

COGNITIVE BIASES AND DISCRIMINATIONS: IMPLICATIONS, RISKS AND OPPORTUNITIES

Part 1: Discriminations and New Technologies Module responsible: Fiammetta Costa

Discriminations and New Technologies: Introduction

- 1. Presentation
- 2. Discrimination and Intersectionality
- 3. Sustainable Development Goals
- 4. New Technologies: Risks and Opportunities
- 5. Cognitive Biases and Discrimination Assignement

Discrimination and New Technologies: Goal

The aim of the module is:

- to provide tools (regulatory and sociological) to understand discriminations
- to stimulate the development of research aimed at supporting people most at risk of fragility (age, disability, gender, nationality) in relation to new technologies

Discrimination and New Technologies: Guests

A postcolonial look at In/equalities and Sustainable Development: offline and online challenges and opportunities

Barbara Giovanna Bello, PhD in Law and Society

Gender hate speech in the onlife

Vera Gheno, PhD in linguistics

Intersectionality and multiple discriminations

Annalisa Dordoni, PhD in Applied Sociology and Social Research Methodology

Cultural, ethnic and religious diversities

Costanza Nardocci, PhD in Constitutional Law

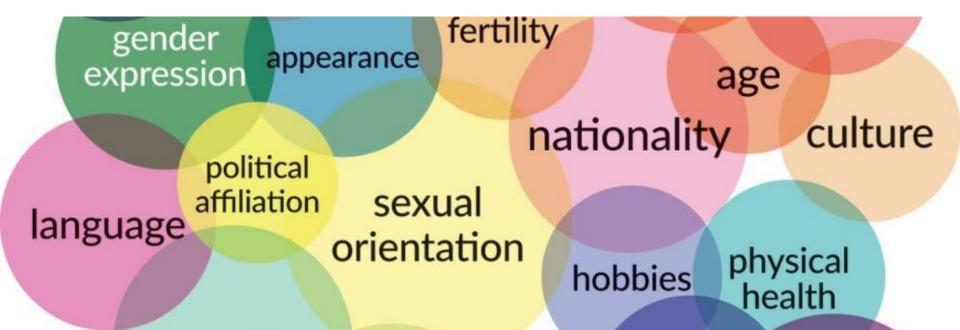
Tackling oppression by embracing transgression

Chiara Del Gaudio, PhD Design

Discrimination Factors

"The Politecnico di Milano intends to prevent and combat all types of discrimination, both direct and indirect, and therefore any provision, criterion, practice, act, agreement or behaviour that produces a prejudicial effect by discriminating against people on the basis of their **gender**, **ethnic or national origin**, **sexual orientation**, **religion or beliefs**, **personal or political views**, **abilities**, **social conditions and age**."

Politecnico di Milano's Code for the Safeguarding of Personal Dignity



Harassments as forms of discrimination

"The Politecnico di Milano intends to prevent and combat harassment and sexual harassment, defined as any undesirable behaviour that occurs for reasons related to sex, or any undesirable behaviour with a sexual connotation, be it expressed in a physical, verbal or non-verbal form, which has the purpose or effect of violating personal dignity and creating an intimidating, hostile, degrading, humiliating or offensive climate."

"The Politecnico di Milano intends to prevent and combat all forms of moral and psychological harassment and any hostile, aggressive, denigrating and oppressive behaviour directed at an individual which is physically or psychologically liable to create an environment that is disrespectful, humiliating or damaging to said person's psychological and/or physical integrity. Moral/psychological harassment includes any types of behaviour which could cause damage to the individual's self-image and/or their professionalism."

Politecnico di Milano's Code for the Safeguarding of Personal Dignity

Power of walk

- 1. Choose a character
- 2. Stand up in a line
- 3. Listen to the questions
- 4. Take a step forward if the answer is yes, a step back if the answer is no
- 5. Who is the character in front? Who has fallen behind?

OHCHR, Convention on the Rights of Persons with Disabilities: training package

Multiple discriminations and intersectionality

The concept of **multiple discrimination** recognizes that discrimination can occur on the basis of more than one perceived characteristic.

Intersectional discrimination happens when two or multiple grounds operate simultaneously and interact in an inseparable manner, producing distinct and specific forms of discrimination.

(e.g. young Roma woman is discriminated in the labour market)

https://www.coe.int/en/web/gender-matters/intersectionality-and-multiple-discrimination#







Direct discrimination is characterised by the intent to treat less favourably a person or a group.

