The Interplay between Humans and Machines

Dr Nick Saville
ALTE Secretary-General

Director, Thought Leadership
Cambridge English
Cambridge University Press and Assessment
The interplay between humans and machines

In the era of devices and data
What are the biggest global trends that will shape the future of Assessment?

- Shift in global economic power
- Demographic and social change
- Breakthroughs in neuroscience
- Hollywood meets Harvard
- Rise of Edtech
- Structure of formal education
- Technological enablers/disruptors - AI
- Consumer behaviour

Increasing speed of change and scale of disruption

ALTE 2021
FIRST DIGITAL SYMPO

EdTech plus EdAI

Ongoing Global Conversation since c.2013
(J.H.) Moor:

As technological revolutions increase their social impact, ethical problems increase.
The interplay between humans and machines

Two key questions:

• What are the known risks of the emerging technologies and how can these be mitigated?

• How can we ensure that humans continue to interact with machines in a positive way in order to achieve better language learning outcomes?

Specific concerns for ALTE as a multilingual organisation
The interplay between humans and machines

• Which aspects of the assessment cycle are impacted by AI?
  • What are the potential benefits?
  • What are people concerned about?

• How might AI enable new forms of language assessment to promote multilingualism?

• Can AI bring language teaching, learning and assessment together more effectively by design (LOA/ILA)?

• How can ALTE promote public understanding of AI and its ethical uses?
The interplay between humans and machines

- Which aspects of the assessment cycle are impacted by AI?
- What are the potential benefits?
- What are people concerned about?

- How might AI enable new forms of language assessment to promote multilingualism?
- Can AI bring language teaching, learning and assessment together more effectively by design (LOA/ILA)?
- How can ALTE promote public understanding of AI and its ethical uses?
AI - Mini Survey - March 2022

1. Importance of human involvement
2. Comparisons with human performance
3. Data protection & privacy
4. Risk of bias
5. Transparency & accountability in design/use
6. Equal access & fairness

Some specific concerns:

• AI as rater for speaking & writing
• AI as interlocutor for speaking
• Need for language specific data & tools
  • The amount of data needed
  • Expertise needed
  • Prohibitive costs
  • Extended timescales
The interplay between humans and machines

- Hybridization
- Ethical considerations
- Educational and societal values
The interplay between humans and machines

Hybridization - a composite of different elements

- Hybrid things
- Hybrid activities
- Hybrid contexts

2021 “Year of Hybridization” - Laker, B. (2021)

Blended solutions -
using exiting EdTech
during Covid-19

- Physical + Online
- Synchronous + Asynchronous
- Teacher-based + Tech-based
- Existing + New Pedagogies
- Traditional + New Competencies
Bridge between learning *in* and *out* of class

**ALTE – Association of Language Testers in Europe**

**Language Learning Activities**

- Blended Course
- Tutors
- Apps
- Social Media

**DEVICES** ↔ **CLASSROOM**

**Learners**
<table>
<thead>
<tr>
<th>Out of Class</th>
<th>In Class</th>
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<tr>
<td><strong>Activities</strong>:</td>
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<tr>
<td>• Reading &amp; Listening activities</td>
<td>• Speaking activities</td>
<td>• Practice with automated feedback</td>
</tr>
<tr>
<td>• Study text</td>
<td>• Pairwork</td>
<td>• Comprehension questions</td>
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<td>• Learn vocab online</td>
<td>• Concept questions</td>
<td>• Online workbook</td>
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<td>• Grammar in Use activity with Apps</td>
<td>• Communication activities, games storytelling</td>
<td>• Practise vocab with Apps</td>
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<td>• Self-assessment</td>
<td>• Mentoring</td>
<td>• Formative feedback from peers</td>
</tr>
<tr>
<td></td>
<td>• Formative feedback from teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Quizzes</td>
<td></td>
</tr>
</tbody>
</table>

