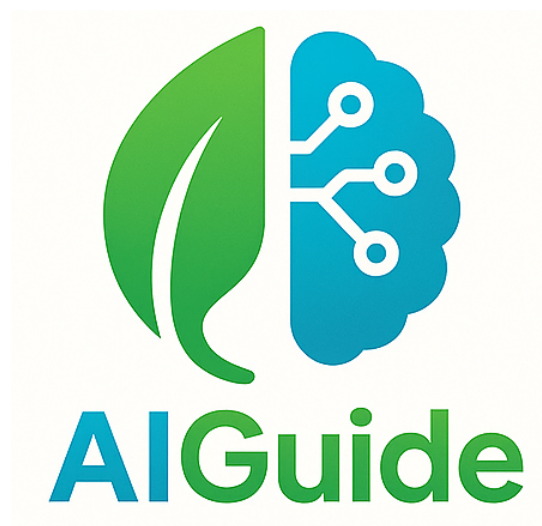




## ONLINE COURSE CONTENT

# MODULE 3: ETHICS, EQUITY AND MULTI-STAKEHOLDER PERSPECTIVE

2025-1-LT01-KA220-HED-000354784

Artificial Intelligence for Green Understanding, Insights & Decision Empowerment



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## A. General Information

|                          |                                                                                                                                                                                 |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Module No                | <input type="checkbox"/> Module1 <input type="checkbox"/> Module2 <input checked="" type="checkbox"/> Module3 <input type="checkbox"/> Module4 <input type="checkbox"/> Module5 |
| Subtopic                 | Ethics, equity and multi-stakeholder perspectives                                                                                                                               |
| AI Literacy Component    | Responsible AI and ethical implications in green decisions                                                                                                                      |
| Decision Making Skills   | Moral and Ethical reasoning; perspective taking;                                                                                                                                |
| Teacher Learning Outcome | Integrate multiple perspectives and ethical reasoning into AI-supported green decision tasks.                                                                                   |
| Student Transfer Outcome | Know the stakeholder impacts on evaluating green alternatives.                                                                                                                  |
| Possible AI Tools        | Simulation tools; chatbots; stakeholder mapping tools                                                                                                                           |
| AI Literacy Level        | Medium                                                                                                                                                                          |
| Estimated Duration       | 60 minutes                                                                                                                                                                      |

## B. Content:

### Highlights

1. Green decisions are never purely technical: energy, resource and climate choices distribute benefits and burdens unevenly across stakeholders, so ethics and equity must be treated as explicit decision criteria.
2. Multi-stakeholder analysis — identifying who is affected, whose voice is missing and whose interests conflict — improves both the quality and the legitimacy of AI-supported green decisions.
3. Responsible AI in green contexts requires attention to data privacy, algorithmic bias and fairness, transparency and accountability, and the environmental footprint of AI itself (Green AI).
4. Moral and ethical reasoning is strengthened by perspective taking: the deliberate effort to understand a decision from the viewpoint of other stakeholders.
5. AI tools such as chatbots, simulation tools and stakeholder mapping tools can scaffold perspective taking — but the human decision maker remains ethically accountable for the final choice.
6. Teaching staff leave this session with a stakeholder-inclusive decision routine they can embed in their own STEM courses.

### Introduction

This 60-minute professional development session supports STEM teaching staff in integrating ethics, equity and multi-stakeholder perspectives into AI-supported green decision tasks. Earlier subtopics of Module 3 focused on evidence-based reasoning and on resource-

and energy-efficiency analysis; this subtopic adds the human dimension. Even a technically optimal green alternative can fail — or cause harm — if the values, rights and lived circumstances of affected groups are ignored. The session therefore develops two intertwined competences defined for Subtopic 3.5: an AI literacy component (responsible AI and the ethical implications of AI in green decisions) and a decision-making skill set (moral and ethical reasoning and perspective taking).

The intended teacher learning outcome is to integrate multiple perspectives and ethical reasoning into AI-supported green decision tasks. The intended student transfer outcome is that students know the stakeholder impacts involved in evaluating green alternatives. The estimated duration is 60 minutes and the targeted AI literacy level is medium.

