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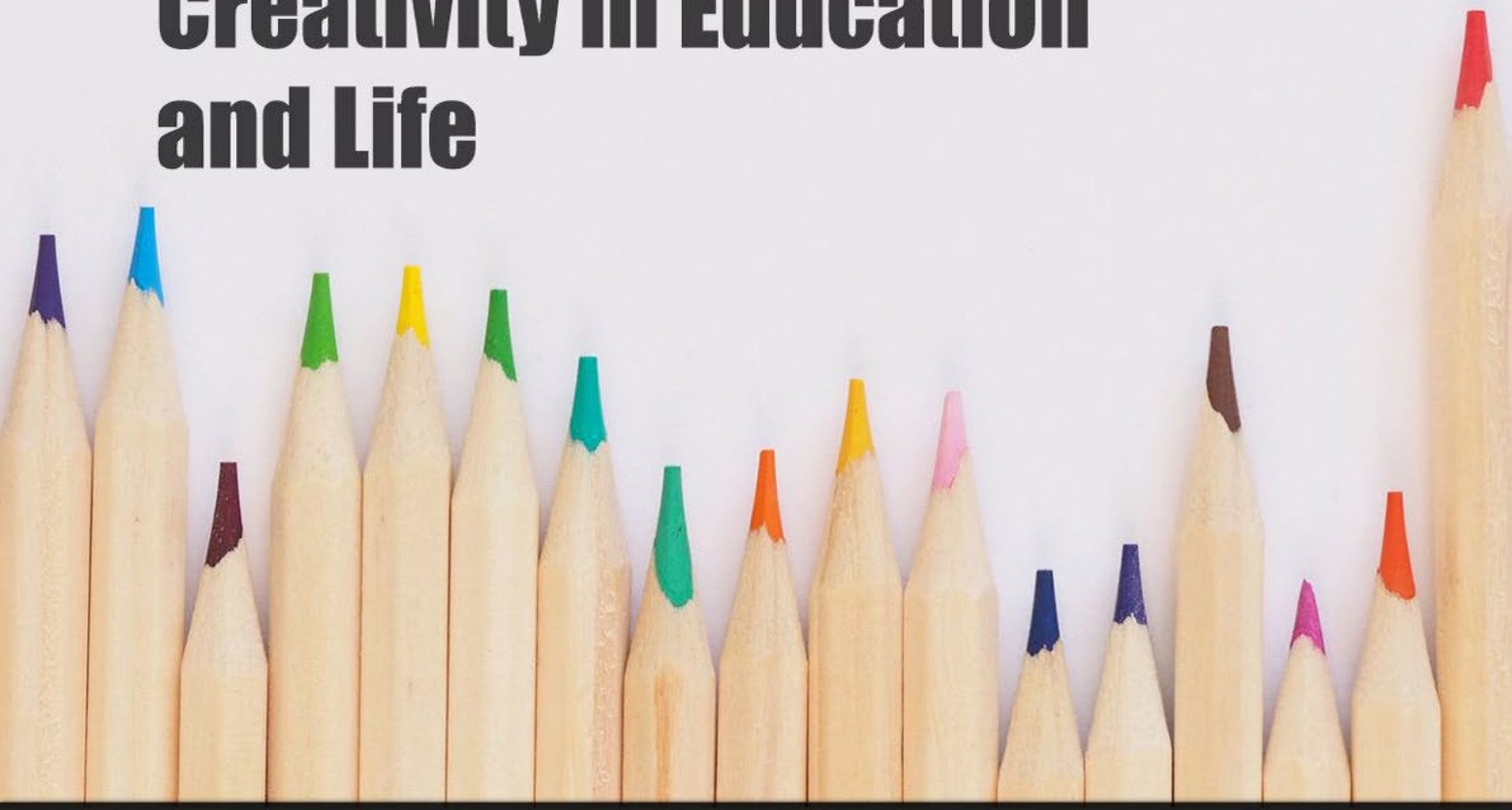
Magazine

Creativity in Education and Life



Inside

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ARTICLE 1 THE GROWING IMPORTANCE OF CREATIVITY IN EDUCATION

Creativity is an essential aspect of teaching and learning that is influencing worldwide educational policy and teacher practice and is shaping the possibilities of 21st-century learners. The way creativity is understood, nurtured, and linked with real-world problems for emerging workforces is significantly changing the ways contemporary scholars and educators are now approaching creativity in schools.

Photo: Gratisography

What is Creativity?

Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing.

Creativity discourses commonly attend to creative ability, influence, and assessment

> **A product is creative when it is (a) novel and (b) appropriate. A novel product is original, not predictable. The bigger the concept and the more the product stimulates further work and ideas, the more the product is creative.**
>
> *Sternberg & Lubart, Defying the Crowd*

along three broad themes: the physical environment, pedagogical practices and learner traits, and the role of partnerships in and beyond the school.

Even those of us not in explicitly creative fields must come up with new ideas and insights to move ahead. How can we shake up the way we think? Creativity has been pegged to conducive environments, perfect collaborators, personality traits, serendipity, and even spiritual muses. Research shows that creative thinking involves making new connections between different regions of the brain, implying that we can make ourselves more creative by engaging our divergent thinking skills and deliberately exposing

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Photo:Kaboompics.com

ourselves to new experiences and learning. While research psychologists are interested in increasing innovative thinking, clinical psychologists sometimes encourage patients to use artistic expression as a way to confront difficult feelings.

Learning creativity

Creativity begins with a foundation of knowledge, learning a discipline, and mastering a way of thinking. You can learn to be creative by experimenting, exploring, questioning assumptions, using imagination and synthesizing information.

