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Inclusive Education in the Cyber-Society: Cyber-Ethics with Globalance

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Prof. Dr. Dr. h.c. Christoph Stückelberger, Founder and President of Globethics.net, Geneva, Switzerland, Director of Geneva Agape Foundation, Visiting Professor of Ethics at Universities in Enugu/Nigeria, Basel/ Switzerland (em.), Moscow/Russia, Beijing/China.

stueckelberger@globethics.net www.globethics.net

Content

1.1 Cyber-Society: The Frame for Ethics in Higher Education

- Cyber means the virtual world connected via internet
- Cyber-Space means the virtual space around the globe
- Cyber-Society means that all aspects of society today have a virtual dimension, also higher education.

1.2 Cyberspace (CS): Specificities

Ethical chances and challenges of Cyberspace are very similar to all other technologies as means of human beings to expand their capacities (five senses). But their are specificities of Cyberspace:

- Time — CS is anytime: fast, speedy, unbound time time differencies are often underestimated.
- Space — CS is everywhere: global, unbound space The human body is still bound to space.
- Size — CS is mass products. Reach great numbers. Infobeisity
- Virtual — CS is virtual: digital, not material, with a tendency to make the distinction real-virtual difficult
- Anonymous — CS facilitates multiple identities. Freedom vs dishonesty
- Money — CS seems to be to a large extent for free. Cost and capital structures are often not transparent
- Power — CS seems to be a democratic, participatory, open space. Existing power structures are often hidden.

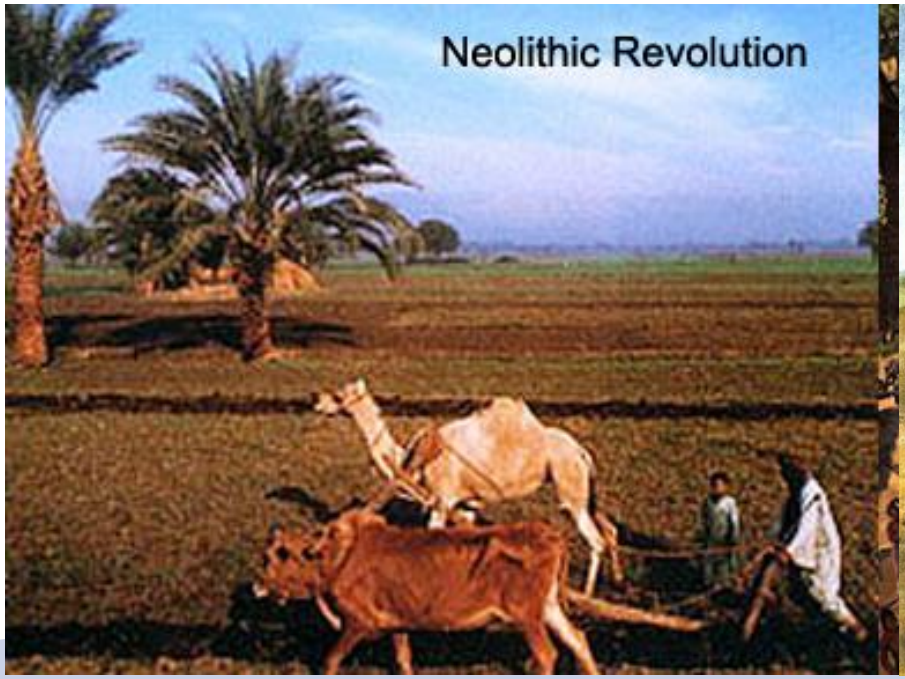
2. The Fourth Industrial Revolution

Four Industrial Revolutions:

1. Water/Steam Power → mechanized Production
2. Electric Power → mass production
3. Electronics/ICT → automated production
4. Digital Power → integrated data from physical, digital, biological sphere

3.1 Chances and Revolutionary Disruptions

Each technological revolution includes chances and leads to revolutionary disruptions. 10’000 years ago,
from Nomads to Agriculture. Disruption: Kain the farmer kills the nomad shepherd Abel. He is winner (Genesis 4:1-16).



3.2 Chances and Revolutionary Disruptions

2nd Industrial Revolution: Henri Ford 1908 developed Assembly Lines for cars.

