

It almost feels like it's questioning my intelligence in a way.
0:00:00–0:00:04

The reason that's why it frustrates me so much because it feels like you're telling me that I
0:00:08–0:00:12

can't do something that I've been doing for a long time. I don't need you to tell me that
0:00:12–0:00:16

and you need me to summarize a text message. I can read it. It's okay.
0:00:17–0:00:20

So thank you everybody for joining us for this podcast session and we can
0:00:26–0:00:32

get an intro from Megan as well and we can get started.
0:00:33–0:00:42

We first gathered to talk about what it means to live with data and algorithms.
0:00:52–0:00:56

And through those conversations a number of questions began to emerge.
0:00:56–0:01:00

Questions about artificial intelligence, about the power of big tech, and about what happens
0:01:01–0:01:07

when things go wrong and whether there are ways to seek redress. So we came back together
and for
0:01:07–0:01:15

this second workshop we wanted to return to some of these questions and give ourselves
more time
0:01:15–0:01:20

to sit with them. To listen to different perspectives, to ask new questions, and to think
0:01:20–0:01:26

together about what it means to be data conscious in a world increasingly shaped by
technologies we
0:01:26–0:01:31

don't always see or understand. This episode of Age and Algorithms compiles the voices of the
0:01:31–0:01:38

second workshop of the Preventing Data Harms in Canada project.
0:01:38–0:01:43

What stood out to me during this conference was I think how invasive AI feels from the data
centers
0:01:50–0:02:05

being like physically materialized and kind of taking up a lot of our resources as well.
0:02:05–0:02:11

And also you just using it online like we can't really I think I saw it on the website when you
0:02:13–0:02:19

guys were showing the examples of what other people said like there's not really like an opt out
0:02:19–0:02:23

option so I would kind of just love to dive further into that. Whether in these podcasts
0:02:23–0:02:30

or just in general I just think that's it just feels very invasive and I would like to know
0:02:30–0:02:35

either how other people feel or what avenues there are to kind of like go around it. Yeah I
0:02:35–0:02:40

think I would agree with you because I find myself like sitting there on my phone when I really
don't
0:02:40–0:02:46

want to be you know and it it they suck you in and they know what they're doing and and it's
0:02:46–0:02:55

really hard like I have to say stop you know I have to tell myself to stop looking at my phone
0:02:55–0:03:01

and go do something different you know read a book that's way better. My concern is with
education
0:03:01–0:03:10

right from the small kid level up to us supposed adults and I think the onus is on us teachers
0:03:10–0:03:22

and parents to guide the kids up through the education system but first if you have to teach
0:03:22–0:03:30

the teachers. What about AI you know feels invasive to you? I think the fact that these
0:03:30–0:03:41

big corporations all these people in charge Sam Altman you know Jeff Bezos, Elon Musk they
own
0:03:42–0:03:49

a lot of the meta apps that we use daily Facebook, Instagram, Google whatever it is and it just
feels
0:03:49–0:03:58

like no matter which way you turn it just feels like AI is always there you're writing an email
0:03:58–0:04:03

and it's like hey let me summarize this for you let me write this email for you it's like well I'm
0:04:03–0:04:08

not stupid I can I can write an email I don't need you to I can read the email you don't have to

0:04:08–0:04:13

summarize it for me especially the fact that AI doesn't have it's not necessarily accurate as well
0:04:13–0:04:19

so I don't want you to summarize this email for me I can read it myself or even if you're just on
0:04:20–0:04:24

Instagram on like DMs you're texting a friend there's like an option they're like oh let me help
you
0:04:24–0:04:29

type this message or let me summarize what the person said it's like no I'm just talking to my
0:04:29–0:04:34

friend I don't need you to summarize my friend's text message so I think when it comes to that
I
0:04:34–0:04:40

just it just feels very invasive it feels like we have gone decades without needing AI in that way
0:04:40–0:04:48