Learning to be creative is akin to learning a sport. It requires practice to develop the right muscles and a supportive environment in which to flourish.

Facing the rapid changing world driven by globalization and technology, we need to reconsider our practice in this world and pay more attention to creativity.

As we all know, creativity is the sustainable power of technology development which calls for more talented creators for further development.

But on the contrary, our education system is suppressing students' innate creativity potentials with uniform curricula and mechanized teaching method. [1]

Sir Ken Robinson, the champion of the importance of creativity in education, talks about the need for all children to have a creative outlet. He mentions that ''creative intelligence is dynamic, it's diverse and it's distinct''.

Creativity is as important as literacy and we should treat it with the same significance.

Photo: Skitterphoto

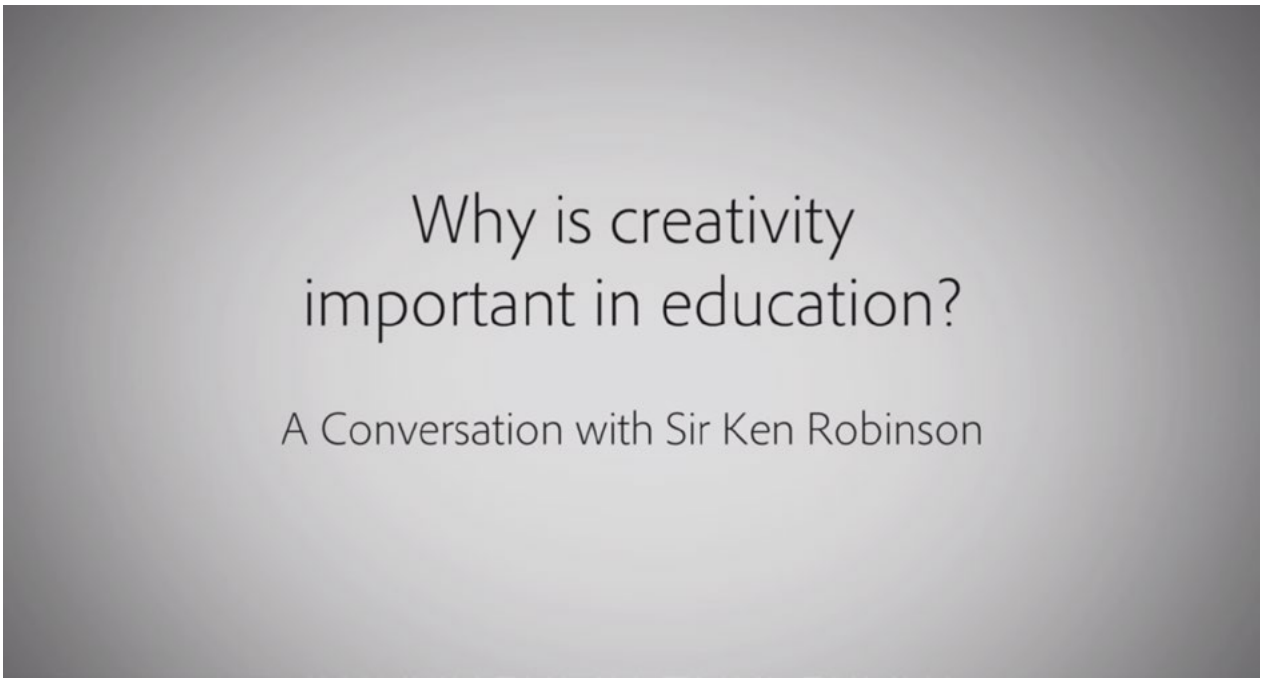
More and more children are educated out of taking risks and they become numb to trying and failing before they succeed. We need to teach them to be prepared to be wrong and to be original. The world is becoming more and more dynamic and the ability to be adaptable is now a valued commodity.

Creative intelligence generates the perfect skill set which we need to equip young people with so that they can navigate an increasingly complex and unpredictable world. “Innovation in education is stepping outside of the box, challenging our methods and strategies in order to support the success of all students as well as ourselves.

This transformation may be small or a complete overhaul, but it is done with purpose and supports the whole student.” Whitney

WHY IS CREATIVITY IMPORTANT IN EDUCATION?

“…if you speak to business leaders, they say they want people who are creative, who can innovate, who can think differently, who can work in teams, and who can communicate – all the things that are not now taught in schools that have to submit to these rather standardized programs and policies… “



Click here to watch the video

EXAMPLE FROM IRELAND

A culture-based wellbeing initiative, the Creative Ireland Programme is guided by a vision that every person in Ireland will have the opportunity to realize their full creative potential. In 2017, the programme supported a range of successful talks, workshops, and events on culture, creativity, and well-being, to encourage deeper understanding and appreciation of creativity's role.

The new 2018/2019 scheme aims to identify, support and collaborate with a range of strategic partners on projects that are genuinely innovative.

150 schools participate in the initiative of the Creative Ireland Programme

Thousands of children and young people will enjoy more access to creative activities at school via this Arts Council-led initiative of the Creative Ireland Programme. Reflecting the diversity of educational settings in the country, 150 schools nationwide have been chosen to participate in the Scoileanna Ildánacha/Creative Schools pilot programme, beginning in September 2018.

