

AI PER TUTTI

iniziative, percorsi e opportunità formative

ICT Days
Matteo Busso



UNIVERSITÀ
DI TRENTO

Indice

Le fondamenta dell'AI

Costruire e abitare l'AI

L'AI come sfida della conoscenza

Iniziative

- *AI4Everyone*
- *Edvance*
- *DataScientia*

Conclusione: partecipare al futuro dell'AI



Mark Zuckerberg
(Meta)

Elon Musk
(xAI)

Sam Altman
(OpenAI)

Dario Amodei
(Anthropic)

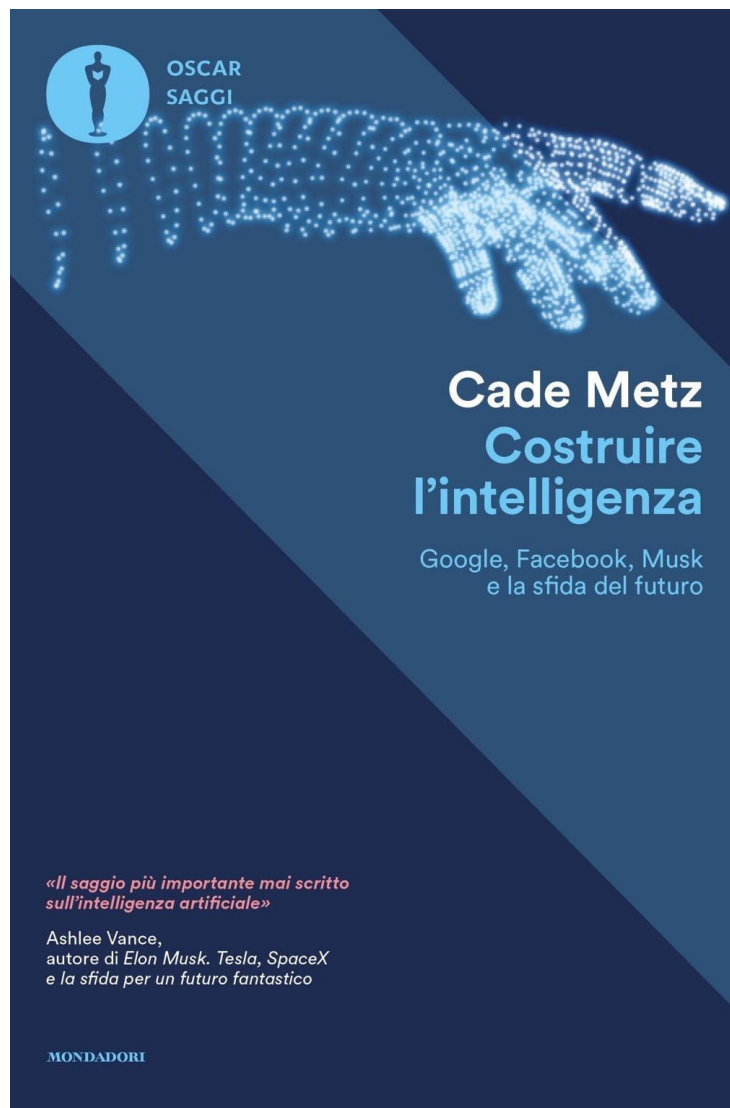


Lisa Su
(AMD)

Jensen Huang
(Nvidia)

Demis Hassabis
(Google DeepMind)

Fei-Fei Li
(Stanford, World Lab)



Marko Njegomir ✓
@njmarko



The actual cover should have credited the people whose research led to this AI boom @SchmidhuberAI



