rights to different provinces and different subjects. And by 212, they gave everybody Roman citizenship. So everyone was essentially a dual citizen. So we have a lot of and we have a lot of them. multilinguals, bilinguals or trilinguals at the time, we have African citizens who are fluent in Latin, and they write in Latin, and then also fluent in ancient Greek. And obviously, they speak their local language and native language as well. So there are a lot of similarities to what we are living now in contemporary in our world. So how did these people feel? And how are they being treated? So this is how I started before I actually got to this, the idea of this AI project, the idea was how bilinguals and naturalized Roman citizens felt and how they were treated. And I did this from, as you know, a classicist perspective going through the text. At some point, I realized that they wanted to see how bilinguals actually used the language, the non native language, I mean, so I wanted to do a computational analysis of the grammar and syntax, for example, how, let's see how well they speak. By the way, they were all super fluent. But you could detect differences between, let's say, earlier uses of ancient Greek and Latin, and then what we call Imperial under the Roman Empire. So now my question was, does that have to do with language evolution? I mean, language changes. Shakespearean language, such as English is not the same as the English we speak now. So is it just a matter of language evolution? Or does it have to do with the fact that it's a non native, speaking downwards? Obviously, I started first as a classicist manual there, but there is only you know, you cannot get that far without. So it was then that I realized that I needed computational linguistics training. And that led me to the second PhD that I mentioned before, that I worked on that, again, going to address a humanities and the humanity issue. Question, How do you feel as a non native citizen and a bilingual citizen somewhere or bicultural as well or transcultural? So these are all questions that we are grappling with, we, even as I speak, I'm sure you've noticed my accent. So it was also a personal motivation into you know, sort of curiosity behind that, but also how others felt about them. We have Romans who are very open to the idea of foreigners and immigrants. For example, the Roman statesman and orator Cicero said that it's to not accept immigrants is inhumane, which is something again, that we should see this lesson of the past when we are dealing with people from the Ukraine or, you know, back in 2015, with Syrian refugees, and so on. But there are also elements conveyed against immigrants and they feel that that we actually have someone juvenile here on Saturdays, who says that these are Greeks and Assyrians and everyone that are going to come here and get our houses and our wealth. So it sounds you know, very, sadly very contemporary and proof that you know, history may not repeat itself, but it does rhyme right. So anyway, how did these people feel the naturalize the interloper citizens? And how did other feel, others feel? Toward them? So this is how I started, and I worked on computational linguistics for the specific purpose of analyzing the language use. And then after that, I started thinking, Okay, what's the next scale? How do we scale this up? And what are other things that we can learn about them, so that we can then learn about us. And that's what led me to these AI projects. And following the use of these all these descriptive terms, so we are not simply learning about a tool, it's not simply about a course, either that you are teaching or that you are taking. It's a turning point in the history of the world and of humankind. So as academics, and students, our students who are being educated in this, we are in a unique position to be able to explore this, because we are the ones building it and learning it as we go, we are the

first ones, if you think about it, so we are in a unique position, to explore it, understand it, help regulate it, and more importantly, teach our students all these processes on how to understand it, how to use it, how to explore it, and how to regulate it. So it's one of the these turning points in our lives and in our academic lives, where our knowledge can be of practical and should be of practical use to everybody. And we should get this chance and educate everyone and educate our students to educate everybody that they encounter in their chosen, their work lives and their personal lives. So that I would say that we all need to think, before we built AI. And while we're building AI, think before and while we use AI and teach our students to do the same. So instead of talking about artificial intelligence, try to also boost our personnel intelligence.

A Alexandra Bitton-Bailey 16:40

Despite studying classics in the ancient world, Eleni found many connections to our modern day experiences,

E Eleni Bozia 16:47

I'm going to take you back to maybe I don't know the 90s. Back then, if you wanted to use a computer, you had to go and have separate training, right? You would go and get a certificate, perhaps on how to use Microsoft Word and PowerPoint that it was considered a skill. But by the time we hit 2000, basically, everybody knew how to use all these tools, it's not considered a skill anymore. By the same logic, I feel that as technology changes, and our older more rapidly as we move forward, it's the same maybe you know, 5, 10 years ago, when I did the second PhD, you had to have another PhD to do this. But as we move forward, as technology opens up, as universities also catch up with this change, and they afford more opportunities, starting from the undergraduate level, to our students, opportunities to perhaps be a humanist, but also have, let's say, some understanding of programming. I don't feel that we will need and not that we don't need the additional education, it's all additional education, but it's more embedded. Because it's not the extra anymore. When I started it. I was a classicist, and I had to explain to people, okay, why do you need to do this extra, I mean, he can get some results just by manual observation, which initially I did. So I had to explain why I do that. Now, I don't need to explain why I did that. So similarly, our students get in a more organic way, they have all these additional complementary enhancing knowledge and skills in their degrees. So it won't be so challenging, or it wants to, you know, exclude people who actually want to do it, because they cannot afford to do a second PhD or whatever else was required. 10 years ago,