In a total 150 schools include primary, secondary, special, DEIS and co-educational schools; as well as Youthreach centers, rural, urban, single-sex and Irish-language medium schools will participate. The enthusiastic response to the call for applications indicates just how vital creativity and the arts already is within our school system. With the pilot beginning in September 2018 and running to the end of 2019's school year, this appetite for creativity and arts through education can now be steadily built upon. [2]

Illustration: https://creative.ireland.ie/en

Creativity in Schools in Australia

Creativity is once again front and center in the call for educating more effective 21stcentury workforces. Today we know that creativity is ubiquitous, that everyone is creative, and that all students deserve the opportunity to develop, and learn and maximize their own creative thinking abilities.

Having progressed through industrial and knowledge economies, we are now propelled into a dynamic creative economy of enormous complexity, interconnectedness, and opportunity. The Australian national curriculum mandates the development of the general capability of creative and critical thinking.

However, achieving this is severely hampered, as the report attests, by inflexible curricula, teaching models that limit differentiation and creativity, and stymied organizational leadership that limits teacher practices and de-incentivizes schools as innovative environments.

In Austraila, they shall develop a national Creativity Index that will measure creative skills and capacities alongside literacy and numeracy. Their research shows an urgent need for a more ecological approach to improving creativity in schools, not just for measuring it.

This means approaching schools as ecosystems in which teachers collaborate with other teachers, students, and leadership, and teaching and learning are approached interdisciplinarily.

It also urges the immediate incorporation of compulsory creativity training in all initial teacher education and professional development across the country. With support from the Australian Research Council, the Australian national curriculum is offering new Australian research and practical tools built from the 600+ teachers, principals, and

students expressed needs for improving creativity in their classrooms. Large-scale, current and empirical research and tools grown from within the Education sector can greatly enhance models.

Using practical and collaborative approaches they can expand user-centered innovation possibilities and have the potential to radically improve Australian education, and more effectively implement the Australian Curriculum's 'critical and creative thinking' general capability. [3]

Why is creativity important?

Multinational companies such as Adobe are now conducting their own research to stress the need for creative skills and capacities in their recruits. While market needs shouldn't drive education, they play a strong role in determining what gets taught, and how.

Digital technology is playing an ever-greater role in the how of educational engagements. And we're not talking about just being able to put a Computer or Tablet in every learner's hands, but actually using hybrid reality technologies and emerging digital technology to educationally meet and extend our own and our students shared creative imaginations.

This is not only a good education but good business too. From augmented reality and games development to the immersive world and virtual reality technologies, to smart homes, workplaces and smart cities, creativity and creative ways of thinking are at the forefront of educational needs today.

[1] Yanmei Yin: Punya Mishra and Danah Henriksen: Creativity, Technology & Education: Exploring their Convergence, Springer (2018)

[2] The Creative Ireland Programme, Ireland

[3] Australia Association for Research in Education

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ARTICLE 2 BASIS OF CONCLUSION AND DISSENTING OPINIONS

By Peter Welch, Georgia, CEO GlobalCfo.LLC.

Within each accounting standard there contains the official pronouncement along with cross-references and implementation issues. However, accounting standards also include 'basis of conclusion' and often 'dissenting opinions'.

Photo: Pixaby

Accounting Series – article No: 18

Accounting Theory – Advanced Part 8

Concluding IAS 10, with reference to a going concern and disclosure requirements. "Relative to the IASB para 14, 21 and 22:

"Going concern

14 An entity shall not prepare its financial statements on a going concern basis if management determines after the reporting period either that it intends to liquidate the entity or to cease trading, or that it has no realistic alternative but to do so.

"Disclosure requirements:

21 If non-adjusting events after the reporting period are material, non-disclosure could influence the economic decisions that users make on the basis of the financial statements. Accordingly, an entity shall disclose the following for each material category of a non-adjusting event after the reporting period:

1. The nature of the event; and
2. An estimate of its financial effect, or a statement that such an estimate cannot be made.

22 the following are examples of non-adjusting events after the reporting period that would generally result in disclosure:

1. a major business combination after the reporting period (IFRS 3 Business Combinations requires specific disclosures in such cases) or disposing of a major subsidiary;

2. announcing a plan to discontinue an operation;

3. major purchases of assets, classification of assets as held for sale in accordance with IFRS 5 Non-current Assets Held for Sale and Discontinued Operations. other disposals of assets, or expropriation of major assets by the government;

4. the destruction of a major production plant by a fire after the reporting period;

5. announcing, or commencing the implementation of, a major restructuring (see IAS 371:

6. major ordinary share transactions and potential ordinary share transactions after the reporting period (IAS 33 Earnings per Share requires an entity to disclose a description of such transactions, other than when such transactions involve capitalization or bonus issues, share splits or reverse share splits all of which are required to be adjusted under IAS 33)

7. abnormally large changes after the reporting period in asset prices or foreign exchange rates changes in tax rates or tax laws enacted or announced after the reporting period that have a significant effect on current and deferred tax assets and liabilities (see IAS 12 Income Taxes):

8. entering into significant commitments or contingent liabilities, for example, by issuing significant guarantees;

9. commencing major litigation arising solely out of events that occurred after the reporting period.

Photo: Pete Johnson

Examples:

Adjusting Events (subsequent information)

- Your company has been sued for anticompetitive behavior. This has been denied by your company, and no provision was made in your financial statements on 31st December 2011.
- On January 14th, 2012, the court awards $5 million in damages against you.
- If your financial statements have not been approved, you create a provision for $5 million in your financial statements to 31st December 2011.

Adjusting Events (subsequent information)

Impairment

- At 31s* December 2011, part of your computer system is being repaired. It has a carrying value of $2 million in your financial statements.
- On January 16th, 2012, you are informed that the part is irreparable, and the scrap value is only $0.4 million.
- If your financial statements have not been approved, you reduce the carrying value of the part to $0.4 million in your financial statements to 31st December 2011.