## 1. Why Ethics, Equity and Multi-Stakeholder Perspectives Matter

Across very different fields — computing, genomics, engineering design and analytics — research converges on the same conclusion: decisions improve when diverse stakeholder perspectives are deliberately included. A multi-stakeholder analysis of computing ethics involving academics, industry professionals and citizen groups showed that concerns such as data accuracy, diversity in software teams and the societal impact of social media only become visible when different voices are heard (Gordon et al., 2022). Work on multi-stakeholder recommendation systems similarly argues that the interests of all affected parties, not only the end user, must be balanced when a system distributes benefits (Milano et al., 2019).

Equity concerns become especially sharp when new technologies are introduced. In genomic newborn screening, ethical, legal and equity questions are being explored through structured stakeholder studies involving parents, health professionals and policymakers before policy decisions are made (Kariyawasam et al., 2024). Research on plant genetic resources in West Africa uses a multi-stakeholder network to reconcile different value systems and to define fair and equitable research practices consistent with international treaties (Jankowski et. al., 2022). In engineering design, a literature review found that terms such as "ethics", "equity" and "justice" are rarely used explicitly, and proposed an expanded design-justice framework to make these concepts an explicit part of engineering practice (Das et al., 2022).

Stakeholder-inclusive analytics frameworks (Yalley & Yalley, 2025), ethical decision-making models in animal welfare (Verrinder & Phillips, 2022) and the debate on stakeholder capitalism in pharmaceutical pricing (Mehta, 2025) all point in the same direction: legitimacy requires engagement.

For green decision-making in STEM higher education this yields three working principles. First, **map the stakeholders**: who gains, who bears costs or risks, and who is absent from

the table? Second, **surface value conflicts** rather than hiding them inside a single "objective" score: affordability, biodiversity, health, jobs and carbon reduction are legitimately weighted differently by different groups. Third, **document how perspectives shaped the decision**, so the reasoning is transparent and contestable. Achieving consensus remains difficult — differences in value systems, cultural contexts and power dynamics complicate every ethical framework — which is precisely why these skills must be practised, not merely described.

### **Power/Interest Grid explainer (video, ~4 min)**

TU Delft OpenCourseWare, "Stakeholders and the Power Interest Grid" — Dr. Alexander de Haan explains why stakeholder inclusion matters in complex problem solving and how the grid works. Academic source, freely licensed.

<https://ocw.tudelft.nl/course-lectures/4-2-1-stakeholders-and-the-power-interest-grid/>

## **2. Responsible AI and Ethical Implications in Green Decisions**

AI can substantially strengthen sustainability efforts by optimising resource management, improving energy efficiency and supporting informed decisions in sectors such as energy, agriculture and waste management. At the same time, deploying AI in green decision processes raises its own ethical questions. Four deserve systematic attention in any AI-supported green decision task:

### **Data privacy and security**

AI systems in sustainable energy and related green sectors rely on large volumes of data — often including building occupancy, consumption patterns or personal mobility data.

Techniques such as differential privacy and federated learning are proposed to protect individuals while still enabling effective analysis (Kumar & Kumar, 2026; Dibie, 2024). For educators, the practical rule is: never feed personal or institutionally sensitive data into external AI tools without clearance.

### **Algorithmic bias and fairness**

AI models can reproduce and amplify biases present in their training data, potentially deepening existing inequalities — for example, when energy-efficiency recommendations systematically favour well-documented, affluent contexts. Ensuring fairness and actively mitigating bias is essential for equitable access to resources in green decision processes (Kumar & Kumar, 2026; Darban, 2023).

### **Transparency and accountability**

Explainable AI (XAI) approaches make algorithmic reasoning auditable and understandable to stakeholders, which is vital for trust and accountability in sustainability projects (Tettey et. Al., 2025; Şeker & Börekçi, 2024). In the classroom this translates into a simple habit: any AI-generated recommendation must be accompanied by an explanation of the evidence and assumptions behind it, and a named human remains accountable for the decision.