A Alexandra Bitton-Bailey 18:44

Eleni, points out that AI is everywhere, even if we don't know it. And that is why it is so key for students to understand how it works.

E Eleni Bozia 18:53

AI is not just a tool, something that only let's say computer scientists might use or that Amazon is using, it's everywhere. There are different ways that we will engage with AI because it is part of our lives. So for example, when you shop online, and we're not going to reference anybody

of our lives. So for example, when you shop online, and we're not going to reference anybody but something people like please might also be interested in that. Yeah. So you have without realizing, but it is there. It's part of your life. And if you don't realize it, then you in a way you lose your autonomy, because you have someone making a decision for you at that point. Don't tell me that you're never tempted to click on the other things that are proposed. But you don't realize that it's someone essentially giving you an ad towards somewhere. Yeah. If you know how AI works and I will explain the different ways that Are students can engage. If you know how it works, then you have more autonomy, you have more critical thinking, and you're more of an agent in your own life in the choices that you're going to make. So you can use AI to facilitate these choices. Or it might be interesting, let me see what other products will go well with that. That's the facilitation that AI brings. So you don't have to scroll, let's say eternally. But on the other hand, you know that it is something that is AI produced that is being served to you. So being conscious of that, you can also, you know, put some barriers as well.

A Alexandra Bitton-Bailey 20:37

There are multiple ways for students to work with and engage with AI, and only a few need an understanding of coding.

E Eleni Bozia 20:44

There are different ways for our students, for any student for anyone really, to work with AI. And the way I see it is to understand, essentially AI, that's, that's our power. So there are the fields that are going to be building AI that are currently building AI, we have computer scientists, we have data scientists, and they are building these algorithms. So this is one part of it. The people who use it. It could be everyday life, like the examples that I gave you. It's in the medical professions, obviously, we have it in education, everywhere, really. So they are the users of AI, then there are people who work with results. Sometimes they are, they are the same as the users, or they are the ones who are going to validate these results before they even get to the users. Even experts, depending on the field that you're working on, sort of you know, user testing before you can get it to the users, you have others who are going to consult on these things. And again, all these groups, sometimes they intersect, someone who's going eventually to be user or who works on the user testing should also be a consultant. On other occasions, you need additional consultants or when you have you know, there are ethical issues that are being raised, you have regulatory issues. So you need the agencies and the government to be consulted on how to regulate the development and use of AI. So you have a whole aisle, a number of other disciplines that will be involved in that. And then there is also the literature on these topics. Since people started consuming AI, we have novels that I read them on AI, science fiction novels that were written about AI or other, you know, similar technological advances, or as people who imagined robots sort of thing back in the 70s, or the 80s, and so on. So you will have a human is wholly be going through these texts. And it's not. It's not either reductive to the people who are building AI, but it's not reductive for the human is who will be going through these texts, it's equally important, because we need to, as I said, people need to understand AI, see how they feel what it is about and writing about it. And other people, you know, reading about this through literature, makes it easier for them to you know, to relate to become more comfortable, more familiar. So it's not one way or the other, that is going to get you to understanding AI. But the important thing is that it is here. It's infiltrating

everything, from our jobs, to our personal lives, the way people are dating, I mean, it's everywhere. And as I said, it's our power is understanding how it works, and how we are supposed to use it.

A Alexandra Bitton-Bailey 23:44

According to Dr. Bozia we are experiencing a unique turning point and have an opportunity to shepherd our students through these experiences.

There are several components that our students need to be educated on. And UF is doing an exceptional job because they have involved everyone from the science field the technology fields, the humanities fields. So the way UF is reading AI is not only sustainable, because it involves anyone and it doesn't exclude any fields, which is also part you know of the the democratic process as it goes in the educational process, everybody should be educated citizens. But they are also building the self accountability as they are teaching and educating the students on AI. So as I said before the different fields in the in AI research, starting with the design and the production of AI, the use of AI and then the regulation of AI.

