



21V: AI, Technology, and the Gospel **Follow Up**

Here are some quotes that could be potent discussion starters:

“A people that no longer can believe anything cannot make its own mind. It is deprived not only of its capacity to act but also to think and to judge. And with such a people you can then do what you please.” – Hannah Arendt

“We become what we behold. We shape our tools, and thereafter our tools shape us.” - Marshall McLuhan

“Every extension of human capability through technology comes with an accompanying amputation.”

Other Possible Follow-up Questions

Regarding uses of AI, the products of AI, and the creation of future AGI.

1. Am I robbing myself of the learning opportunities being offered?
2. Am I abdicating my responsibility or volition?
3. Who trained or designed this technology? What were their goals? Do they align with my worldview?
4. How does/will this technology change my behavior? Why? Is this good?
5. Is this technology promoting love of something else besides God? If yes, what? How will I combat that temptation towards idolatry?

6. How do I need to respond to the misuses or abuses of this technology? How do I avoid misuse of it personally?
 7. Do I see good character being developed in me because of this technology? Does this make my life more virtuous, caring, and free?
 8. What problems does this tool solve? What problems are created? (Neil Postman)
 9. Who benefits the most in using this? [Consider the \$\$!!!] (Neil Postman)
 10. What ethical ramifications are there in using this AI? Am I using others' creative efforts without appropriate permission, acknowledgement, or compensation?
 11. Every extension of human ability comes with an amputation. What is being lost? Is this important? (Neil Postman)
 12. How will this change our perception of reality? (Neil Postman)
 13. Who is empowered and disenfranchised by this? (Neil Postman)
 14. Is there any other way to accomplish the same goals through healthier or less invasive ways? (Neil Postman)
 15. Is the reasoning or process driving the AI understandable? How are edge or fringe cases handled? Why should it be trusted?
 16. AI is becoming more and more like an infant: an "entity" with tremendous capacity for either great good or great evil. Who will train it? What will its goals be? How will it be constrained? Why will this matter?
 17. It seems we always anthropomorphize and empathize with AI. Why is that? Is this be helpful or hurtful? It **is possible** that a future general AI may be much more like a hyper-superintelligent squid than a human. What difference would that make?
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The following questions were generated by an AI tool (specifically directed to create questions at different grade levels). Feel free to use them, tweak them for discussion, or analyze the questions themselves for any bias or strangeness that may appear:

12th grade level questions:

- What is the definition of artificial intelligence?
- List three examples of artificial intelligence technology.
- Identify the benefits of using artificial intelligence in various industries.
- Summarize the impact of artificial intelligence on the job market.
- Estimate the potential ethical dilemmas associated with the use of artificial intelligence.
- Investigate the role of artificial intelligence in healthcare and propose ways it can improve patient outcomes.
- Draw conclusions about the potential risks and challenges of relying heavily on artificial intelligence in decision-making processes.
- Analyze the societal implications and potential biases embedded in artificial intelligence algorithms.
- Critique the ethical implications of using artificial intelligence in surveillance systems.
- Create a proposal for a new artificial intelligence system that addresses a specific problem in society and describe its potential impact.

9th grade level:

- What is the definition of artificial intelligence?
- List three examples of artificial intelligence technologies.

- Identify the main goal of artificial intelligence.
- Compare and contrast artificial intelligence and human intelligence.
- Classify the different types of artificial intelligence systems.
- Summarize the impact of artificial intelligence on society.
- Assess the ethical implications of using artificial intelligence in everyday life.
- Investigate the potential risks and benefits of artificial intelligence in healthcare.
- Formulate a hypothesis on how artificial intelligence can improve transportation systems.
- Analyze the potential impact of artificial intelligence on the job market.
- Critique the limitations and biases of artificial intelligence algorithms.
- Create a plan to incorporate artificial intelligence in a specific industry.
- Design an artificial intelligence system to solve a real-world problem.

6th grade level:

- What is artificial intelligence?
- List three examples of artificial intelligence in everyday life.
- Identify the main goal of artificial intelligence.
- Compare and contrast artificial intelligence and human intelligence.
- Estimate the impact of artificial intelligence on future industries.
- Summarize the benefits and drawbacks of using artificial intelligence in healthcare.
- Investigate how artificial intelligence is used in autonomous vehicles.

- Formulate a hypothesis on how artificial intelligence can improve education.
 - Assess the ethical implications of using artificial intelligence in decision-making processes.
 - Analyze the societal impact of artificial intelligence on employment and job roles.
 - Critique the potential risks and challenges that come with the development of advanced artificial intelligence.
 - Create a design plan for an artificial intelligence system that assists in waste management at a city level.
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The following questions were generated by Chat GPT regarding/summarizing Neil Postman's work:

1. What problem does this technology solve, and what problem does it create? Postman emphasized that every technology comes with benefits and drawbacks. It's essential to understand how a new technology may address specific issues while potentially giving rise to new challenges.
2. Whose interests does the technology serve? Investigate who benefits from the introduction and widespread adoption of the technology. Analyzing the vested interests can help unveil potential biases and inequalities.
3. What aspects of culture or human interaction might be negatively affected by this technology? Examine whether the technology undermines essential human values, social interactions, or cultural norms.

4. What trade-offs are we making by adopting this technology? Evaluate the sacrifices or compromises that might arise when incorporating new technologies into our lives.
5. How will this technology change our perception of reality? Consider how the technology shapes our understanding of the world and what information it highlights or obscures.
6. What will be the long-term effects of this technology on society? Try to anticipate the broader societal implications of the technology's adoption.
7. How does the technology impact the distribution of power and authority? Assess whether the technology concentrates power in the hands of a few or distributes it more equitably.
8. Are there alternative ways to achieve the same goals without this technology? Explore whether there are other, less invasive methods to address the same issues.
9. What ethical considerations should we take into account before embracing this technology? Examine the potential ethical dilemmas and societal consequences that may arise.
10. How will this technology affect human autonomy and agency? Reflect on whether the technology enhances or diminishes individual freedom and control over one's life.