### The environmental footprint of AI itself

Training and running AI models consumes energy and water; the computational demands of large models contribute a growing carbon footprint. The emerging Green AI agenda asks users and developers to weigh the sustainability cost of AI use against its benefits (Kumar & Kumar, 2026; Raman et al., 2024). An honest green decision process therefore also asks: is this AI use itself proportionate?

Responsible practice further requires **interdisciplinary collaboration** among policymakers, researchers and industry to develop robust ethical frameworks (Naqvi & Momin, 2025), **regulatory alignment** with frameworks such as the EU AI Act and ISO sustainability standards (Tettey et. al., 2025), and **inclusive development** that incorporates diverse perspectives so AI serves all societal segments (Şeker & Börekçi, 2024; Emon et al., 2025).

**Sasha Luccioni, "We're doing AI all wrong. Here's how to get it right" (TED, Sept 2025, ~10 min)** — for *The environmental footprint of AI itself*. Introduces the AI Energy Score project and small vs. large-model trade-offs; more recent than her 2023 talk and directly usable with STEM staff.

[https://www.ted.com/talks/sasha\\_luccioni\\_we\\_re\\_doing\\_ai\\_all\\_wrong\\_here\\_s\\_how\\_to\\_get\\_it\\_right](https://www.ted.com/talks/sasha_luccioni_we_re_doing_ai_all_wrong_here_s_how_to_get_it_right)

### 3. Moral and Ethical Reasoning and Perspective Taking

The decision-making skills targeted by this subtopic — moral and ethical reasoning and perspective taking — are closely connected. Perspective taking, the ability to understand a situation from another person's viewpoint, has been shown to moderate the relationship between creativity and moral reasoning: individuals with strong perspective-taking abilities tend to reach higher levels of moral reasoning, while creative problem-solvers with weak perspective taking may generate ingenious but ethically shallow solutions. Dual-process accounts of ethical judgement likewise treat placing oneself in another's situation as a precondition for applying moral principles well.

Developmentally, perspective taking grows through a decentration process in which learners move from egocentrism towards coordinating multiple viewpoints — a capacity that is necessary, though not sufficient, for mature moral judgement. Educational interventions built

on empathetic perspective taking show promise for advancing both empathy and moral reasoning, though outcomes vary across learner groups, reminding educators to design inclusively. Critics rightly note that moral judgement is not purely cognitive: intuitive processes such as empathic concern also drive ethical responses. The pedagogical implication is to combine structured perspective-taking exercises (role-play, stakeholder simulation, structured debate) with reflection on one's own emotional reactions.

In technology contexts, perspective taking has direct decision value: studies of autonomous-vehicle dilemmas show that making other perspectives accessible curbs self-interested choices and deepens understanding of the moral stakes of new technologies. The same mechanism applies to green decisions: asking "how does this energy retrofit look to the cleaning staff working night shifts?" changes what counts as a good solution.

**MIT Moral Machine (interactive tool)** — this is the strongest single addition, because your text already discusses autonomous-vehicle dilemmas. It's participatory, multilingual, free, and lets teaching staff *experience* perspective conflict rather than just read about it.

<https://www.moralmachine.net/>

#### 4. AI Tools that Scaffold Perspective Taking

Three families of AI tools, identified in the General Information table for this subtopic, are particularly useful:

7. **Chatbots (e.g., ChatGPT, Claude, Copilot).** A chatbot can be prompted to role-play a named stakeholder ("You are a resident of the neighbourhood next to the proposed biogas plant...") or to interrogate students Socratically ("Which stakeholders are most affected by this energy policy? What evidence supports or contradicts this proposal?"). Because outputs are generated, students must fact-check and critically evaluate them — itself an exercise in responsible AI use.
8. **Simulation tools.** Scenario and policy simulators (including AI-assisted classroom polling and branching-scenario tools) let students test how a decision plays out under different assumptions and observe how outcomes shift when different criteria — cost, wildlife impact, energy yield, community acceptance — are prioritised.
9. **Stakeholder mapping tools.** Digital whiteboards and dedicated mapping tools (often with AI clustering features) help teams place stakeholders on power/interest or impact/influence grids, making visible whose voice dominates and whose is missing.