I don't really know who it's helping in that way I know it's helping in other ways I know we
talked
0:04:49–0:04:55

about all about like disability or things in that avenue but I think when it comes to just like I'm
0:04:55–0:05:02

just doing a Google search I don't need an AI overview I just wanted to find one thing and then
0:05:02–0:05:06

it's telling you oh and here's like all the other things that I didn't ask so it just feels very
0:05:06–0:05:12

it just feels so invasive like I can't escape it and I just it makes me a little bit frustrated
0:05:12–0:05:20

it just feels like you can't really turn it off it just feels very invasive it almost feels like
0:05:20–0:05:26

it's questioning my intelligence in a way which I don't like it's like I didn't even ask for your
0:05:26–0:05:32

help to write an email but now you're telling me oh let me help you write this email it's like no
0:05:32–0:05:35

I know how to write an email it's fine I've been doing it for years I don't need AI to help me to
0:05:35–0:05:40

write an email it feels invasive and it just feels not necessarily useless but it's kind of
0:05:40–0:05:47

just like I just it just feels unnecessary and it just makes me feel very frustrated because I feel

0:05:47–0:05:53

like my intelligence is being called into question I feel like I'm being forced to dumb myself down

0:05:53–0:06:00

in a sense like I'm being forced not to use my critical thinking skills that I know that I have

0:06:01–0:06:05

and that I want to use and I want to develop and I feel like AI being as invasive as it is the

0:06:05–0:06:11

reason that's why it frustrates me so much because it it feels like you're telling me that I can't do

0:06:11–0:06:16

something that I've been doing for a long time I don't need you to tell me that I need you need to

0:06:16–0:06:21

summarize a text message I can read it it's okay um so yeah it just it just makes me frustrated

0:06:21–0:06:27

yeah well talking about something did just come up to me as well and it's something that you

0:06:33–0:06:38

mentioned as well about you just feel like you're on your phone all the time and I feel like the way

0:06:38–0:06:43

how AI does that with with it being invasive as well it just it just kind of feels like it's

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extending my time on the internet for no reason like when you're looking up something and then

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the google AI overview pops up and it's telling you all these different things and it's asking you oh

0:06:53–0:06:58

do you want me to like look up something else with this and it's like well no I wasn't really

0:06:58–0:07:02

even thinking about that like why are you asking me further information on what I already looked

0:07:02–0:07:06

up it's like it wants you to spend more time talking to it in a way which I which I also

0:07:06–0:07:11

don't like so it just feels like it's increasing my screen time as well for no reason like I don't

0:07:11–0:07:16

even use it but it just feels like that's a part of why it feels invasive because it wants you to
0:07:16–0:07:21

keep using it wants you to keep asking to do things for you and it's just like I don't like that
either
0:07:21–0:07:25

how do you stop using it though like I was thinking well you know with on my on the anti-
american
0:07:28–0:07:36

sentiment that we're on I should stop using google so it means I wouldn't have gmail I wouldn't
have
0:07:36–0:07:42

all these things and so how do you how do you stop and that's that's part of the problem there
0:07:42–0:07:48

you're kind of making you use it more and how do you stop and how do you manage your life
in this
0:07:48–0:07:56

sort of environment where we're all doing this and and like you get a phone call and people like
0:07:56–0:08:02

people say things like well can you email that to me like no I've just talked to you you know so
how
0:08:02–0:08:09

do you it becomes sort of it's kind of like they've got you cornered and they've got control of
you
0:08:09–0:08:17

which is probably exactly what they want and so how do you break out of it and that's
something
0:08:17–0:08:25

I just can't see how how to do it right when you talk about stopping like I'm curious what you
mean
0:08:25–0:08:33

by like how do you know when to stop or like could you elaborate on that alone well like you
said you
0:08:33–0:08:42

google a question and you get your one answer and then you keep going and you start and
you just
0:08:43–0:08:51

keep going from you go down the rabbit hole right just keep going from thing to thing and it's
0:08:51–0:08:57

probably worse on your phone where you're just looking at your google feed and it tells you
one

