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Unlocking Ethics in AI generated Architecture:

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ABSTRACT

¹ Everybody Else is Doing it, So Why Can't We? (The Cranberries, 1993)

In the age of transformative change in architectural practice and pedagogy driven by AI, how can we recognise cognitive sovereignty when mitigating bias in decision-making?

The effective use of AI can empower communities, educators, students and practitioners in supporting shared values and common goals; allowing us to expose, analyse and question the alignment of our personal objectives with a student or community's aims.

However, as educators, how can we understand AI-generated decision-making without understanding the AI pathways to a decision? The emphasis on both equal access and the ethical use of generative AI in education², raises ethical questions on our AI-literacy as educators when making judgements. Recent research defining the dual role of AI as both analyst and creator³, aligned with the potential for blockchain enabled decentralised participatory architecture⁴, suggests that wider understanding of ethical positions are critical to our understanding of design decision outcomes.

The exponential use of AI in those commissioning, designing, and constructing the built environment is influencing pressure for student use (from potential employers), opportunities for student use (accessible platforms), and rationalisation of student use.⁵

Whilst pedagogical aspects of AI use have been concerned with agency, authorship, and critical thinking³, in this paper I propose the use of AI to examine our own ethical decision-making, both as practitioners and educators. The paper illustrates how an algorithmic approach to ethical decision-making can support recognising, measuring, and accounting for ethical positions.

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