Costruire l'intelligenza: l'infrastruttura tech



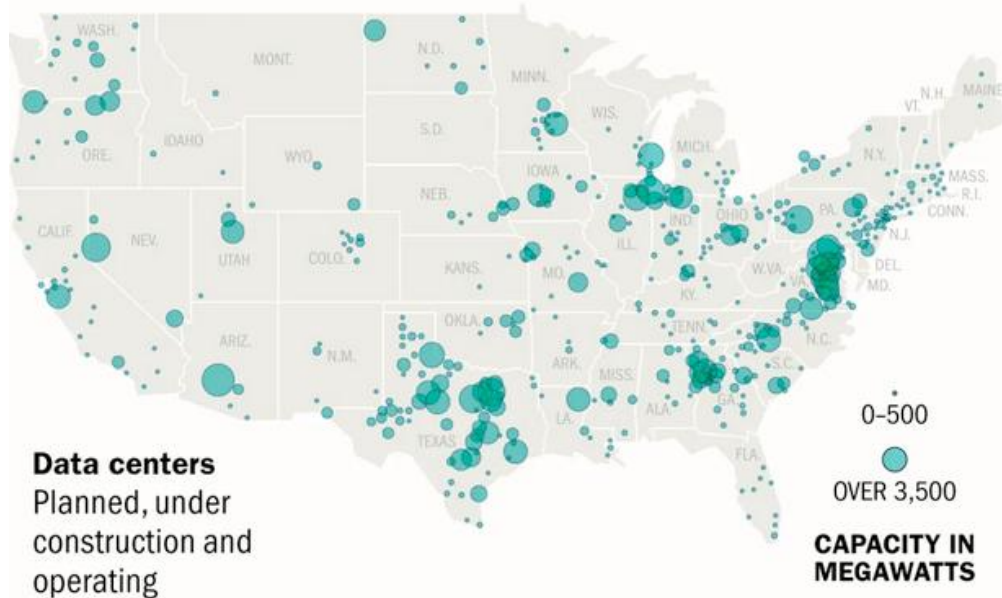
BUILDERS

\$800 billion

Around the world, real estate developers, design firms, and construction companies will need to upgrade existing data centers and build new ones

The biggest data center is about as large as **185 football fields** combined

About **45%** of the world's data centers are currently located in the U.S.



ENERGIZERS

\$1.3 trillion

To power these data centers, energy providers and equipment manufacturers will need to invest in new sources of power, cooling solutions, and infrastructure

A typical AI data center now uses **as much power as 100,000 homes**

Data centers could consume **8% of all U.S. electricity** by 2030



TECH DEVS

\$3.1 trillion

The largest investment will flow to chip builders, who will design and manufacture the chips and computing hardware that go inside the data centers

The price of a single top-tier Nvidia chip can run **as high as \$40,000**

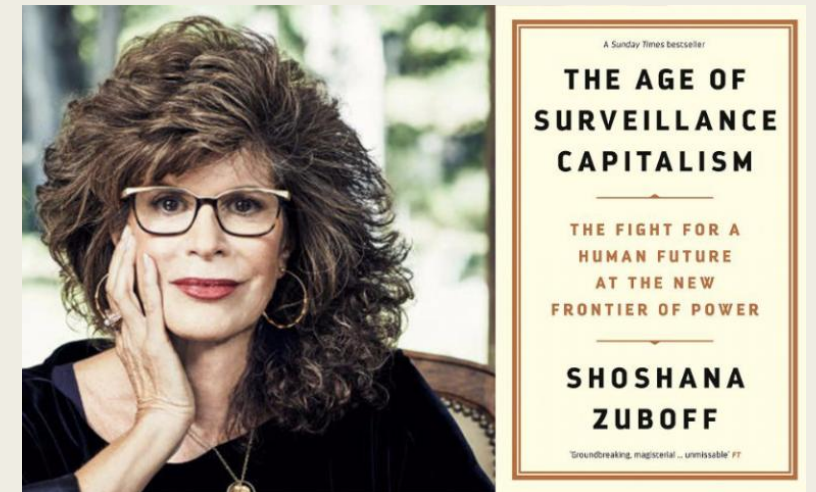
More than 100,000 such chips were used to train Meta's Llama 4 model