Indirect discrimination refers to cases where apparently neutral provisions or practices affect members (or perceived members) of a particular group in less favourable ways.

https://www.coe.int/en/web/gender-matters/intersectionality-and-multiple-discrimination#

Sustainable Development Goals and Discrimination





































SDG 4 Quality Education

Target 4.5 Eliminate all discrimination in education

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

SDG 5 Gender Equality

Target 5.1 End all forms of discrimination against all women and girls everywhere

Indicator 5.1.1

Whether or not legal frameworks are in place to promote, enforce and monitor equality and non-discrimination on the basis of sex

SDG 10 Reduce Inequalities

Target 10.3

Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard

Indicator 10.3.1

Proportion of population reporting having personally felt discriminated against or harassed within the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law

SDG 16 Peace, Justice and Strong Institutions

Target 16.b

Promote and enforce non-discriminatory laws and policies for sustainable development

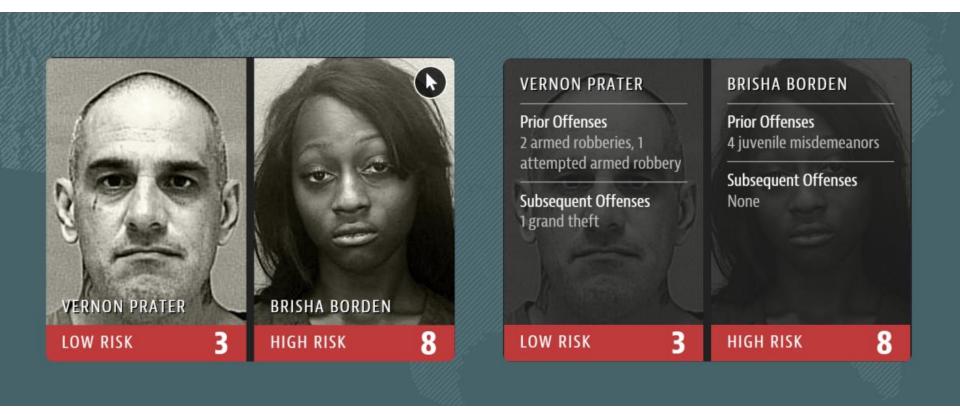
Indicator 16.b.1

Proportion of population reporting having personally felt discriminated against or harassed in the previous 12 months on the basis of a ground of discrimination prohibited under international human rights law