0:08:57–0:09:04

story and then it then it brings up new things on the same theme right and and sometimes and
0:09:04–0:09:13

they just get junkier and junkier right like maybe you started with the globe and it was a well
0:09:13–0:09:20

researched article or something but then you get some other feeds that that aren't as good and
so
0:09:20–0:09:27

it's it's it's uh it's addictive and and I think they know that right it doesn't it do something
0:09:29–0:09:35

for your endorphins or something like a email ping I think I read this somewhere an email ping
0:09:35–0:09:42

raises your endorphins so yeah you love it and that's that's that's and and I think the
companies
0:09:43–0:09:50

are just like the sugar companies and the tobacco companies they're they're honing right in on
those
0:09:51–0:09:58

things and keeping people uh keeping people on it and then they get more advertising revenue
0:09:58–0:10:05

for junk advertising um and oh that's another really annoying thing you like I was uh looking
0:10:05–0:10:14

for a new laptop right so I was looking online so now I can't turn on my computer without
getting
0:10:14–0:10:20

50 ads for laptops and best buy and this that and the other right it's it's just very it's annoying
0:10:20–0:10:29

and the more I think about it like I probably just do it and kind of uh keep it out of my life but
0:10:30–0:10:38

now you're getting me more angry and frustrated sorry it's all right it's it's good to uh talk
0:10:38–0:10:46

about it talk about it yeah because like they're controlling your life I I okay so I looked at a
0:10:46–0:10:53

laptop I don't need the ad for for 10 days afterwards I almost bought a pair of shoes
0:10:53–0:11:01

online I don't need the ad and then they send you ones that say oh we saw you we're looking
0:11:01–0:11:07

at our website can we take you back what was it you left in your shopping cart like that sort of
0:11:07–0:11:14

stuff and that's all AI controlled right that's what makes me annoyed like the uh just the control
0:11:14–0:11:22

of your life I guess they know where I've gone they've know they know who I've talked to and
0:11:22–0:11:29

even if I am I consider myself somewhat savvy um even if I am they're still coming at me right
0:11:29–0:11:38

I don't know I guess really legislation or some some kind of change or control
0:11:41–0:11:49

from I don't know from government would that work could they do that I don't know
0:11:50–0:11:55

well I mean tobacco companies had the research that told them cigarettes would kill us
0:11:57–0:12:05

but they just ignored it right and they just kept promoting their product and the same with like
0:12:06–0:12:12

the food industry now like processed foods they have the research that tells them that
processed
0:12:13–0:12:19

food is not good for us but they promote it and and they make it taste so good you can't stop
0:12:19–0:12:26

yourself right so it's it's sort of and this is just like a another another science I guess that's
0:12:26–0:12:36

just using the research that tells it tells you that you know you can sell more this way even
0:12:36–0:12:45

though it's harming people so like tobacco sugar processed foods they all harm us but the
companies
0:12:45–0:12:53

still continued to sell them and market them with well tobacco has been controlled but sugar
and
0:12:53–0:13:02

processed foods haven't as far as I know anyway it's very interesting how you're sort of
commenting
0:13:02–0:13:10

on this common thread business imperative between like big tobacco big industries big
business in
0:13:10–0:13:18

different capacities and connecting that to what you're now seeing with big tech and how there's
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sort of this forced or perhaps coerced dependence upon certain products that have varying effects to
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our health and so it's interesting to see you kind of note that observation and big tech and how it's
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being pushed in our everyday life in ways that are harder for us to say no or back back away
0:13:40–0:13:49

from yeah and and it's all it's all a money-making model right it's all it's all the way it's all the
0:13:49–0:13:58

way to stay in business and I don't know is big tech worse worse than like big tech is like the
0:13:58–0:14:08

globe right so it's it's in some ways feels worse but I guess tobacco is global sugar is global blah
0:14:08–0:14:17

I think we've got to educate people from the ground up on controlling ai but my concern is is
0:14:20–0:14:30

if you have a little addiction put down your device you are the one that's responsible for
0:14:33–0:14:40

pick up a book do something different don't react to the device
0:14:40–0:14:47

withdrawal is hard but do it yourself that's a possibility yeah that's a definite possibility
0:14:49–0:14:57

and I do try yes and I do do men I'm not on my I may be giving the impression I'm on my phone
0:14:57–0:15:04

all day long but I'm not but here I am with this was always halfway there yeah yeah you
0:15:04–0:15:12

you have a good point but I guess my point is addiction isn't always about the individual right
0:15:12–0:15:18

addiction is often about the the pressures around us
0:15:21–0:15:25

you know like what pressures you into using your device the the algorithms they've designed
0:15:28–0:15:35

let it down okay and they will learn as they've learned in the past well from I learned