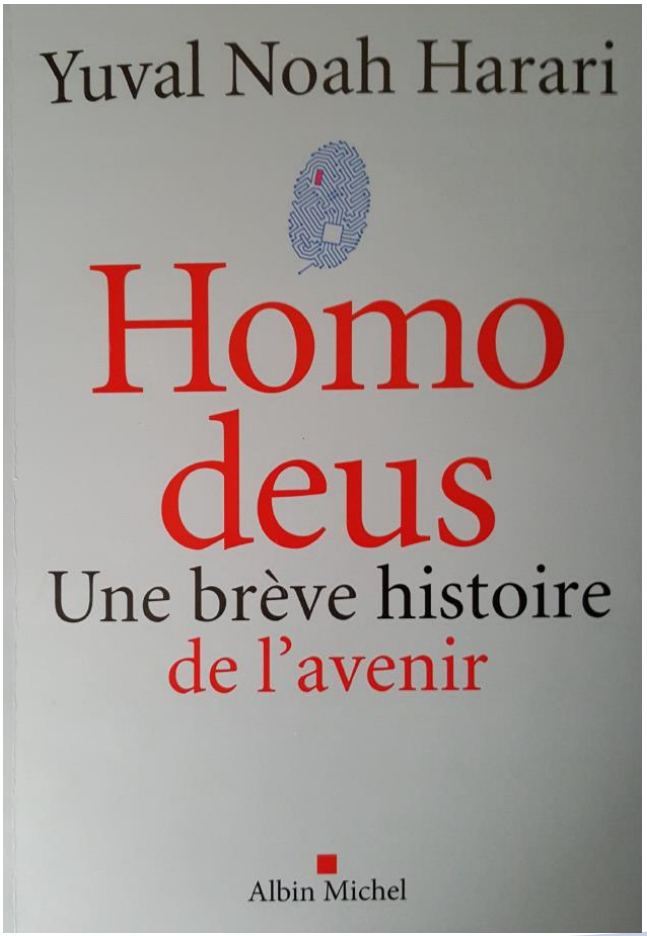
2nd Industrial Revolution: Liverpool 1911: Workers' General Strike

3.3 Chances and Revolutionary Disruptions

4th Industrial Revolution:
Japan 2015
Teacher Robot

4th Industrial Revolution:
Chicago 2012
Teachers Demonstration

4.1 Homo Deus – the New Religion



2015, Eng 2016, Fr 2017

«Homo Deus»: «Human becomes God»
Dataism is the new Religion: all beings are data/algorithms. Humans can play God by interconnecting all data. Mathematicians and software developers are the new priests. Anthony Levandowski, the developer of the self-driving car, founded the new AI Religion «Way of the Future» in Silicon Valley in 2017

4.2 God is God – Human Being is Human Being

Common in World Religions Dharmaic Religions (Hinduism, Buddhism, Jainism), Abrahamic Religions (Judaism, Christianity, Islam), and Daoist Religions:

God is God – Human Being is Human Being. Creator and Creation are closely connected, but never the same!

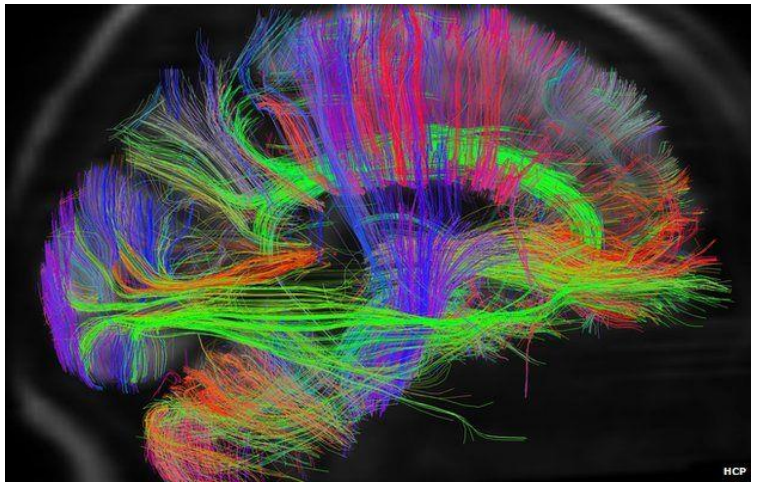
Example from Christian Faith: "In God [Cosmic Christ] all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; [whether internet of Things or artificial intelligence, whether visible or invisible internet]; all things have been created through him and for him."