Adjusting Events (Existing loss)

- Your company has a client that owes you $8 million on 31st December 2011.

- On January 9th, 2012, your client goes into liquidation. You are informed that you will receive nothing from the liquidation.
- If your financial statements have not been approved, you reduce the carrying value of financial statements receivable by $8 million in your financial statements to 31st December 2011

Photo: Pixaby

Non-Adjusting Events (Decline in value of investments)

- Your company has invested heavily in Far-Eastern stocks that have performed well in the period to 31st December 2011.
- On January 14th, 2012, a series of earthquakes have hit the region, causing major industrial devastation. Stock markets plummet and remain very depressed until the date of approval of your financial statements.
- You do not change the figures in your financial statements to 31st December 2012, but note the post-balance-sheet decline of investments, and amounts involved.

As we move through these accounting standards and of course these particular articles, you may notice a certain pattern emerging. The approach we are using is to identify for each of the standards certain key technical issues. We will either obtain these through eIFRS or using other sources and of course with full acknowledgment.

As indicated earlier in previous articles it is not the intent to replicate in full the accounting standards but to draw attention to the recommended or codified approach that must be complied with, and often in just one or two 'bolded' paragraphs. Each and every accounting standard comes with a set of examples and implementation details that must be read very thoroughly and understood.

It is also critical to understand that the entities policy and procedures manuals must reflect not only the key technical issues but also implementation issues contained within the accounting standards. These implementation issues and examples provided can be referenced within the policy and procedures manuals using summaries and/or bullet-points. Certainly, the entire accounting standard is not to be replicated within the policy procedures manual. It is recommended to access the Annotated Issued Standards (Red Book).

Within each accounting standard there contains the official pronouncement along with cross-references and implementation issues. However, accounting standards also include 'basis of conclusion' and often 'dissenting opinions'. These should all be read very thoroughly as all accounting standards as much as they comply with the framework aren't always as an approach agreed by all.

These dissenting opinions will express reasons why they decided not to comply with the majority. Does not mean that the accounting standards are incorrect but merely that alternative approaches do exist and could have been applied. For example consider the Supreme Court, the ultimate ruling on points of law. It is quite common for rulings to be passed but not supported by all appointees.

Conclusion next week and begin IAS 16.

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Mr. Peter Welch, CEO of GlobalCfo.LLC

GlobalCfo.LLC is an expert at developing entrepreneurs and building 3-5 year business plans and cash flow projections as a prerequisite for accessing financing sources. GlobalCfo.LLC targets accounting standards compliance and theory, sound infrastructure /process mapping and COSO 2013-17/solid internal controls, ERM, and last but not least documentation /Policy and Procedures and other manuals. Additionally, interim CFO services (or Rent-a-CFO by the hour/day) are offered locally or remotely as well as training at all levels and all functions, not just accounting; e.g., management and leadership skills. Pre/Post-M&A is also offered.

ARTICLE 3 INNOVATION IN EVERYDAY TEACHING FOR ALL TEACHERS AND STUDENTS

Despite the increased and improved reporting of teachers and schools that are innovating the teaching of new skills and learning goals for the 21st century, schools are largely still seen as very resistant places for innovation.

Photo: by nappy

Teachers look for solutions

As asseverated by Charles Payne ten years ago, if the emphasis on school reform has witnessed “so little change” it is primarily due to the difficulty of capturing and understanding the daily realities of urban schools. These daily realities include the myriad of scattered, small, and original activities and projects that, as discussed in the OECD’s Innovative Pedagogies for Powerful Learning (IPPL) project, might be the seeds for important transformations when properly aligned and supported.

Photo: Startup Stock Photos

Teachers are not technicians who implement the educational ideas and approaches of others, but rather professionals able to think about and look for solutions when they face new problems.

However, a brief look at the teaching innovation landscape can be both overwhelming and discouraging for most teachers.

Overwhelming, the lack of a common international framework of pedagogies results in teachers trying to make sense of the hundreds or even thousands of

innovative cases and experiences coming from diverse sources—see, for example, the 2855 innovations cataloged by researchers from the Center for Universal Education.

Maybe these 21st-century skills and learning goals are increasingly well defined in new projects targeting curriculum reform and incorporated in surveys such as the Programme for International Students Assessment (PISA), but neither the curriculum nor the assessments really tell teachers how to update their practices.

This is also discouraging because quite often the way these innovations are showcased revolves around their unique nature, one that is too intertwined to a particular context and makes them difficult to scale up and adapt to realities outside of where they come from. The IPPL project precisely aims at helping teachers navigate that huge dispersion of promising practices and new approaches.

By streamlining groups of practices and experiences and by linking them to particular learning theories, we propose six wide clusters of innovative pedagogies that enable leapfrogging in education through the teaching of new and cross-cutting skills, along with new content.

Innovative Pedagogies

By starting to think of the relations of teaching and learning around natural learning inclinations like play, emotions, creativity, collaboration, and inquiry, our innovative clusters consciously promote the engagement of learners and match the fundamentals of learning to better understand how people learn best.

Not surprisingly, while building up our clusters of innovative pedagogies, I found myself revisiting my past experiences as a primary school teacher in a new light. Acknowledging, for example, how our literature workshops echoed the multiliteracies cluster; or the way a short-film project aligned the principles of embodied learning and digital literacy; or, for that matter, the many, scattered ways in which creativity activities permeated lessons, as when students designed and played their own mathematical games.