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you have to allow all our teachers and parents to guide them as they roll who's going to teach us

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though that's part of the problem I'm not in school anymore but as you get as you are retired

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you're not like when I was working I was constantly learning new new programs knew this knew that

0:16:04–0:16:12

right or as a student you would be constantly learning new programs and new techniques or

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whatever but once you're not in that environment anymore it's much harder to to keep up and I do

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get a little annoyed about all the information that says you know the scams are just hitting

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the elderly I think it's just scams are hitting the vulnerable it isn't it isn't about your age

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it's about your vulnerability to to the internet and to to everything that's going on and and

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yes they run seniors workshops on the internet but it's you they're usually really basic

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like the library runs them that it's you know how to write an email or something

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so I think there is something there is something missing in in educating I don't I don't know what

0:17:07–0:17:17

word I want to use people who are no longer or I guess it is seniors I hate to use the word

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but there is something missing there that all seniors are not all people are vulnerable to

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to internet things that are internet harms and maybe some different age groups need

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different kinds of support I would say that I feel like what's missing is that a lot of

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the education starts from home and I feel like just relying on kind of like going to school like

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going to these types of conferences like not everybody knows about them not everybody necessarily
0:18:02–0:18:07

has the access to them and I feel like I really feel like a lot of it has to start in the home
0:18:07–0:18:13

because then you know we're talking about stuff like oh like addiction stuff and it's like but
0:18:13–0:18:17

then you're also seeing a really good point as well it's like it's preying on not just seniors
0:18:17–0:18:22

preying on people who are vulnerable people who don't even they're probably using it they
0:18:22–0:18:26

don't even realize that it's an addiction at that point they just think they're just using the
0:18:26–0:18:30

internet so I think kind of I don't having some sort of resources maybe the teachers or education
0:18:30–0:18:38

systems and the parents or guardians at home can kind of work together because I also agree
0:18:38–0:18:44

to the point where it has to start from the ground up like we have to start with the kids teach them
0:18:44–0:18:48

young and then as we get older but you have to be educated to also educate so I feel like if you're
0:18:48–0:18:54

at home and you're not if it's just like you're just handing your child a tablet and that's kind
0:18:54–0:18:59

of it and you're not really you don't even have the knowledge of the regulations like ai regulations
0:18:59–0:19:04

or internet regulations to kind of teach them like okay this is what's happening this is what
0:19:04–0:19:08

you need to know they're not going to come to school either and learn that as well or they're
0:19:08–0:19:12

not going to take that education from school and take it home because when they go home they don't
0:19:12–0:19:16

have to kind of have those regulations when they're there so I would say probably starting from the
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home if possible. You can take different courses or whatever but they they need different I don't

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know from my perspective anything I've seen for people over a certain age it's too simplistic

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it's not they're not geared towards at this point anything I've seen not geared towards people who

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maybe used computers at work but now are just no longer keeping up I think it's they're too

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they haven't changed from being just general tech teaching if you know what I'm trying to say.

0:19:56–0:20:04

What gears would you anticipate like would be needed to be catered towards and like tweaking

0:20:06–0:20:14

it and making it more specialized in that sense if you have an idea? What age groups? Yeah I guess

0:20:14–0:20:22

like just to probe you further in that point given that there's a general simplistic like tools out

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there that you've seen in perhaps say an attempt to gear these tools more directly towards people so

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that it's more useful what how would you see that occurring or what what tweaks would you perhaps

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think would need to be made to make it more useful to a more broad? Okay well

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that's hard for me to answer I guess it's not it's not about you know learning to how to make an

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excel spreadsheet it's about learning and I guess we got just shown today some of the

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websites that I as just a general person probably wouldn't have been familiar with before I came to

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this workshop but getting that kind of information out there to a broader to a broader public would