So our students should understand that they can and should be involved in any combination. On in any one of these areas, or any combination thereof, and they can do that, by, let's say, pursuing their major or minor, but also at the same time, UF gives you the opportunity to get an AI certificate, which means that you don't need to abandon what it is that you actually love if technology is not the thing that you actually love, but there is a way for you to be educated and informed about what's coming. At the same time, they should understand that yes, they are, that are a worst case scenario. And they could all happen if we, again, if we do not get all of us involved in the process, but there are several agencies that have been involved in putting together sort of manifests and best practices and best ethical practices, there is, for example, the future of Life Institute, they came up with AI principles. There is the Montreal declaration for Responsible AI. There are crowdsourcing global initiatives, where experts from different fields, they get together and put together the sort of principles and recommendations on how AI should be how it should be used regulations and all that. The European Commission has also sort of a task force, regulating and coming up with ethical principles. So there are several sources and resources online that our students if they're interested. We are reading things everywhere you read the news, these are very light in a way readings. So they try to make them very approachable, they're not technical. So if you are interested, and you want to be informed, I'm not talking about necessarily education in the sense of taking a course, there are several resources and people should learn students should learn from from a young age, how they should explore all the information that's available to them, so that they can educate themselves beyond the classroom and beyond the podium for that matter.

A Alexandra Bitton-Bailey 27:10

Eleni explores the ethics of why is AI being developed, and what is its role in universities,

E Eleni Bozia 27:17

We have several ethics courses that are being offered also around campus. I started with the other tools in again, in my attempt to make them available to everybody, because ethics courses are going to be available to you know, college students, but we do have ethics courses, both at the philosophy department, and they are offering for everybody but also different departments and different qualities, the study have started developing their own ethics courses for their respective disciplines, which is also necessary. But there are some common principles of AI. First of all, the everybody agrees from all the other the agencies that I mentioned before, and the think tanks that have good together, that AI should be developed for the good of humanity. And that takes me also back to, you know, fundamental human needs, the clothes may change, but fundamental human needs remain the same. So it's it was the same few decades ago, when it came to nuclear power, and the way it was used, but how clean nuclear power and much more much safer it is. So he actually developed for the good of humanity. Another principle is that it should not be misused. So it should not be used for the bad of humanity, it may seem that it's redundant, but it's two different things. To do something for the good of the humanity and then not to overuse it, not to misuse it, not to think of it as an arms race with you know, one country fighting with the other, because then you will have an exponential improvement of AI to the point that we will lose control and then the system will be able to basically improve itself. And there will not be any restraint and secure restraint. So so that's why I said for the good of humanity and not for the bad over humanity, no misuse. We should strive for autonomy. That's another thing that all these agencies have agreed on. Maybe they phrase it differently, but autonomy in two different two different aspects. One is not to make the system's entirely autonomous. So there should be human supervision throughout the process and after the fact as well, the results you should have someone basically human checking those out.

E Eleni Bozia 29:44

And then autonomy for us as well, to not just to leave everything to AI because then we are losing the capacity sincerely for critical thinking. Then with any AI system for any field discipline for any area it should be just. And this comes before the fact mainly, so not make it. Try not to embed any bias. Yeah, I'm sure you are familiar and people are familiar with that Amazon's mistake years ago, I don't know if you would like me to go into this, how the they use an AI system to help them with the hiring process. But after a while, they realize that the system was discriminating based on gender, and ethnicity, educational background. So how do you do that it was a system that was built on human ethics, not well developed human ethics. So for example, when in the from the CV, let's say that the software was scanning, they could understand that the person who's a women, for example, didn't discriminate against that. How do you discriminate against ethnicity based on the name of the applicant.

A Alexandra Bitton-Bailey 31:13

She explains why ethics and the human touch are so important in the development of AI.

Whenever you build any AI system for anything, it should be just and it should be made to avoid unfairness and perhaps hopefully to help also people train people into not being unfair, but AI systems are not unethical or immoral, we are building them, we should also we should we should build accountability and justice in them. And then last, but not least, is making them understood building intelligibly looking at them. So how how was this made? How does it work? We need to understand it to make it better as as it is, and then intelligibility brings also accountability. So these are some of the basic principles that everybody agrees one way or another, maybe, as I said, phrased differently or in different fields. But these are some of the basic principles that we are trying to build AI upon.