Change is a normal part of the teaching profession and not an “extra” that only super motivated and skilled teachers do.

Given this, we can use the above examples as leads for innovations to flourish and a significant step to transform teachers as true designers of learning environments, and therefore those more capable of innovation at the classroom level.

Three Key Areas to Promote Teaching Innovation

In short, we can identify three key areas to promote teaching innovation. First, to envisage the role of teachers as champions in the promotion of more interactive, horizontal, and caring relationships with students.

The social and caring nature of learning is the common principle underpinning all of our six clusters, which means that teachers should allocate the time and resources necessary to allow learners to interact and experiment.

Second, teachers need to review their own practices, in order to identify and better align their creative, intuitive and personal capacities with those clusters of innovative

pedagogies. Some teachers might incorporate the principles of embodied learning more naturally. They may feel more confident with arts, design, or gamification as a result of having positive personal experiences with using games to learn.

Third, it is paramount to provide the necessary scaffolding structures to make teachers integrate, rather than assimilate, new practices into their repertoire of teaching tools and designs. The IPPL project revolves around the experiences of networks of schools and shows the important role of explicit or implicit continuous professional development (CPD) programs to foster the skills and self-confidence of teachers for promoting innovation.

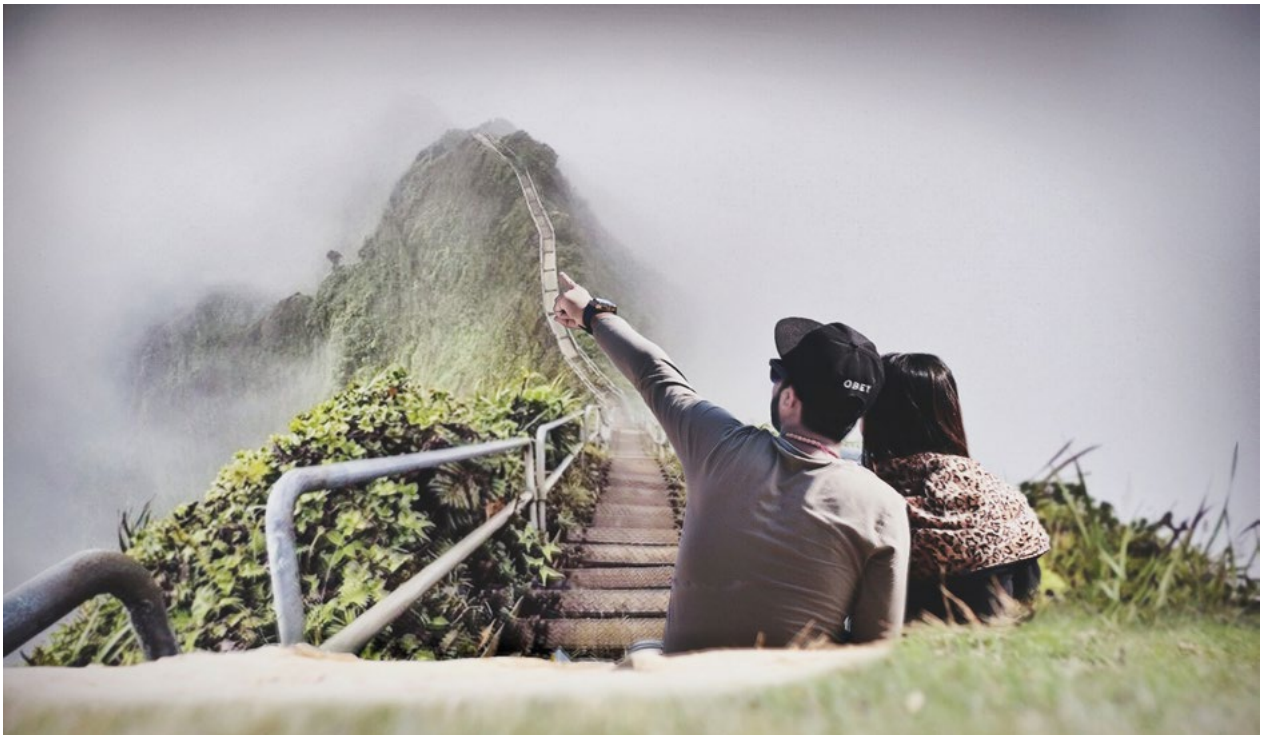

Photo: DreamLens Production

Strengthening the Teaching of Critical Thinking

When asked about how search engines can challenge the lie-stuffed pages that get pushed to the top of search results, Nate Dame, a search specialist from Project, answered, “there is no system for the algorithm to filter out truth and reality.” Therefore, our best chance to combat this lies in strengthening the teaching of critical thinking and digital literacy. Maybe it is possible to refine the algorithms Google uses—just think of the potentials of artificial intelligence (AI). But we might only need to connect educators to innovative pedagogies to guarantee that students are ready to deal with the spread of misinformation and become citizens for the 21st century.

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ARTICLE 4 HUMANS DON'T TRUST AI PREDICTIONS – HERE'S HOW TO FIX IT

By: Vyacheslav Polonski

We are at a tipping point of a new digital divide. While some embrace Artificial Intelligence, many people will always prefer human experts even when they're wrong.

Photo: IBM Watson Health: Oncology & Genomics Solutions

Unless you live under a rock, you probably have been inundated with recent news on machine learning and artificial intelligence (AI). With all the recent breakthroughs, it almost seems like AI can already predict the future. Police forces are using it to map when and where crime is likely to occur. Doctors can use it to predict when a patient is most likely to have a heart attack or stroke. Researchers are even trying to give AI imagination so it can plan for unexpected consequences.