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be really good and I don't know what these courses that the federal government just talked about that

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they're you know this was just in the last few weeks right that they're releasing some courses

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or funding for courses I don't know what that will look like either but I'm hoping it's it's

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not about I guess what it is not about it's not about computer literacy anymore it's about

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enhanced skills for a computer network that's you know global global right I guess if yeah

0:21:56–0:22:06

if you wanted to summarize that. Is there anything specific you would like to learn

0:22:06–0:22:11

that you don't know? I don't know what I don't know but I would like to explore some of those

0:22:11–0:22:18

websites that we saw earlier today. Who's going to educate the parents it was concerned about

0:22:18–0:22:28

the parents have the at home teaching the kids as they grow up who's going to help her with her

0:22:28–0:22:38

addiction nobody but herself yeah yeah maybe for emphasis I kind of talked about it more

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you know to make it dramatic for the podcast I I'll say I'll say I have an addiction to

0:22:51–0:22:57

yeah we all do we all do I think to some extent I think that is a fair yeah assumption to make

0:22:57–0:23:05

but who do you who do you think will inform the parents or the task forces that we were

0:23:06–0:23:12

talking about today? Unfortunately that thing has to inform parents and all the rest of us

0:23:12–0:23:19

because education in the future isn't coming from this it's coming from that

0:23:19–0:23:24

whether it be podcasts, videos, TED talks, whatever. And do we want to go do you think

0:23:25–0:23:36

it'd be better if we went back to books? Why? That's the only hope for us all.

0:23:36–0:23:44

I do you think it's because we get a better grasp of learning? No because you can lay it down
0:23:47–0:23:54

whenever you want to you don't have to pick it up again. Yeah so it divides your attention it
0:23:54–0:24:00

doesn't grab you. You know I was addicted to it well hopefully someone with a head post on
the board
0:24:00–0:24:06

out there they came in here I hope you're going to send us links to a number of those for future
0:24:06–0:24:14

reference because we've just gotten started but it's true that thing we're going to find out
about
0:24:14–0:24:23

I if I ask you a question what do you do you go to Google by the way you will go to Google
0:24:24–0:24:30

look there and I'll bet you'll feel more. Yeah I would not look to an encyclopedia. So the
education
0:24:30–0:24:36

is Google or whatever. Yeah yeah like who I bet my grandchildren wouldn't know what an
encyclopedia was
0:24:36–0:24:48

is. Yeah right or an atlas well I think they're okay on atlases but I think encyclopedias.
0:24:49–0:24:56

We'll never go back to books we try to go back but that thing has us addicted already.
0:24:58–0:25:04

I think in an ideal scenario I know we probably can't really do it anymore but I think in an ideal
0:25:05–0:25:14

scenario would like to kind of maybe go back to books in a sense I think earlier when we're
0:25:14–0:25:20

talking about like going back to like alternate versions of technology maybe going back to like
0:25:20–0:25:26

physical copies of stuff instead of just relying solely on the internet I think maybe sharing that
0:25:26–0:25:32

those type of resources in schools or yeah sharing them sharing them in schools you know
telling kids
0:25:32–0:25:38

like oh if you guys want to do this or focus on this here are some other resources as well
because
0:25:38–0:25:44

a lot of these were used were in school and we're using these technological devices because this is

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what they're telling us to use they're not even showing us these alternatives it's kind of just

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like you kind of just you know or you don't know so I think saying you know go to the library and

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these are like the avenues in which like this is how you're going to find this book so you can

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find this topic talk to your librarians um yeah going back to the books I think something that

0:26:02–0:26:08

Joana mentioned was how she's giving like written tests instead of letting them do tests online

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instead so I think kind of going back to those basic ways of teaching and educating um I think

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it could be helpful in like an ideal scenario yeah but I have a feeling that's not going to happen

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either because this beautiful space we're working in now used to be the stacks for all the journals

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right um and and the libraries just don't keep journals anymore yeah right I know I know we

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said like to start from the ground up and like starting homes and then there's also that question

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of okay but who's going to teach the parents the internet I know I think it was in Australia I

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think some months ago they mentioned that they're banning social media for kids under 16 so I think