Slide from 2014
EdTech *plus* EdAI

**Online test delivery**
- *@home assessment*
- Remote proctoring
- Automated scoring – writing and speaking

**Integrated Learning & Assessment**
- Adaptive systems with formative feedback

**Mobile Learning Support**
- Any time, any place practice
- Mobile task formats
- Innovative tasks
- Virtual communities
- Bite-size tasks
- **Gamification**
- Skill-based mini games
- **Bots**
- Exam practice with feedback
- Personalised feedback
- Progress tracking
Video conferencing for speaking assessment

New learning & assessment tasks

- authentic, collaborative, interactive
Virtual Reality - scenario-based experiences

Authentic Immersive
Future Horizons

Opportunities to extend uses of AI in language learning, teaching and assessment

Hybridisation
Ethical considerations
Educational & societal values

The Role of ALTE
Hybridization

By design - a ‘virtuous combination’ of humans and machines

Humans
learners, teachers, parents, policy makers, assessment providers ..... 

Machines
EdTech plus EdAI - devices, data, AI, applications ..... 

Design Principles
for integrating language learning & assessment
Combining human expertise with support of AI systems

- As helper?
- As friend?
- As assistant?

NB. Chatbots, Siri, Alexa ...

Requires new knowledge, skills, attitudes and behaviours ....

The changing role of the teacher
AI in LANGUAGE Education

WITH

ABOUT

FOR

Artificial Intelligence and education

- Learning with AI
  - Student-supporting
  - Teacher-supporting
  - System-supporting

- Learning about AI
  - How AI works
  - How to create AI
  - AI techniques
  - AI technologies

- Preparing for AI
  - Living with AI
  - Human values
  - Ethics of AI

Dr Wayne Holmes
Webinar - Feb 2022
Learning about AI in Language Education

How AI works

• Systems which interact with the world through capabilities and behaviours that we think of as essentially human

• Capabilities – speech recognition, reading text, facial recognition ..... 

• Behaviours – answering questions, providing appropriate information, recommendations .....
Learning about AI in Language Education

Machine Learning = a subset of AI

- ML systems are trained using large amounts of data - e.g. written or spoken language
- Challenges/risks are related to the data collection/uses
  - Natural language processing - NLP
  - Deep learning – neural networks
Learning about AI in Language Education

Balancing Goals & Risks

- Data
- Cyber security
- Privacy
- Black box problem
- Bias

- Sociocultural concerns
  - Transparency
  - Access and diversity
  - Fairness
Preparing for AI in Language Education

“... a mindset that considers system-level effects, the impact on individuals ..... and is aligned with common values across diverse stakeholder groups”

Schwab, 2018

A social contract
Keeping the human-in-the-loop (HITL)
Keeping society-in-the-loop (SITL)

- **Humanities**
  - Human values: rights, ethics, law, social norms, privacy, fairness, social contract, ...

- **Society-in-the-Loop**
  - Expectations
  - Evaluation

- **Computer Science**
  - Artificial Intelligence: algorithms, statistical models, utility functions, sensors, data, ...

**co-evolution of society & technology**
Preparing for AI in Language Education

Ethical readiness

• Practical Frameworks and Tools

• Ongoing challenges and issues for ALTE
1. AI should be designed for all, and benefit humanity.
2. AI should operate on principles of transparency and fairness and be well signposted.
3. AI should not be used to transgress the data rights and privacy of individuals, families, or communities.
4. The application of AI should be to reduce inequality of wealth, health, and opportunity.
5. AI should not be used for criminal intent, nor to subvert the values of our democracy, nor truth, nor courtesy in public discourse.
6. The primary purpose of AI should be to enhance and augment, rather than replace, human labour and creativity.
7. All citizens have the right to be adequately educated to flourish mentally, emotionally, and economically in a digital and artificially intelligent world.
8. AI should never be developed or deployed separately from consideration of the ethical consequences of its applications.
9. The autonomous power to hurt or destroy should never be vested in artificial intelligence.
10. Governments should ensure that the best research and application of AI is directed toward the most urgent problems facing humanity.