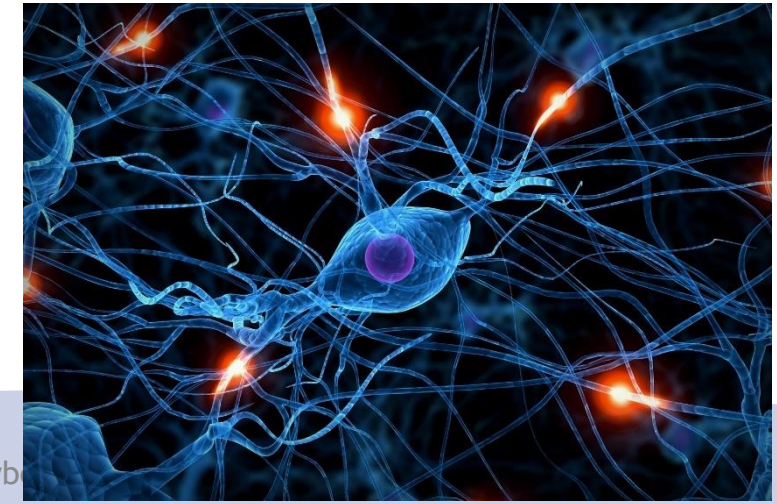
Bible, New Testament, Letter to the Colossians 1, 16

4.3 Big Data Mining and Human Brain: Can Artificial Intelligence compete?

"The human brain is stuffed with approximately 100 billion neurons. Each one of these neurons can have 10,000 to 100,000 synaptic connections" *R. Douglas Fields, The New Brain, Psychology Today (web edition), 2011.*

Quantum Computer at Uni Basel and others) by 2025?





<u>Core Questions in Cyber-Society</u>

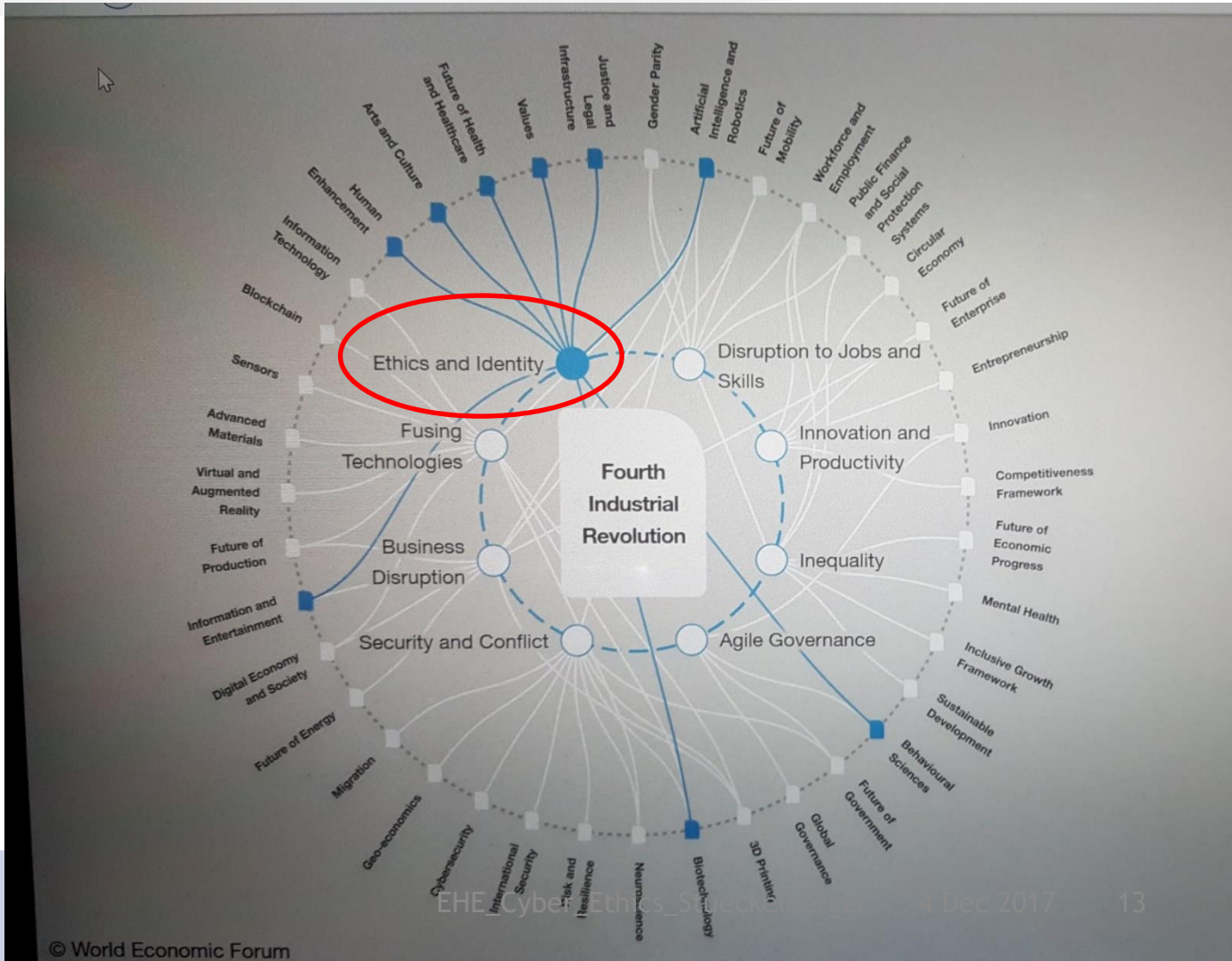
Information, knowledge, Wisdom: How to educate not only for knowledge, but wisdom and values? What makes us human beings?