A Alexandra Bitton-Bailey 32:21

Dr. Bozia explains the importance and value of embedding AI content and skills into the curriculum.

E Eleni Bozia 32:28

It really depends on the on the course, obviously, we understand that there are either courses or disciplines, I don't believe that there are disciplines that are not affected or will not be affected by AI, but there may be courses that do not necessarily, you know, have anything to do with AI. That being said, the what if your course is part, let's say you have a certificate or have a bigger in a larger initiative, I'm hoping that every initiative of these sorts of we'll have an ethics course embedded in it as a requirement not as an elective. Then that for courses where you are teaching AI, so it's one course it's not part of my research group, for example, it's not part of a larger initiative at this point, it's up to its instructor, the resources are out there. They can educate their students, they can teach them how to think about these, how to build these, how to think why they're reading these that involves students from different disciplines. Because then you're building accountability within the team as well. Which is also a more organic way, which is what I found with my research group, since it's, I'm teaching a course on this. So I cannot necessarily tell them you need to study this or any of these, I'm sharing links with them, obviously, we have discussions, but I've seen that the the most beneficial way to do this is when it comes naturally and organically. So, when you have the humanists or the social scientist or the doctor depending on what it is that you are building, when you have them in the team working with a team, then there is building accountability that computer scientists and data scientists cannot and will not ignore that, they are very open to understanding of what it is that is being needed. Who is going to use it or who is going to be affected if it's a patient for example by this so built in accountability in addition to you know, all the resources, the obviously the courses, things that you know, we all do, but make people as I said at the beginning understand AI naturally, organically, and it's built in everything in th e process.

A Alexandra Bitton-Bailey 34:53

Dr. Bozia is encouraged in a hopeful as she sees students curious to learn more about AI and the ethics of AI.

E Eleni Bozia 35:00

I am very optimistic by what I see from our students, and from our colleagues, for that matter, they are all very sensitive, they are all hyper and highly aware of where these might lead if we are not, you know, conscious of what we are building and what we are using. So I see that students are actually seeking to learn to be educated and to be informed. We it's, again, brings me back to what I said before about the do it doing it organically, you can force someone to do something, and they will learn. I mean, if it's part of the syllabus, they have to learn it, right. But you cannot guarantee that they will connect with this necessarily, or that they will feel these as they should. But so when I see our students wanting to learn about all these things, and being concerned about the AI, the ethics in AI themselves, then this is, you know, this is the best way to go when they know what are getting their hands on. So the hurdle, I don't think that from a technical standpoint, we have problems here we have, as I said, the simplest way, there is the AI certificate, we have courses, there are workshops, informational sessions are everything. So there is the easy, and you know, normal for us in, in colleges and universities way to go about it.

A Alexandra Bitton-Bailey 36:40

This is not to say that students won't face challenges, especially given that UF is not the last step along students journey. Instead, they will go on as part of a workforce that should be equipped with skills, knowledge and enthusiasm.

E Eleni Bozia 36:56

What I think is the biggest hurdle is what happens when our students leave the university and they enter the workforce. So that's why as I said, everything comes from the beginning, when you educate them properly. So if they go out in the workforce, some of them they are already doing the AI certificate, and they may graduate now in May, right, yeah. These so far, there's been very little, if any regulation from agencies or the government or the judiciary level, as the the employers themselves, they are learning as they go. So that's why I think that the the biggest hurdle they will, they will face would be to try to educate others as well, that their colleagues, and the employers and the agencies that are going to work for and try to bring this knowledge and this information to them. Beyond that, within the US community. So far, everybody is making it, as I said, very open for anyone to be involved to learn about it not as not necessarily to work with it.

A Alexandra Bitton-Bailey 38:10

What are key steps or faculty to engage with AI and teach AI?

E Eleni Bozia 38:15

It depends on the discipline. Okay, so you're talking, I'm assuming about someone who is not necessarily computer science related. So the first would be being educated themselves. So educate themselves on this and see how it fits? What it is that interests them? So are you