In every case the division of labour is the same: AI accelerates information gathering, articulation of viewpoints and scenario exploration; humans weigh values, resolve conflicts and take responsibility for the decision.

## 5. Anatomy of an effective perspective-taking prompt

When you use a chatbot to voice a stakeholder or stress-test a decision, the quality of what comes back depends on how the prompt is built. A well-structured prompt names four things: who the AI should act as (*role*), what it should do (*task*), the situation it is answering in (*context*), and how the answer should be organised (*expected output*). Making these components explicit gives you a first draft you can critique on the terms you set — and lets students learn the pattern by seeing it applied, not only by being told about it.

**Colour key:** Role Task Context Expected output

### ***Example 1 — Stakeholder role-play prompt***

Act as a facilities maintenance worker at a university where a rooftop-solar retrofit (option A) is proposed alongside a deep-retrofit of the heating system (option B). List your three main concerns about how this decision would affect your daily work and your team, answering in the first person and grouping the concerns as immediate, medium-term, and long-term.

### ***Example 2 — Follow-up prompt to widen the perspective***

List stakeholder groups we may have overlooked for the rooftop-solar retrofit decision above, and for each, explain in one sentence why their perspective matters to a fair outcome and what evidence you would need to represent it well.

Notice that Example 2 does not repeat the *role*: in a running chat the maintenance-worker role from Example 1 is still in force. When the follow-up needs a different voice — say, a student sustainability representative — set that role explicitly. Staff can use this four-part checklist when previewing prompts with students: if any segment is missing or vague, the prompt is probably underspecified, and the AI's answer will inherit that vagueness.

## 6. 60-Minute Professional Development Session Plan (Workshop for Teaching Staff)

**Note on the session structure.** The 60-minute plan below describes a professional development (PD) session delivered to STEM higher-education teaching staff — the "participants" in the table are the teachers themselves, not the students in their courses. The session is designed as a synchronous, workshop-style experience (face-to-face or online), in which participants work through AI-supported forecasting, resource-use analysis and a weighted decision matrix as learners, using the same tools and dataset they will later adapt

for their own STEM courses. It is not a self-paced e-learning module, nor a lesson plan to be delivered directly to STEM students.

The plan therefore operates at two levels. At the PD level, it is what teaching staff experience during the workshop; at the classroom level, it becomes the blueprint that teachers adapt for their own students. The transfer step is supported in the sections that follow: Section C provides a guideline for constructing an equivalent real-life case in the teacher's own discipline, and Section D provides a design guideline and student activity card for use with STEM higher-education students. Where the table refers to "participants", "teams" and "the case dataset", these refer to the teaching-staff learners in the PD session; the parallel student-facing materials are those developed via Sections C and D.

| Time      | Phase                  | Participants' activity                                                                                                                                                                                       |
|-----------|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0–5 min   | Framing                | Welcome; present the layered outcomes (teacher outcome → student transfer outcome); pose the opening question: "When did a technically sound decision in your field fail because people were ignored?"       |
| 5–15 min  | Mini-lecture           | Ethics, equity and multi-stakeholder perspectives in green decisions; the four responsible-AI concerns (privacy, bias, transparency, environmental footprint of AI); perspective taking as a decision skill. |
| 15–25 min | Tool demonstration     | Live demo: prompting a chatbot to (a) generate a stakeholder list for a campus green decision, (b) role-play one stakeholder, and (c) reveal its own limitations and possible biases.                        |
| 25–40 min | Guided hands-on work   | In pairs, staff build a stakeholder map for the real-life example in Section C, assign perspectives, and use an AI chatbot to stress-test their map ("Whose voice is missing?").                             |
| 40–52 min | Transfer design        | Individually, staff sketch how to adapt the Section C example and the Section D activity card to their own discipline, using the guidelines provided.                                                        |
| 52–60 min | Debrief and reflection | Share one adaptation idea per participant; reflect on responsible AI use; agree on evidence to collect when piloting with students.                                                                          |

## C. Real Life Example

### Real Life Example: Who Bears the Burden of a City's Energy Transition?

This example is adapted from the AIGUIDE Best Practices Report (AIGuide\_WP2A3\_Best\_Practices\_Report\_fin.docx), which documents how AI tools are used for green decision-making in higher education practice.