UK House of Lords Select Committee on AI
The Ethical Framework for AI in Education

<table>
<thead>
<tr>
<th>Objective</th>
<th>Criteria</th>
<th>Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Establish and specify the educational goal that AI is being used to achieve</td>
<td>Have you clearly identified the educational goal that is to be achieved through the use of AI? (Pre-procurement)</td>
</tr>
<tr>
<td>1.2</td>
<td>Establish how each relevant AI resource has the capacity to achieve the educational goal specified above</td>
<td>Can you explain why a particular AI resource has the capacity to achieve the educational goal specified above? (Pre-procurement)</td>
</tr>
<tr>
<td>1.3</td>
<td>Specify the intended impact of using AI</td>
<td>What impact do you expect to achieve through the use of AI, and how will you measure and assess this impact? (Pre-procurement)</td>
</tr>
<tr>
<td>1.4</td>
<td>Insist that suppliers provide information about how their AI resource achieves the desired objectives and impacts. This may include information relating to the assumptions behind the algorithm</td>
<td>What information have you received from the suppliers, and are you satisfied that the AI resource is capable of achieving your desired objectives and impacts? (Procurement)</td>
</tr>
<tr>
<td>1.5</td>
<td>Insist that any measures of student performance are aligned with recognised and accepted test instruments and/or measures that are based on societal, educational or scientific evidence</td>
<td>What information have you received from the suppliers, and are you satisfied that measures of student performance are aligned with recognised and accepted test instruments and/or measures that are based on societal, educational or scientific evidence? (Procurement)</td>
</tr>
<tr>
<td>1.6</td>
<td>Monitor and evaluate the extent to which the intended impacts and your stated objectives are being achieved</td>
<td>How will you monitor and assess the extent to which the intended impacts and objectives are being achieved? (Monitoring and Evaluation)</td>
</tr>
<tr>
<td>1.7</td>
<td>Insist that suppliers conduct periodic reviews of their AI resource to ensure these are achieving the intended goals and not behaving in harmful, unintended ways</td>
<td>Can the supplier confirm that periodic reviews are conducted, and that these reviews verify that the AI resource is effective and performing as intended? (Monitoring and Evaluation)</td>
</tr>
<tr>
<td>1.8</td>
<td>Where the impacts of using AI as intended are found to be unsatisfactory, identify whether this is due to how the resource was designed, how the resource is being used, or a combination of both factors. Create an action plan for achieving improved impacts</td>
<td>If the impacts of using AI as intended were not satisfactory, why was this the case? What steps will you take in order to achieve improved impacts? (Monitoring and Evaluation)</td>
</tr>
</tbody>
</table>
AVIS N°3
AGENTS CONVERSATIONNELS : ENJEUX D’ÉTHIQUE

Parmi les travaux en éthique de l’intelligence artificielle, la réflexion sur les agents conversationnels se distingue en premier lieu par la place du langage dans ces systèmes : cela veut aussi bien dire l’analyse de l’impact des systèmes d’apprentissage machine sur le langage humain que l’impact du langage tel qu’il est utilisé par ces systèmes, sur les utilisateurs et la société en général. Alors qu’il n’existe actuellement que peu d’études consacrées à ces questions, cet avis vise à éclairer les enjeux et les défis qu’induit le déploiement des agents conversationnels à grande échelle.

