

PraSK

Practices, Skills and Knowledge - An exploration of learning opportunities in education and professional practice as a dimension of social and technological change.

[The PraSK exploration](#) is kicked off by a seminar series that encompasses different disciplines with the potential to embrace reflective endeavors related to current practices and competences at play in increasingly digitalized learning and working lives; these include computer science and informatics, human-computer interaction, educational sciences and subject didactics, philosophy, and media and communication. The PraSK project is conducted in a collaboration between Jönköping University and VIA University College. The seminar series aims to highlight and critically examine theoretical and empirical research issues in order to bring forth state-of-the-art scholarship of relevance to the exploration. All seminars are public and free of charge.

**OCTOBER 22, 2021
13.00-15.00**

HUMAN-CENTERED ARTIFICIAL INTELLIGENCE (AI)

AI "is the science and engineering of making intelligent machines, especially intelligent computer programs." As these intelligent machines increase in our daily activities, becoming more and more critical in multiple areas such as criminal justice, healthcare, education, and defense, there is a need to design them giving users a high level of understanding and control to preserve human agency. The notion of Human-Centered AI dominates now the public AI debate, stating that AI-systems should be beneficial to humans both at individual and social level. They should incorporate "by design" appropriate ethical standards and values such as transparency, human oversight, privacy protection, sustainability, non-discrimination, and fairness.

In this talk, I address two challenges for achieving successful human-machine collaboration that are fundamental in Human-Centered AI: (1) AI-systems need to support humans in understanding them, and (2) AI-systems need to be able to understand humans. We will touch upon intrinsically challenging aspects to consider when designing AI-systems, such as expectations, forgiveness, and trust.

[Maria Riveiro](#)

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**NOVEMBER 19, 2021
13.00-15.00**

LEARNING TO BE SECURE / VIRTUAL: COVID-19 ADAPTATION IN A HIGH SECURITY SETTING

The rapid transition towards digital/virtual work during the pandemic has been widely noted. To what extent this shift has been deemed radical does, however, depend on the organizational setting in question. In many settings this shift has implied an increased amount of virtual work and an increased use of virtual tools that have already been available. For other settings, this shift has implied a far more radical shift – a coming to terms with new tools and new ways of work that have been previously considered unthinkable. Examples of the latter kind are high security organizations that have been vary of the openness and fragility of digital/virtual work. In my research, I have followed the transition from the non-use of virtual/digital tools to a 'secure' form of virtual work in a high security setting that prior to the

pandemic largely avoided digitalization. As my findings show, learning to work virtually implies a careful translation of secure work practices from non-digital mode of work to new virtual modes of work. Critical in this translation and learning is the trust in extant 'security culture', something assumed to suffuse the work atmosphere, and the institutional conditions that risk to fundamentally limit the extent by which work can ever truly be virtual. Under these conditions, how do actors really learn to develop new digital/virtual work practices? Can work ever be both virtual and secure?"

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Language: English
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