educate themselves on this and see how it fits? What it is that interests them? So are you looking, for example, are you teaching literature course? And he just wants to see what's the latest literature on AI? So, this is one way to go about it, are you doing linquistics and you are interested in natural language processing, okay. So then you are going to read software available that does not require necessarily, I should say that programming on your end, you can input your data and get your results. So if you want to analyze the text, as I said, the grammar grammar use. So is this the way that you want to go, If you want to do this again, and you are not trained, first of all, you need to educate themselves on the tools that are out there and then start with texts that you have already worked on, so that you can actually check and double check the results. Yeah, because the ease there are two sides to this coin. When there is software readily available. It's it makes it easier for anyone who don't need to learn coding, which is the upside. The downside, though is that you don't know how it works. Which means that you cannot actually confirm whether the results were processed properly, whether there is bias, again, depending on the on the discipline. So that's why I said that. If you go If you want to work on a particular software to enhance your own research, and you do not want to get into the coding start with something that you can actually test yourself. If you are already teaching AI, and the part that you're interested in is embedding ethics information, and you cannot necessarily, as I said, it's one course, you cannot tell your students go and sign up for yet another course for three credits, then there is information and the resources available online, through our libraries or through a credible websites and agencies. And you should start with that, the general one and then try to tailor make it as much as possible to your own discipline, ethics can be a very general field to understand what is ethical and what is not what is moral, what is not what is just and what is not. But on the other hand, we all have our particular disciplines. And we need to again, tailor make it to okay ethics, in medicine, ethics, in chemistry, ethics, in classics,

A   Alexandra Bitton-Bailey   41:09

By involving all students, we are creating opportunities for everyone to be educated and gain a greater understanding of the world,

E   Eleni Bozia   41:17

I have had only positive interactions with our students. And very interesting and I will say what I will explain what I mean by interesting. I have students, as I said, from computer science and from data science or from the technical disciplines, and what is fascinating is that they come to me because they want, they have the skills. But they say that they find that the project is very meaningful, because it's going to give us information about people, about society. And it's very moving. And it makes me very optimistic to see that young people want to put their skills to good use. So it's, for me, it's heartwarming, to be honest. And before we adjourned for the the fall semester, we had one final team meeting, and I had a data science student who asked me a very specific grammatical question about something very particular in ancient Greek and Latin something that I never explained to them, I'm consulting with them. So they didn't, I'm not asking them to learn Greek, Latin grammar. And he asked me a very specific question. And I told him, Okay, how did you, I mean, how. And she told me, you know, I found a very comprehensive grammar, and they found this particular paragraph. So I wanted to understand how it works. Otherwise, I couldn't make the the software very specific to ask for this thing. So

it's, again, it's educating students, and here we are trying to make them but now you have this requirement, you need to take three humanities credits went natural and organic ways to get them involved.

A Alexandra Bitton-Bailey 43:03

Ai projects, and courses are a fantastic place to help students see past singular disciplines and fields, and find meaning in necessary collaborations that yield positive results.

E Eleni Bozia 43:16

I have five students also, as I said, from other disciplines, social sciences and humanities, they really, they want to get involved, they want to understand they want to learn. So they are working very hard. And I'm giving them some basic training into, you know, very basic programming, so that they can follow, I don't expect them to program or code. I mean, it's a research group, I want them to get skills, but I'm not going to force them to do that. But they also need to do if they understand how programming works, at least the basics, the fundamentals, then they can communicate better also, with the computer scientists, and they know what can be done and what cannot be done. So that is very nice collaboration, and communication. So both types, if I don't want to be inactive, there are not only two types of students, but if we're going to break it down to technical and non technical, they are both very enthusiastically engaged and the want to understand how to work to learn. It's been a magnificent experience over the past couple of years.

A Alexandra Bitton-Bailey 44:29

Eleni suggests that merging the modern and classics and solving problems, is how we can make students into lifelong learners.

E Eleni Bozia 44:38

If I were to bring it back to the year, the humanities, end of things, it's the more democratic way to go go about it, the more people are involved. These will have a trickle down effect not only in different disciplines, but in different professions, different social strata, different economic strata, then you are making everybody a part of this. Everybody knows what it is everybody can contribute. Everybody can ask for their rights, either in participating or in, you know, the way this has been used or how it affects them. Yeah. So it's a more democratic way to go otherwise, see what is the alternative, then you are concentrating a power that's very hard to regulate, and to really grasp at this point how far it can go. And you are concentrating this power on the hands of how many only the people who can build this. The this is scary on any level you think about it. And it's also scary, not only for AI for everything, this is why we have news. This is why we have information flowing around. Because you want everybody to be educated to the point that they can make the right decisions. They can understand what is happening to the world, how it affects them. And AI is not that different. It may be scarier now, but it's not that different. The accountability and power, and the power to make decisions needs to be in the hands of everybody.

Alexandra Bitton-Bailey 46:18

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