AVIS ADOPTÉ LE 15 SEPTEMBRE 2021
À L’UNANIMITÉ DES MEMBRES PRÉSENTS LORS DE L’ASSEMBLÉE PLÉNIÈRE DU CNPEN -

Comité national pilote d’éthique du Numérique

Agents Conversationnels = Chatbots
AI Toolkit … *for kids*

“Actionable frameworks and real-world guidance …”

“Responsible design … throughout the product life cycle”

https://www.weforum.org/reports/artificial-intelligence-for-children

• Positive impact as a *design principle*

• Consistent with ALTE’s *Principles of Good Practice*
Artificial Intelligence for Children

TOOLKIT
MARCH 2022

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Disclaimer
This document is published by the World Economic Forum as a contribution.
Putting children and youth FIRST checklist

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<td>Safe</td>
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<td></td>
<td>Transparent</td>
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ALTE – Association of Language Testers in Europe

- **Fair**: Company culture and processes address ethics and bias concerns regarding how AI models are developed by people and the impact of AI models in use.
- **Inclusive**: AI models interact equitably with users from different cultures and with different abilities; product testing includes diverse users.
- **Responsible**: Offerings reflect the latest learning science to enable healthy cognitive, social, emotional and/or physical development.
- **Safe**: The technology protects and secures user and purchaser data, and the company discloses how it collects and uses data and protects data privacy; users may opt out at any time and have their data removed or erased.
- **Transparent**: The company explains in non-technical terms to buyers and users why AI is used, how it works and how its decisions can be explained. The company also admits AI’s limitations and potential risks and welcomes oversight and audits.

*Source: World Economic Forum*
**Use the FIRST Checklist to**

Set desirable **Goals**

Identify potential for **Harm**

Mitigate known **Risks**

A practical way to engage the humans with the AI issues

Can we adapt this approach within ALTE’s QM System?

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<th><strong>Goals</strong></th>
<th><strong>Greatest potential for harm</strong></th>
<th><strong>Mitigate risks</strong></th>
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<td><strong>Fair</strong></td>
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<td>Fairness for the user and their dignity are paramount</td>
<td>Dishonesty in trust and consent</td>
<td>Employ proactive strategies for responsible governance</td>
</tr>
<tr>
<td>Bias in mining, expression and feedback in the AI is assumed and actively addressed</td>
<td>Emotional and developmental harm</td>
<td>Use ongoing ethical thinking and imagination</td>
</tr>
<tr>
<td>Effort is spent understanding liability</td>
<td>Bias, unequal access and impact</td>
<td>Employ ethical governance for fairness</td>
</tr>
<tr>
<td>Threat analysis includes how the AI could be weaponised for harm</td>
<td></td>
<td>Test and train with data to understand the behaviour of the model and its areas of bias</td>
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<td>Accessibility is built-in; it is not an afterthought</td>
<td>Exclusion by design</td>
<td>Build research plans, advisory councils and participant pools that represent high variability in the target audience</td>
</tr>
<tr>
<td>Inclusive accounts for and calibrates neutrality and diversity</td>
<td>Exclusion, bias, out, bias internalised</td>
<td>Actively seek user experience failures that create experiences of exclusion</td>
</tr>
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<td>Technology development cycle and testing includes feedback from children and youth</td>
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<tr>
<td>The technology is age-appropriate and has a cognitive development stage-approprate design</td>
<td>Technology gone rogue</td>
<td>Build advisory councils and research participant pools that represent high variability in the target audience</td>
</tr>
<tr>
<td>The technology reflects the latest learning science</td>
<td>Unphased, inflexible AI models</td>
<td>Actively seek user experience failures that create negative experiences</td>
</tr>
<tr>
<td>The technology is created with children and youth at the centre of the design and development process</td>
<td>Built for small, silly adults</td>
<td>Overcommunicate privacy and security implications</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Build conviction around the behaviour of the AI and how it might adjust to a user’s development stage</td>
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<tr>
<td>The technology does no harm to customers and cannot be used to harm others</td>
<td>Unintended malicious, oblique or naive usage</td>
<td>Conduct user research to inform scenarios planning for nefarious use cases and mitigation strategies</td>
</tr>
<tr>
<td>Cybersecurity, including the privacy and security of customer data, is a high priority</td>
<td>An unsafe community</td>
<td>Build a multivariate measurement strategy</td>
</tr>
<tr>
<td>The potential for over-use is acknowledged and addiction mitigation is actively built in</td>
<td>Callous observer</td>
<td>Build a transparent, explainable and user data-driven relationship model between the child, guardian and technology to identify and mitigate harm</td>
</tr>
<tr>
<td></td>
<td>Demographics allowed to define the user</td>
<td>Have the product team develop subject matter expertise in technology concerns raised to children and youth</td>
</tr>
<tr>
<td></td>
<td>Data privacy and security breaches</td>
<td>Build a security plan that takes children and youth’s cognitive, emotional and physical safety into account</td>
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<td>Everyone on the team can explain how the AI works and what the AI is being used for to a novice or lay audience</td>
<td>Lack of obfuscation of informed consent</td>
<td>Confirm the terms of use are clear, easy to read and accessible to a non-technical, layman user</td>
</tr>
<tr>
<td>Anyone who wants to understand the AI is easily able to do so</td>
<td>Skilled or ignored governmental rules and regulations</td>
<td>Clearly disclose the use of high-risk technologies, such as facial recognition and emotion recognition, and how this data is managed</td>
</tr>
<tr>
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<td>The burden of security and privacy is left to the user</td>
<td>Explicitly mention the geographic regions whose data protection and privacy laws are honoured by the technology</td>
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<td>Excluded guardians</td>
<td>Use more secure options as default and allow guardians to opt in to advanced features after reading their specific terms of use</td>
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<td><strong>Transparent</strong></td>
<td>Everyone on the team can explain how the AI works and what the AI is being used for to a novice or lay audience.</td>
<td>Lack or obfuscation of informed consent. Skirted or ignored governmental rules and regulations. The burden of security and privacy is left to the user. Excluded guardians.</td>
</tr>
</tbody>
</table>
AI Labelling and Guide for Parents