5.1 Ethics in Higher Education means:

Learning to be Human*

* Theme of the World Congress of Philosophy, Aug 2018, Beijing

5.2 Ethics of the 4th Industrial Revolution

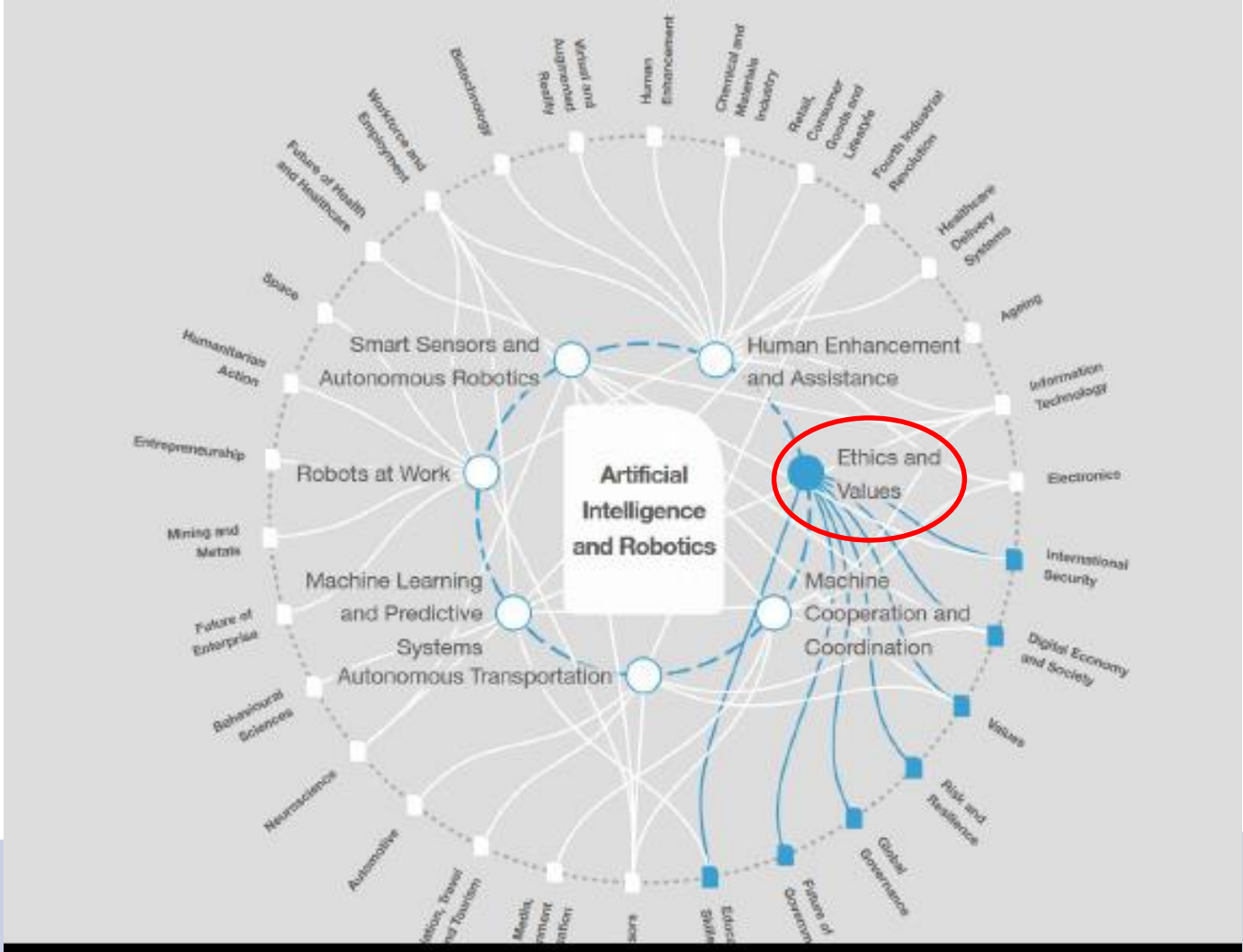


Source: WEF

https://toplink.weforum.org/knowledge/insight/a1Gb0000000pTDREA2/explore/dimension/a1Gb00000015QOGEA2/summary