SOURCES: MCKINSEY; U.S. DEPT. OF ENERGY

TIME

Costruire l'intelligenza: le fondamenta socio- economiche

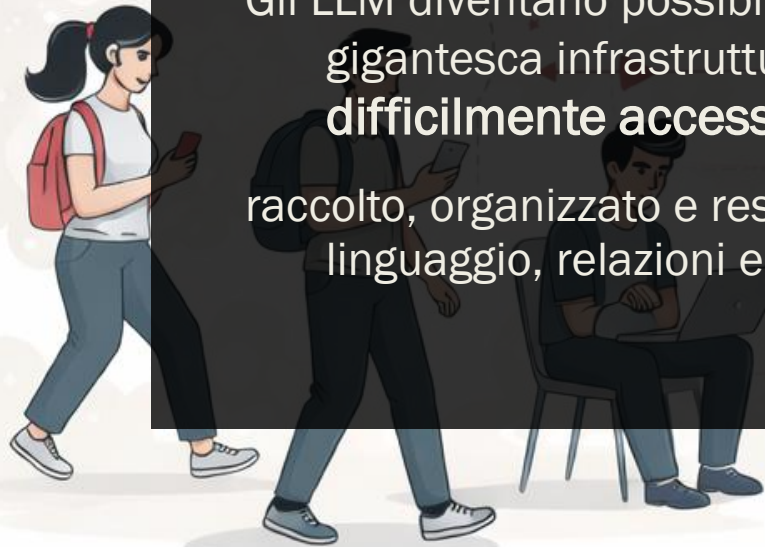
- Google/Facebook trasformano l'esperienza umana in dati estraibili e monetizzabili (Zuboff).
- quei dati e contenuti vengono incorporati in un regime di controllo privato (e difficilmente accessibile) della conoscenza (Florio).