Source: World Economic Forum
**Figure 6**

### AI labelling system

<table>
<thead>
<tr>
<th><strong>Age</strong></th>
<th>Range of recommended ages in years, e.g. 4-6, 7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accessibility</strong></td>
<td>Tested with children: Y N</td>
</tr>
<tr>
<td></td>
<td>Accessible for hearing impaired: Y N</td>
</tr>
<tr>
<td></td>
<td>Accessible for visually impaired: Y N</td>
</tr>
<tr>
<td></td>
<td>What neurodiverse users is it designed to include (e.g. autism, dyslexia)?</td>
</tr>
<tr>
<td></td>
<td>What physical disabilities is it designed to include (e.g. fine motor skills, mobility)?</td>
</tr>
<tr>
<td></td>
<td>What languages are supported?</td>
</tr>
<tr>
<td><strong>Sensors</strong></td>
<td>Does it watch or listen to users with cameras and microphones?</td>
</tr>
<tr>
<td></td>
<td>- Camera: Y N</td>
</tr>
<tr>
<td></td>
<td>- If Y, can you turn it off?</td>
</tr>
<tr>
<td></td>
<td>- Microphone: Y N</td>
</tr>
<tr>
<td></td>
<td>- If Y, can you turn it off?</td>
</tr>
<tr>
<td><strong>Networks</strong></td>
<td>Can users play with and talk with other people when using it?</td>
</tr>
<tr>
<td></td>
<td>- Networked play and socialization: Y N</td>
</tr>
<tr>
<td></td>
<td>- If Y, can the function be turned off?</td>
</tr>
<tr>
<td><strong>AI use</strong></td>
<td>How does it use AI to interact with users?</td>
</tr>
<tr>
<td></td>
<td>- Facial recognition: Y N</td>
</tr>
<tr>
<td></td>
<td>- Voice recognition: Y N</td>
</tr>
<tr>
<td></td>
<td>- Emotion recognition: Y N</td>
</tr>
</tbody>
</table>

### Data use

| **Does it collect personal information?** | Y N |
| **Can you control whether your data is shared?** | Y N |
| **US Children’s Online Privacy Protection Act (COPPA) compliant?** | Y N |
| **EU General Data Protection Regulation (GDPR) compliant?** | Y N |
| **UK Information Commissioner’s Office (ICO) Age Appropriate Design Code compliant?** | Y N |
| **Reason for data collection (e.g. to create a personalized curriculum)** |

### Guide for parents and guardians – What to consider

**Why it matters**

- Know which developmental stage is appropriate for your child.
- Toys and devices are designed for certain ages. If users are too young, the technology and content might be difficult for them to use and could expose them to risk. If they are too old, the technology and content might not be very interesting or fun.