SDG 17 Partnership for the Goals

Target 17.10

Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda

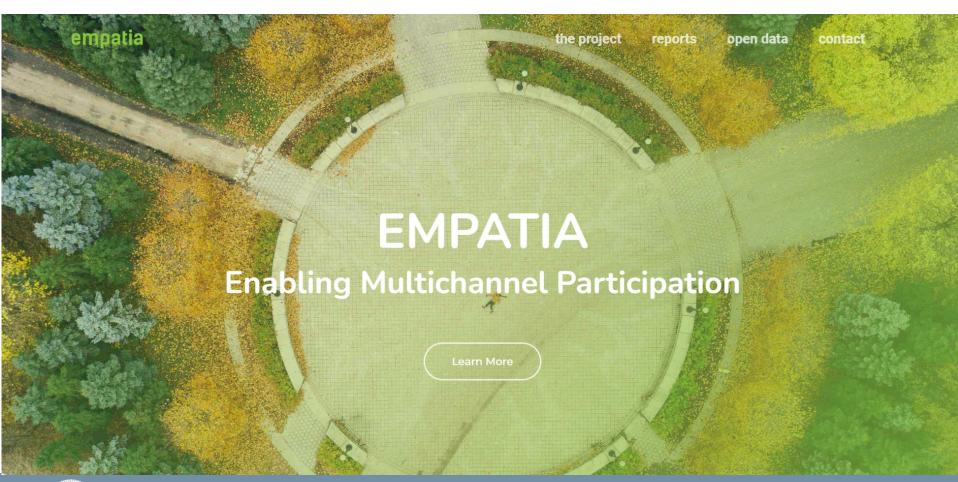


COMPAS, ProPublica investigation, 2016, USA

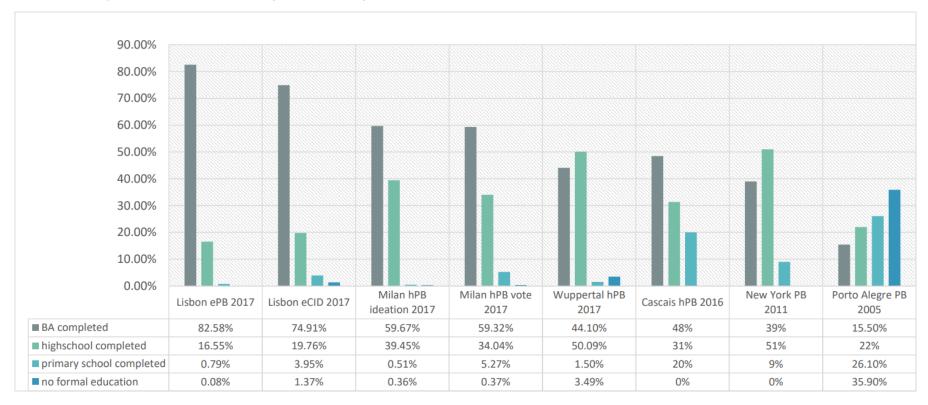




Enabling immigrants to easily know and exercise their rights

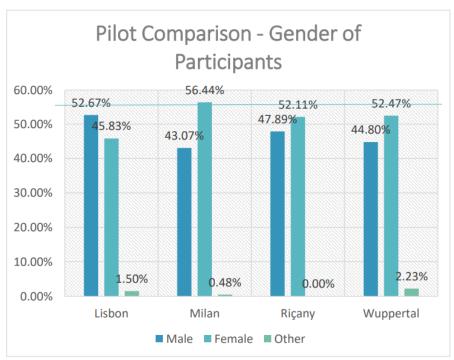


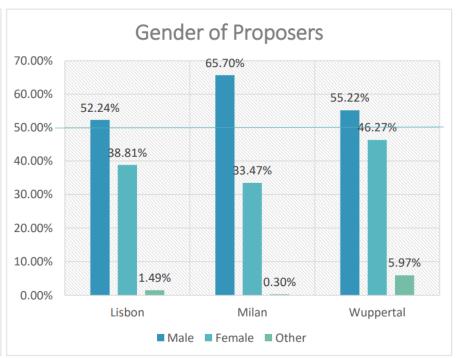
Participation divide by literacy



Source: empatia-project.eu

Participation divide by gender





Source: empatia-project.eu





Motivation to Participate in an Online Citizen Science Game: A Study of Foldit

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Vickie Curtis¹

Abstract

Online citizen science projects have the potential to engage thousands of participants with scientific research. A small number of projects such as Foldit use an online computer game format. Motivation to participate in Foldit was investigated in a group of 37 players using an online survey, semistructured interviews, and participant observation. Results suggest that contributing to scientific research and an interest in science were among the most important motivations for participation. Interaction with others within the community of participants and the intellectual challenge of the game were also key for the continuing involvement of this group of regular contributors.

Keywords

online citizen science, motivation, computer games, Foldit

Introduction

With the expansion of the Internet and a greater availability of digital tools, there has been a rapid growth in citizen science projects over the past decade (Gura, 2013; Hand, 2010). Improvements in information and communication technologies have made it easier for scientists to manage projects, recruit and

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Operational listening





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AMAZON · Published January 1, 2023 1:40pm EST

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la Repubblica

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IT WEEK

CHI SIAMO

IL DIBATTITO

Floridi: "ChatGpt è brutale e non comprende. Ma presto l'AI sostituirà gli umani in molti lavori"



di Arcangelo Rociola

Intervista a Luciano Floridi, ordinario di Filosofia ed etica dell'informazione all'Università di Oxford: "Prepariamoci a una società di colletti verdi. L'uomo non è più solo il suo lavoro. Presto magari si riscoprirà l'Otium degli antichi romani"

Artificial Intelligence
Biases vs social good

Digital platforms

Divide vs participation

Gaming **Addiction vs participation**

Operational Listening
Surveillance vs Safety

Gpt?

Questions

How could you contribute as researcher to face discriminations?

Is there something in your research that can be exploited in so far?

Could you propose new research lines in so far?

Assignment

- 1. Select a topic related to Cognitive Biases and Discrimination issues
- 2. Write an essay (around 5-6 pages) by April 15th
- Title
- Keywords
- Text
- References

3. Presentation to the class (15 min) in a date to be defined

Examples

Blockchain technology for social impact: opportunities and challenges ahead

Keywords: Human rights, Blockchain

Artificial intelligence as a Tool to Reduce Inequalities in Education of Children with Autism Spectrum Disorders

Keywords: Quality Education, Reduced Inequalities, Artificial Intelligence

The simulacrum of the body in humanitarian communication

Keywords: Reduced inequalities, Migration, Social Platforms