In a STEM higher education sustainability course, students investigating green urban planning upload municipal energy reports into a pre-configured AI workspace (a Claude

Project grounded in the course readings). Working in Learning Mode, the AI does not hand over a ready-made conclusion. Instead it prompts the students with stakeholder-centred questions: "Which stakeholders are most affected by this energy policy?" and "What evidence supports or contradicts this proposal?" Students are guided through evidence-based reasoning, explicit ethical reflection — who bears the environmental burden of the transition? — and trade-off analysis between economic cost and carbon reduction. Because the workspace is pre-configured by the teacher, all interactions remain anchored in course material, and students must justify every step of their reasoning rather than accepting AI output at face value.

The Best Practices Report documents complementary variations of the same idea. In one, an adaptive quiz platform presents a dam-construction case and asks "Which stakeholder group bears the greatest risk?"; live results revealed that 70% of students had failed to consider downstream communities, triggering an immediate whole-class discussion, followed by homework analysing the same case from the perspective of an environmental NGO versus a government planner. In another, students mark priority areas for green infrastructure investment on a live map and then justify their choices against criteria including flood risk, the urban heat island effect, social equity and cost — demonstrating that green decisions are geographical, social and political, not merely numerical.

Together these practices show the essence of Subtopic 3.5: AI is used to *surface* stakeholder impacts, provoke perspective taking and structure ethical reflection, while students remain the accountable decision makers.

### Activity Guideline: Prepare a Real-Life Example for Your Own Subject Area

After presenting the example above, ask each participant (or discipline-based pair) to prepare one real-life example from their own field, following these steps:

10. **Step 1 – Choose an authentic green decision** in your discipline that visibly affects several groups (e.g., materials substitution in civil engineering, pesticide policy in agri-biology, data-centre siting in computer science, lab-waste handling in chemistry).
11. **Step 2 – List the stakeholders**, including at least one group that is easily overlooked (maintenance staff, future students, nearby residents, non-human stakeholders such as local ecosystems).
12. **Step 3 – Identify the equity dimension**: who bears the costs, risks or burdens, and who receives the benefits? Where do the interests genuinely conflict?

13. **Step 4 – Define the AI role:** specify how a chatbot, simulation tool or stakeholder mapping tool will be used to gather perspectives, simulate a stakeholder or stress-test the analysis — and what students must verify or challenge in the AI output.
14. **Step 5 – State the human decision:** formulate the concrete decision students must make and justify after weighing the stakeholder perspectives.
15. **Step 6 – Quality check:** confirm the example is realistic, data or documents are available, no sensitive personal data is sent to external AI tools, and the ethical question cannot be answered by computation alone.

Participants briefly present their examples (2 minutes each); peers give feedback using two questions: "Whose voice is still missing?" and "Where exactly does ethical reasoning — not just calculation — happen?"

## D. Interactive Learning Activity

### Example Activity Card: "Whose Green Campus?" — A Multi-Stakeholder Role-Play

The following interactive learning activity is prepared in the format of the AIGUIDE Student Learning Activity Card Template (WP3-A2-AIGUIDE\_Student\_Activity\_Card\_Template\_fnl.docx). Teaching staff can use it directly with their students or adapt it to their discipline.

#### 1. Activity Identification

|                                  |                                                                                           |
|----------------------------------|-------------------------------------------------------------------------------------------|
| <b>Module / Unit</b>             | Module 3 – Subtopic 3.5: Ethics, equity and multi-stakeholder perspectives                |
| <b>Activity Code</b>             | M3-A5                                                                                     |
| <b>Activity Title</b>            | Whose Green Campus? A multi-stakeholder role-play on a campus solar installation decision |
| <b>Developing Partner</b>        | EGE                                                                                       |
| <b>Recommended Duration</b>      | 60 min (in-class)                                                                         |
| <b>Delivery Mode</b>             | In-class    Online synchronous    Online asynchronous<br>Blended                          |
| <b>Student Grouping</b>          | Individual    Pair    Small group    Whole class                                          |
| <b>STEM Context / Discipline</b> | Adaptable: energy systems, environmental engineering, architecture, data science, biology |