**Things you can do**

- Visit the product website. Learn more from other sources like Common Sense Media on choosing the right products for different ages and developmental stages.

**The technology should work for all equally despite these differences.**

- Users of all abilities should be able to use technology. Some have physical or mental disabilities that require accommodations and modifications. Users look different and speak different languages, which could cause problems if the AI is not well designed.

**What to consider**

- Find out how the technology protects privacy, such as allowing users to turn off cameras or microphones and secure information with passwords and preferences regarding data collected by these devices.
- AI products use input from cameras, microphones and sensors to watch, recognize and learn from users. AI products might use facial recognition to identify your child’s face or voice recognition to detect their voice. These devices and products might also store or send your information to another location or be hacked by criminals.

**Children should never share personal information or engage with people they don’t know, and should beware of people acting with malicious intent.**

- Some AI products enable users to play games and talk with other people online. Playing online with others can be fun, but you should be sure that your children proceed with caution at all times.

**Know the strengths and limits of AI decisions and suggestions, and remember that AI decisions can be wrong.**

- AI products might make predictions based on the data collected and your child’s prior activity. This might help your child make decisions, but it also might label or mislead users.

**Change settings and preferences to protect your child’s data.**

- Know what kind of information AI products collect, where and how long they keep it, and who has access to it.
- AI products can collect data from you and your children and store it. Your family’s and child’s information is very important and should be protected.

**Write setting preferences and call the company’s customer service.**

Visit the product website. Call the company’s customer service.

**Read online etiquette and online safety.**

Talk with your children and use resources like Google’s Safety Center for families and Be Internet Awesome, and other resources.

Source: World Economic Forum
Next steps for ALTE?

• Adapt FIRST checklists for language learning & assessment?
  ... for Learners, Teachers, Parents, and other score users ..... 

• Develop new *EdTech+EdAI* guidelines for test developers?

  Understanding AI for language assessment
  Designing integrated language learning and assessment systems using EdTech + EdAI
  Building AI systems for languages other than English ...
Manual for Language Test Development and Examining

Introduction

In 1996, the members of ALTE decided that it was essential to adopt a formal Code of Practice to ensure that all developments and changes in the field of language testing, examination and assessment were carried out in a manner that benefited those involved in the field.

The Code of Practice was developed with the principal objectives as stated in the introduction. The standards embodied within it are intended to establish certain levels of professionalism, and are to be understood in terms of quality as well as cost, and common standards need to be applied to these processes.

The ALTE Code of Practice

The Code of Practice sets out these standards and outlines the responsibilities of both providers and users of language examinations.

Minimum standards for establishing quality profiles in ALTE examinations

TEST CONSTRUCTION

1. You can describe the purpose and context of use of the examination, and the population for which the examination is appropriate.

2. You provide criteria for selection and training of constructors, expert judges and validators in test development and construction.

3. Parallel examinations are comparable across different administrations in terms of test quality.

4. If you make a claim that the examination is linked to an external reference system (e.g., Common European Framework), then you can provide evidence of alignment to this system.

ADMINISTRATION & LOGISTICS

5. All centres are selected to administer your examination according to clear, transparent, established procedures, and have access to regulations about how to do so.

6. Examination papers are delivered in excellent condition and by secure means of transport to the authorized examination centres, your examination administration system provides for secure and traceable handling of all examination documents and materials.

7. The examination administration system is accredited.
Thank you