5.3 Cyber-Ethics: Ethics of AI and Robots

- Source: WEF
- https://toplink.weforum.org/knowledge/insight/a1Gb0000000pTDREA2/explore/dimension/a1Gb00000015QOGEA2/summary



5.4 Cyber-Ethics to Reduce Inequalities

"Worsening inequality, and a corresponding negative impact on social stability, is one of the greatest potential risks associated with the Fourth Industrial Revolution. While new technologies can democratise access to employment and entrepreneurial opportunities, not to mention education and knowledge, the tendency of new global technology platforms to dominate winner-takes-all markets could exacerbate inequality and social fragmentation."

World Economic Forum, 2017, 4th Industrial Revolution.
https://toplink.weforum.org/knowledge/insight/a1Gb0000001RIhBEAW/explore/dimension/a1Gb00000027vYmEAI/summary

5.5 Cyber-Ethics for Ethics in Higher Education


26 Nov 2017 Beijing. CS

Learning to be Human by Values:

Inclusion

Equality

Sustainability

Proximity

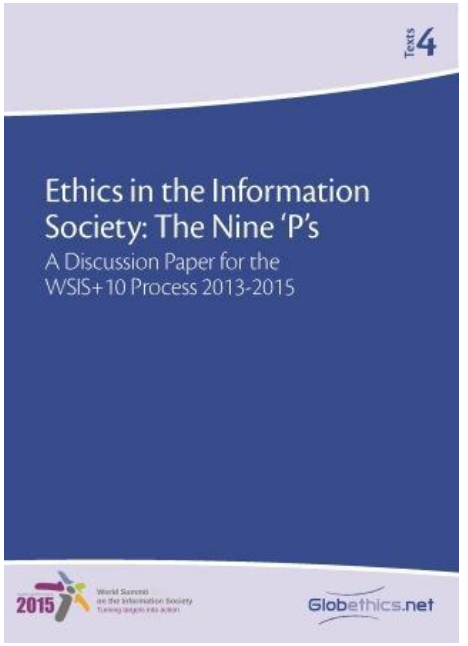
Simplicity

Faith


26 Nov 2017 Beijing. Migrant workers are forced by police to leave Beijing in cold winter after fire in a migrants' housing.

5.6 Cyber-Ethics: Values Education

1. Setting Ethical Frame of Values (freedom, non-violent communication, fairness, equality, sustainability, caring) and virtues (respect, honesty, transparency, caring, integrity etc.), e.g. Globethics.net: *Ethics in the Information Society. The 9 P's*, download for free www.Globethics.net/publications , Texts Series
2. Strengthen Media Education: compulsory media education on values, on all levels up to higher education (e.g. plagiarism)
3. Formalize Ethics Committees in international and national cyberspace regulatory bodies (internet governance, ITU, etc.). Not only by companies!



5.7 Cyber-Ethics: Rights, Controls, Prices

1. Guarantee Human Rights in Cyberspace such as freedom of expression, freedom of assembly (networking), security, privacy, freedom of religious expression, Net-neutrality (net-providers obliged to be politically neutral)
2. Resist the abuse of cybersecurity and anticorruption policies as justification for authoritarian controls of citizens/students/teachers and violating human rights.
3. Pricing: what are the future models for financing values-driven cyberspace in higher education? Open access, for free? State-owned and supported? Adverts-financed? Client-financed? Philanthropy-supported? Students fees? Pricing dictated by the bi-polar giants? Which mix of all this?

5.8 Inclusive Education in Cyber-Society

- SDG 4 for inclusive quality education needs inclusive Cyber-Ethics
- How to use Big Data about students for inclusive education and not as disadvantage for students?
  "ICDE Working Group on Code of Conduct for Ethics in Learning Analytics"
  (Globethics.net is represented by its President as Vice-chair of the WG)

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شكراً جداً (Shokran Gidan) merci

thank you teşekkürler ngiyabonga

baie dankie kealeboga diolch

yn fawr धन्यवाद (Danyavad) 謝謝 (xiexie)

asante sana gracias Спасибо (spacibo)

danke grazie adube

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