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kind of having those legislations that are kind of mandated when it comes to that relationship

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with technology to make sure that your citizens and your society know that hey this is why we're

0:27:00–0:27:07

putting this in place because we feel like this is dangerous for you kind of like making it known

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on like that grand scale I think could probably be a better step towards having a better relationship
0:27:12–0:27:18

with the internet I think yeah I I think that's I think probably legislation or whatever is the
0:27:18–0:27:28

only way it's going to happen and to go back to the early analogy that's what they had to do with
0:27:28–0:27:33

tobacco right was legislation so um I think I don't I don't big companies are not going to do
0:27:33–0:27:42

it on their own because they they it's profitable they these all the people you mentioned are
0:27:42–0:27:49

billionaires so they're not going to stop right I'm starting to feel guilty because I train all the
0:27:49–0:27:56

people who are out there working for Google's and the other big companies to make that godforsaken
0:27:56–0:28:04

word call profit I spent 30 years doing it but you probably taught them some ethics very little
0:28:04–0:28:15

ethics I guess well on that note what what would business ethics look like in a world where of
0:28:15–0:28:23

course bottom line imperatives everyone to others as you would have them do unto you
0:28:23–0:28:30

you're still learning they're just starting to learn pay attention
0:28:31–0:28:36

listen yeah that's interesting I guess there's like that's it like two ears one mouth yeah
0:28:39–0:28:49

could you foresee them being put in a dilemma personally in these positions going out into the
0:28:50–0:28:56

world and your shareholders are very diverse audience their employees their customers their
0:28:56–0:29:06

suppliers everybody else in your network not just the people who are counting the money you make for
0:29:06–0:29:14

them very true it's complicated yeah I was thinking I was just thinking about just because I'm from
0:29:14–0:29:29

Jamaica that's where I did most of my schooling I don't know if they do this everywhere or in like
0:29:29–0:29:34

all schools but I know I had like IT class when I was younger and like computer class where you had
0:29:34–0:29:38

to like sit and learn how to like actually like use a computer and a teacher about like internet
0:29:38–0:29:42

harms and stuff so I'm just wondering maybe if we had specific courses and classes like mandatory
0:29:42–0:29:48

classes in schools maybe they can start teaching them about AI and maybe even like some of the
0:29:48–0:29:54

books that were mentioned earlier today having them be like required readings like the empire of AI
0:29:54–0:29:59

and stuff like that having those as like require these because like you can't we can't stop it
0:29:59–0:30:03

we can't regulate it without political pressure but if we can have these courses make these
0:30:04–0:30:11

readings so that people are like learning other alternatives because what I'm learning from today
0:30:11–0:30:15

specifically is not necessarily that we're all we all want to use the AI but it's almost like
0:30:15–0:30:22

because it's there we don't know any other options like just now I'm seeing people are like oh I
0:30:22–0:30:27

didn't know that you could like there are like other options where there's like something else
0:30:27–0:30:30

other than Google that you could use like I had no idea so I'm just thinking about all the other
0:30:30–0:30:35

people like who are vulnerable or who are my age as well it doesn't really matter who don't know
0:30:35–0:30:42

any other option so I think having maybe like courses to like teach them could probably just
0:30:42–0:30:48

be an option you can't stop them from using it but if you show them these options like these are

0:30:48–0:30:51

like the dangers of it and then you can kind of choose what you want to do with that information

0:30:51–0:30:56

but I think making it mandatory and required to learn about the dangers because it's advancing so rapidly I just think it could help and that's a wrap on this episode of age and algorithms

0:30:56–0:31:01

0:31:01–0:31:08

thanks for listening and for joining us as we explore the intersections of aging technology

0:31:08–0:31:13

and data you can find all of our past episodes on the starling center website at starlingcenter.ca

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under the investigating the significance of age project or on the aging and data website at

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aginganddata.ca projects or under the audio tab be sure to check back for new episodes

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and follow us for updates until next time stay curious and keep questioning the algorithms that

0:31:34–0:31:39

shape our world

0:31:39–0:31:57

Thanks for watching!

0:32:09–0:32:11