#### 2. Pedagogical Design

|                              |                                                                                                                  |
|------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Learning Objective(s)</b> | By the end of this activity, students will be able to:<br>1. Identify the stakeholder groups affected by a green |
|------------------------------|------------------------------------------------------------------------------------------------------------------|

|                                      |                                                                                                                                                                                               |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      | alternative and map their interests, power and vulnerabilities.<br>2. Apply ethical reasoning and perspective taking to justify a green decision that balances competing stakeholder impacts. |
| <b>Target AI Literacy Competence</b> | Understanding AI concepts   Using AI tools critically<br>Evaluating AI outputs   Human-AI decision-making<br>Ethical/responsible AI use                                                       |
| <b>Green Decision-Making Focus</b>   | Climate change   Energy   Materials/resources<br>Biodiversity   Waste/circularity   Water   Other:                                                                                            |
| <b>Prerequisite Knowledge</b>        | Basic familiarity with AI chatbots; introductory understanding of renewable energy options; Subtopics 3.2–3.3 concepts (evidence-based reasoning, trade-off analysis) are helpful.            |
| <b>Key Concepts / Keywords</b>       | Stakeholder mapping; equity; ethical reasoning; perspective taking; responsible AI; algorithmic bias; solar energy; land use.                                                                 |

### 3. Student Task Design

|                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Student Scenario / Challenge</b> | The university plans to install a large solar array. Two options are on the table: (A) covering the green space and mature trees behind the student dormitories, or (B) retrofitting the roofs of older buildings at roughly 30% higher cost, partly financed by increasing dormitory fees. The rectorate asks a student advisory panel for a justified recommendation that takes all affected groups into account.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Student Instructions</b>         | <p>Step 1 – Engage: In groups of 4–5, read the scenario brief and individually note your first-instinct choice.</p> <p>Step 2 – Explore: Build a stakeholder map (power vs. impact) covering at least six groups (e.g., dormitory students, facilities and maintenance staff, finance office, campus biodiversity group, nearby residents, future students). Each group member adopts one stakeholder role; use the AI chatbot to interview a simulated version of your stakeholder and collect their concerns.</p> <p>Step 3 – Explain: Hold a structured panel in role: each stakeholder presents their perspective (2 min). Record the value conflicts on the shared map.</p> <p>Step 4 – Extend: Step out of role. As a panel, weigh the perspectives, apply the four responsible-AI checks to everything the chatbot produced, and agree on a recommendation (A, B or a justified alternative).</p> <p>Step 5 – Evaluate: See part 5. Assessment and Evidence.</p> |
| <b>Input Materials</b>              | Case text   Dataset   Article   Image/video   Policy document   Other: stakeholder role cards; blank stakeholder-map grid                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Expected Student Output</b>      | Short report   Decision matrix   Presentation<br>Poster/infographic   Reflection   Discussion post   Other:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Student Deliverable Format</b>   | One-page decision brief per group: stakeholder map + weighted decision matrix (max 1 table) + 150-word ethical justification; individual 100-word reflection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

### 4. AI Use and Green Decision-Making

|                                         |                                                                                                                                                                                                                                                                                                                                         |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Suggested AI Tool(s)</b>             | AI chatbot (e.g., ChatGPT, Claude, Copilot); optional: digital whiteboard with AI clustering for the stakeholder map; classroom polling tool for the final vote.                                                                                                                                                                        |
| <b>AI Prompt / Interaction Guidance</b> | Sample prompts: "Act as a facilities maintenance worker at a university where option A/B is proposed. What are your three main concerns? Answer in first person." — "List stakeholder groups we may have overlooked for this decision and explain why each matters." — "What assumptions or biases might your previous answer contain?" |
| <b>Critical Evaluation Requirement</b>  | Students must check AI output for: accuracy bias source quality uncertainty environmental relevance ethical implications                                                                                                                                                                                                                |
| <b>Human Decision Component</b>         | The AI may voice perspectives and list considerations, but students themselves must assign weights, resolve the value conflicts and commit to a final, signed recommendation with an ethical justification.                                                                                                                             |
| <b>Responsible AI / Ethics Note</b>     | Do not enter personal data about real staff or students into the chatbot. Treat simulated stakeholder voices as plausible fictions, not evidence: they can stereotype or hallucinate. Discuss the energy footprint of AI use itself as part of the debrief.                                                                             |