Of course, many decisions in our lives require a good forecast, and AI agents are almost always better at forecasting than their human counterparts. Yet for all these technological advances, we still seem to deeply lack confidence in AI predictions. Recent cases show that people don't like relying on AI and prefer to trust human experts, even if these experts are wrong.

If we want AI to really benefit people, we need to find a way to get people to trust it. To do that, we need to understand why people are so reluctant to trust AI in the first place.

Should you trust Dr. Robot?

As a case in point, IBM's attempt to promote its Watson for Oncology programme was a PR disaster. Using one of the world's most powerful supercomputer systems to recommend the best cancer treatment to doctors seemed like an audacious undertaking straight out of sci-fi movies. The AI promised to deliver top-quality recommendations on the treatment of 12 cancers that accounted for 80% of the world's cases. As of today, over 14,000 patients worldwide have received advice based on its calculations.

But when doctors first interacted with Watson they found themselves in a rather difficult situation. On the one hand, if Watson provided guidance about a treatment that coincided with their own opinions, physicians did not see much value in Watson's recommendations.

The supercomputer was simply telling them what they already know, and these recommendations did not change the actual treatment. This may have given doctors some peace of mind, providing them with more confidence in their own decisions. But IBM has yet to provide evidence that Watson actually improves cancer survival rates.

On the other hand, if Watson generated a recommendation that contradicted the experts' opinion, doctors would typically conclude that Watson wasn't competent enough (or blame the unorthodox solutions on system failures).

What is more, the machine wouldn't be able to explain why its treatment was plausible because its machine learning algorithms were simply too complex to be fully understood by humans. Consequently, this has caused even more mistrust and disbelief, leading many doctors to ignore the seemingly outlandish AI recommendations and stick to their own expertise in oncology.

As a result, IBM Watson's premier medical partner, the MD Anderson Cancer Center, recently announced it was dropping the programme. Similarly, a Danish hospital reportedly abandoned the AI programme after discovering that its cancer doctors disagreed with Watson in over two-thirds of cases.

Photo: IBM

The origins of trust issues: It's a human thing

Many experts believe that our future society will be built on effective human-machine collaboration. But a lack of trust remains the single most important factor stopping this from happening.

The problem with Watson for Oncology was that doctors simply didn't trust it. Human trust is often based on our understanding of how other people think and having experience of their reliability. This helps create a psychological feeling of safety.

AI, on the other hand, is still fairly new and unfamiliar to most people. It makes decisions using a complex system of analysis to identify potentially hidden patterns and weak signals from large amounts of data.

Even if it can be technically explained (and that's not always the case), AI's decision-making process is usually too difficult for most people to understand. And interacting with something we don't understand can cause anxiety and make us feel like we're losing control.

Many people are also simply not familiar with many instances of AI actually working

because it often happens in the background. Instead, they are acutely aware of instances where AI goes terribly wrong:

- A Google algorithm that classifies people of color as gorillas.
- A self-driving Uber that runs a red light in San Francisco.
- An automated YouTube ad campaign that displays ads next to anti-semitic and homophobic videos.
- An Amazon Alexa device that starts offering adult content to children.
- A Pokémon Go algorithm that replicates and amplifies racial segregation.
- A Microsoft chatbot that decides to become a white supremacist in less than a day.
- A Tesla car operating in autopilot mode that resulted in a fatal accident.

These unfortunate examples have received a disproportionate amount of media attention, emphasizing the message that humans cannot always rely on technology. In the end, it all goes back to the simple truth that machine learning is not foolproof, in part because the humans who design it aren't.