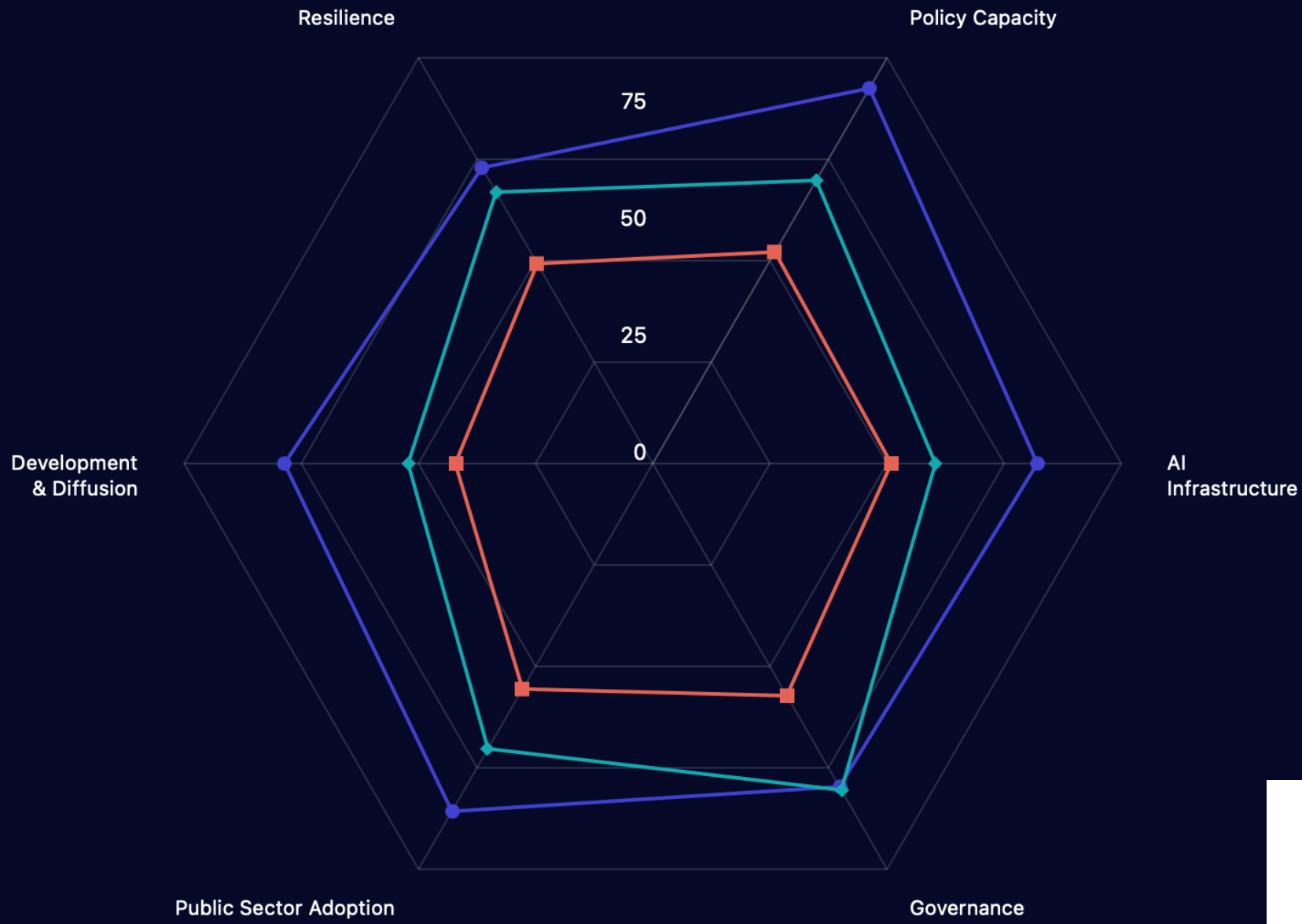


Costruire l'intelligenza: la concentrazione del sapere

Gli LLM diventano possibili perché esiste già una gigantesca infrastruttura **privata e difficilmente accessibile** che ha:

raccolto, organizzato e reso computabile linguaggio, relazioni e saperi sociali.