## 5. Assessment and Evidence

|                                 |                                                                                                                                                                                                                              |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment Method</b>        | Checklist   Rubric   Peer feedback   Teacher feedback<br>Self-reflection   Quiz                                                                                                                                              |
| <b>Assessment Criteria</b>      | 1. Relevance to green decision-making<br>2. Critical use/evaluation of AI<br>3. Evidence-based reasoning<br>4. Clarity of final decision/output (incl. explicit treatment of equity and at least one overlooked stakeholder) |
| <b>Evidence to Be Collected</b> | Student output   Screenshots/log of AI interaction<br>Reflection form   Attendance/participation record   Teacher observation notes                                                                                          |
| <b>Success Indicator</b>        | At least 70% of groups deliver a decision brief that addresses ≥ 6 stakeholder groups and justifies the recommendation with explicit ethical reasoning.                                                                      |
| <b>Feedback Questions</b>       | 1. What did AI help you understand?<br>2. What AI output did you question or reject?<br>3. How did your final decision change after evaluation?                                                                              |

## 6. Implementation Notes

|                                        |                                                                                                                                                                                                    |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Preparation</b>             | Prepare the scenario brief and 6–8 stakeholder role cards; test the sample prompts in advance; prepare the blank stakeholder-map grid (printed or digital); check AI tool access for all students. |
| <b>Timing Plan</b>                     | Introduction: 10 min   Task: 30 min   Discussion: 12 min   Reflection: 8 min                                                                                                                       |
| <b>Accessibility / Inclusion Notes</b> | Provide role cards in plain language; allow written instead of oral panel contributions; balance roles within groups so quieter                                                                    |

|                                 |                                                                                                                                                                                                                                                     |
|---------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                 | students receive high-agency stakeholders; printed AI transcripts for students without devices.                                                                                                                                                     |
| <b>Possible Risks</b>           | AI access problems; chatbot produces stereotyped stakeholder voices; groups converge too quickly without genuine perspective taking; superficial AI use.                                                                                            |
| <b>Mitigation / Backup Plan</b> | Prepare printed sample AI stakeholder interviews as offline fallback; require each group to document one point where they disagreed with the AI; teacher circulates with "Whose voice is missing?" prompts.                                         |
| <b>Extension / Follow-up</b>    | Homework: re-run the analysis for the same decision at a partner university in a different socio-economic context and compare how the equity picture changes; links forward to Module 5 (critical, ethical and sustainable use of AI in education). |

## Event Guideline: Design Your Own Interactive Learning Activity

After experiencing the example card, ask teaching staff to prepare one interactive learning activity for their own subject area, using the AIGUIDE Student Learning Activity Card Template. Provide the following guideline:

16. **Prepare** one Activity Card using exactly the template structure (sections 1–6: Activity Identification, Pedagogical Design, Student Task Design, AI Use and Green Decision-Making, Assessment and Evidence, Implementation Notes).
17. **Anchor** the activity in a green decision from your discipline in which at least four stakeholder groups have genuinely conflicting interests.
18. **Embed perspective taking structurally** — through role-play, stakeholder simulation via chatbot, structured debate or perspective-switching homework — rather than as an optional discussion.
19. **Specify the AI interaction:** give at least two concrete sample prompts and state explicitly what students must verify, question or reject in the AI output.
20. **Make equity visible in assessment:** at least one assessment criterion must reward the identification of overlooked stakeholders or the quality of the ethical justification.
21. **Keep it operational:** the card must be usable by a colleague without further explanation, respect the template's checklist, and include timing, accessibility notes and a no-AI backup plan.

Cards are exchanged between participants for peer review against the template's Partner Completion Checklist before being piloted with students.

## References

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