AI ethics training in education: the specific contribution and relevance of an approach inspired by a pragmatist interpretation of the ethical competence.

Since any training in AI ethics is first and foremost indebted to a conception of ethics training in general, we will examine how an interpretation of the ethical competence inspired by the philosophical approach of American pragmatism, more specifically by John Dewey, allows us to think about the specific requirements related to the ethical dimensions of this cutting-edge technological innovation. Based on the work that led to the publication of our reference document *AI Ethics Training in Higher Education: Competency Framework* with the *Pôle montréalais d’enseignement supérieure en intelligence artificielle* (PIA), we will show how such an approach allows us to clearly identify both the essential components of such training and the specific fields related to the development of AI systems. More precisely, by focusing on some central characteristics of such a pragmatist approach, namely anti-foundationalism, anti-dualism and anti-skepticism, characteristics shared by the philosophies of the main representatives of the pragmatist movement, we will see how the different components of the ethical competence - namely ethical sensitivity, reflexive capacities and dialogical capacities - can be conceived in a dynamic and interdependent way. We will then be able to examine the specific fields of training in AI ethics, insisting on the necessary complementarity between the specific moral dilemmas associated with this technology and the technical, social and normative (especially legislative) aspects in order to adequately grasp the ethical issues related to the design, development and deployment of AI systems. In doing so, we will be able to determine the requirements that should guide the implementation of an adequate training in AI ethics, by providing benchmarks for the teaching of these issues.

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