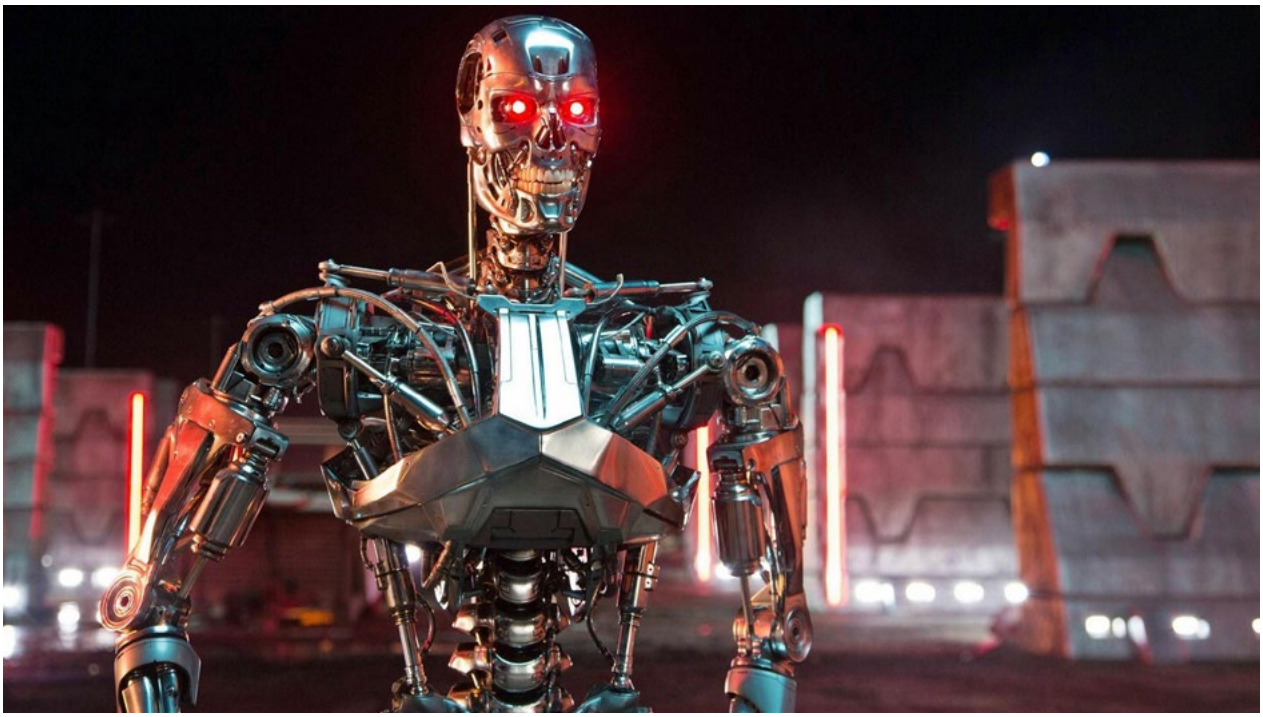

Photo: Movie – Terminator Genisys Wallpaper

The effects of watching Terminator: A new AI divide in society?

Feelings about AI also run deep. But why do some people embrace AI, while others are deeply suspicious about it?

In December 2017, my colleagues and I ran a set of experiments where we asked people from a range of backgrounds to watch various sci-fiction films about AI and fill

out survey questionnaires on their opinions about automation (both before watching the movies and after).

We asked them questions about their general attitudes towards the Internet, their experiences with AI technology and their willingness to automate specific tasks in everyday life: which tasks were they happy to automate with a hypothetical AI assistant and which tasks would they insist on carrying out themselves.

Surprisingly, it didn't matter whether movies like Terminator, I, Robot, Ex-Machina or Her depicted a Utopian or Dystopian future. We found that, regardless of whether the film they watched depicted AI in a positive or negative light, simply watching a cinematic vision of our technological future polarised the participants' attitudes.

Optimists became more extreme in their enthusiasm for AI, indicating that they were eager to automate more everyday tasks. Conversely, skeptics became even more guarded in their attitudes toward AI. They doubted the potential benefits of AI and were more willing to actively resist AI tools used by their friends and families.

The implications that stem from these findings are concerning. On the one hand, this suggests that people use relevant evidence about AI in a biased manner to support their existing attitudes, a deep-rooted human tendency known as confirmation bias. We believe that this cognitive bias is the main driving force behind the polarising effects we've observed in our study.

On the other hand, given the unrelenting pace of technological progress, refusing to partake in the advantages offered by AI could place a large group of people at a serious disadvantage. As AI is reported and represented more and more in popular culture and in the media, it could contribute to a deeply divided society, split between those who believe in (and consequently benefit from) AI and those who reject it.

More pertinently, refusing to accept the advantages offered by AI could place a large group of people at a serious disadvantage. This is due to the fact that differences in AI trust could lead to differential access to job opportunities and, consequently, differences in socio-economic status. The resulting clashes between AI followers and AI deniers could prompt governments to step in with heedless regulation that stifles innovation.

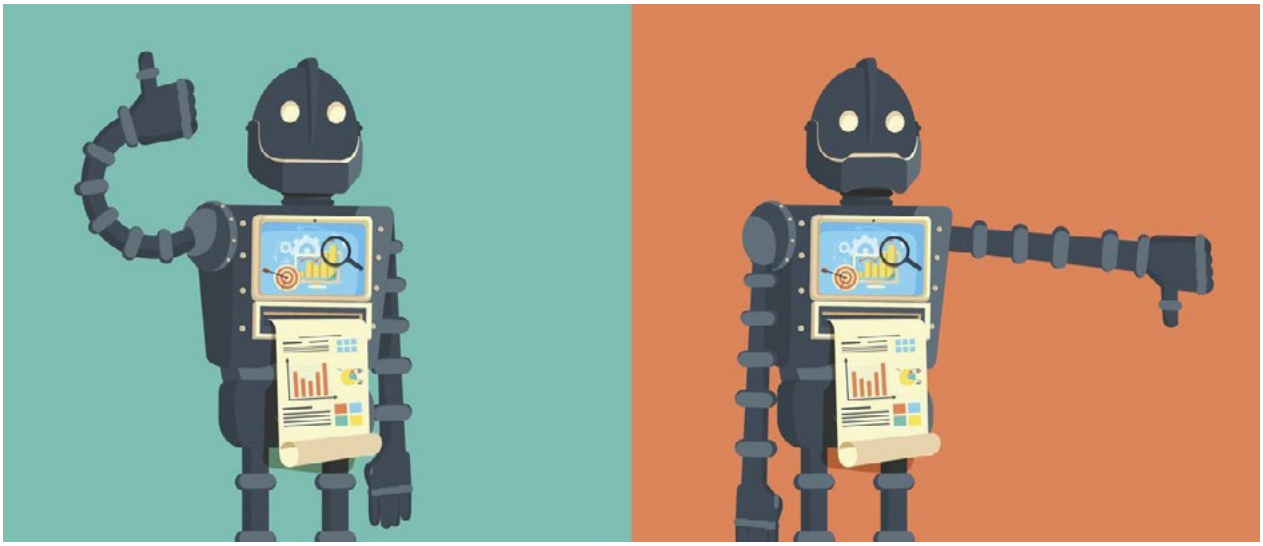

Illustration: which-50.com

An exit out of the AI trust crisis

Distrust in AI could be the biggest dividing force in society. Therefore, if AI is to live up to its full potential, we have to find a way to get people to trust it, particularly if it produces recommendations that radically differ from what we are normally used to. Fortunately, we already have some ideas about how to improve trust in AI — there's light at the end of the tunnel.

1. Experience: One solution may be to provide more hands-on experiences with automation apps and other AI applications in everyday situations (like this robot that can get you a beer from the fridge).

Thus, instead of presenting the Sony's new robot dog Aibo as an exclusive product for the upper-class, we'd recommend making these kinds of innovations more accessible to the masses.

Simply having previous experience with AI can significantly improve people's attitudes towards the technology, as we found in our experimental study. And this is especially important for the general public that may not have a very sophisticated understanding of the technology. Evidence also suggests the more you use technologies like the Internet, the more you trust them.

2. Insight: Another solution may be to open the "black-box" of machine learning algorithms and be slightly more transparent about how they work. Companies such as Google, Airbnb, and Twitter already release transparency reports on a regular basis.

These reports provide information about government requests and surveillance disclosures. A similar practice for AI systems could help people have a better understanding of how algorithmic decisions are made.

Therefore, providing people with a top-level understanding of machine learning systems could go a long way towards alleviating algorithmic aversion.

3. Control: Lastly, creating more of a collaborative decision-making process will help build trust and allow the AI to learn from human experience. In our work at Avantgarde Analytics, we have also found that involving people more in the AI decision-making process could improve trust and transparency.

In a similar vein, a group of researchers at the University of Pennsylvania recently found that giving people control over algorithms can help create more trust in AI predictions. Volunteers in their study who were given the freedom to slightly modify an algorithm felt more satisfied with it, more likely to believe it was superior and more likely to use it in the future.

These guidelines (experience, insight, and control) could help to make AI systems more transparent and comprehensible to the individuals affected by their decisions.

Our research suggests that people might trust AI more if they had more experience with it and control over how it is used rather than simply being told to follow orders from a

mysterious computer system.

People don't need to understand the intricate inner workings of AI systems, but if they are given at least a bit of information about and control over how they are implemented, they will be more open to accepting AI into their lives.

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Vyacheslav Polonski

Vyacheslav Polonski is a researcher at the University of Oxford, focusing on complex social networks, collective behavior and technology adoption.

He is the founder and CEO of Avantgarde Analytics, a machine learning startup that harnesses AI & behavioural psychology for the next generation of algorithmic campaigns.

In 2017, Vyacheslav completed his PhD studies at the University of Oxford as an ESRC Scholar. Prior to his PhD, Vyacheslav completed an MSc in the Social Sciences of the Internet at the Oxford Internet Institute and a BSc in Management at LSE.

Vyacheslav is an active member of the World Economic Forum having participated in multiple conferences as a Global Shaper (2015, 2016, 2017) and member of the WEF Expert Network (2017).

In 2018, Forbes Magazine featured him in the European Forbes 30 Under 30 list for law and policy. His research and commentary have been highlighted in the media, including in The Independent, Forbes, Bloomberg, TechCrunch, Scientific American and The New York Times.

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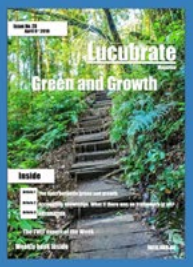

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Advertisement in the Lucubrate Magazine

The Lucubrate Magazine highlight education and development. Development in this context can be technological, educational, individual, social or global, and everything related to education.

We want to emphasize practical advice and practical knowledge that can be used in everyday life. We want to bring forth new knowledge that can be used by professional practitioners and non-professionals. The reader of the ad should find that what he is reading is useful.

How to make an ad?

- An ad will typically be information about a service or a product
- If the ad is a text, it should contain less than 2500 characters or 400 words (one page).
- The ad will be best when it is followed by illustrations and/or pictures
- You can use your logo in the ad
- Send your request to lucubrates@nkb.no (indicate that the email is about advertisement) for the Lucubrate Magazine).

Prizing:

- Full page 1500 USD for one issue
- Full page 1500 USD for the first issue, there after 900 USD for the same ad in following issues
- Half page 800 USD for one issue
- Half page 800 USD for the first issue, there after 500 USD for the same ad in following issues

Mail to: lucubrate@nkb.no

LUCUBRATE MAGAZINE

The world is changing all around us. A skilled population is the key to a country's sustainable development and stability. We know that obtaining a quality education is the foundation to improving people's lives and sustainable development. To contribute to skill people over the next ten years and beyond, we must look ahead, understand the trends and forces that will shape our business in the future and move swiftly to prepare for what has to come. We must get ready for tomorrow today. We will make it possible for youth and young adults all over the world to gain skills they can use in the labour marked or to create their own jobs. We will make it possible for every person to have lifelong learning opportunities to acquire the knowledge and skills they need to fulfil their aspirations and contribute to their societies.

The Lucubrate project started in 2017 by NKB. The aim for the project is to become one of the world leader in knowledge transfer independent of the country you live in. The Lucubrate Magazine is a part of the Lucubrate project.

We recognize the creative power that comes from encouraging collaboration and innovation among a team of knowledgeable experts. This unique energy is our greatest competitive advantage in the world marketplace.

- Our purpose is to bring Quality Education and Skills Everywhere.
- Our mission is to support education for building skills to all kind of businesses to create possibilities for jobs and make a lasting difference to people's lives. Globally. 24/7.
- To be the world leader in knowledge transfer across all borders.

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