● North America ◆ Western Europe ■ East Asia

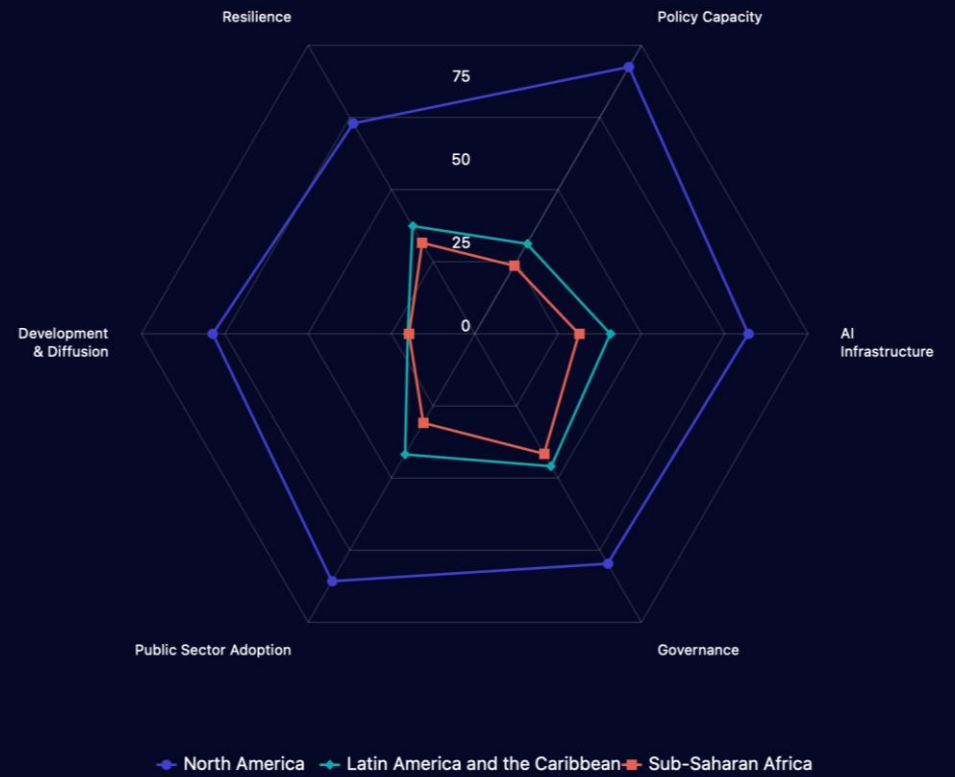


2025 Scores by Pillar



Highcharts.com

2025 Scores by Pillar



Highcharts.com

COSTRUIRE E ABITARE L'AI

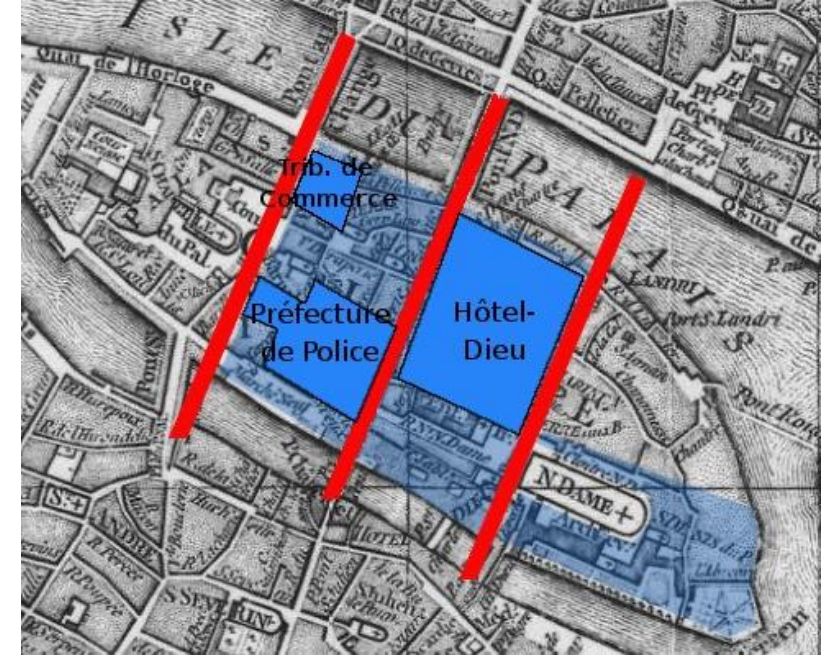


Campi
del sapere

Feltrinelli

RICHARD SENNETT
Costruire e abitare
Etica per la città.





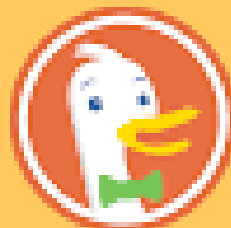
Arrondissement	1861	1866	1872
1st	89,519	81,665	74,286
6th	95,931	99,115	90,288
17th	75,288	93,193	101,804
20th	70,060	87,844	92,712



Reontologizzare
la nostra vita
quotidiana



Search Engines 🔍



PRESENZA
VS
ASSENZA

Is the internet contributing to the death of languages?

Number of languages worldwide and online in 2012 and 2015

● 2012 ● 2015

Languages still in use globally

8,000 | 7,102

Used by
17 | 24
LinkedIn

Used by
21 | 48


Used by
68 | 91
Google Translate

Used by
70 | 120
facebook

Recognized by
285 | 290
WIKIPEDIA

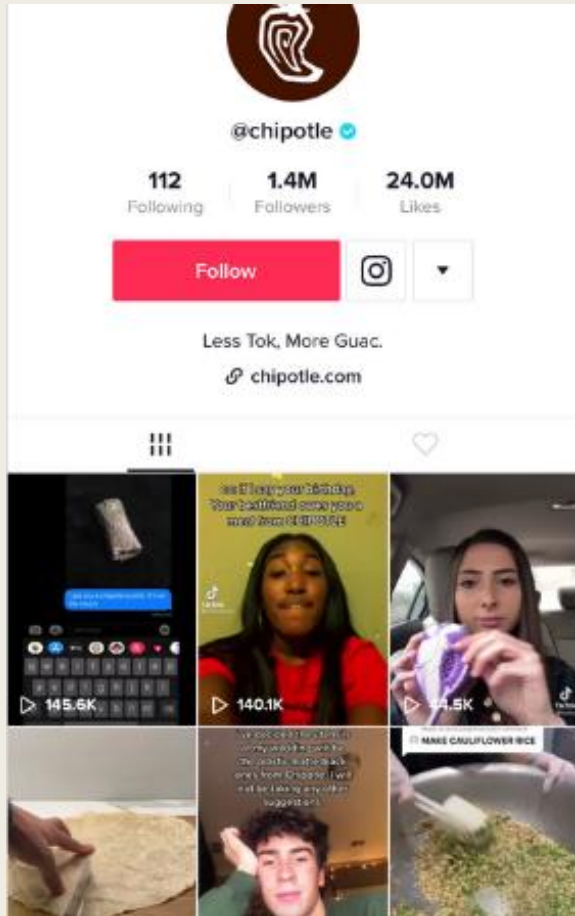
Supported by
345 | 348
Google Search

Estimated number
500 | 500
of localised languages

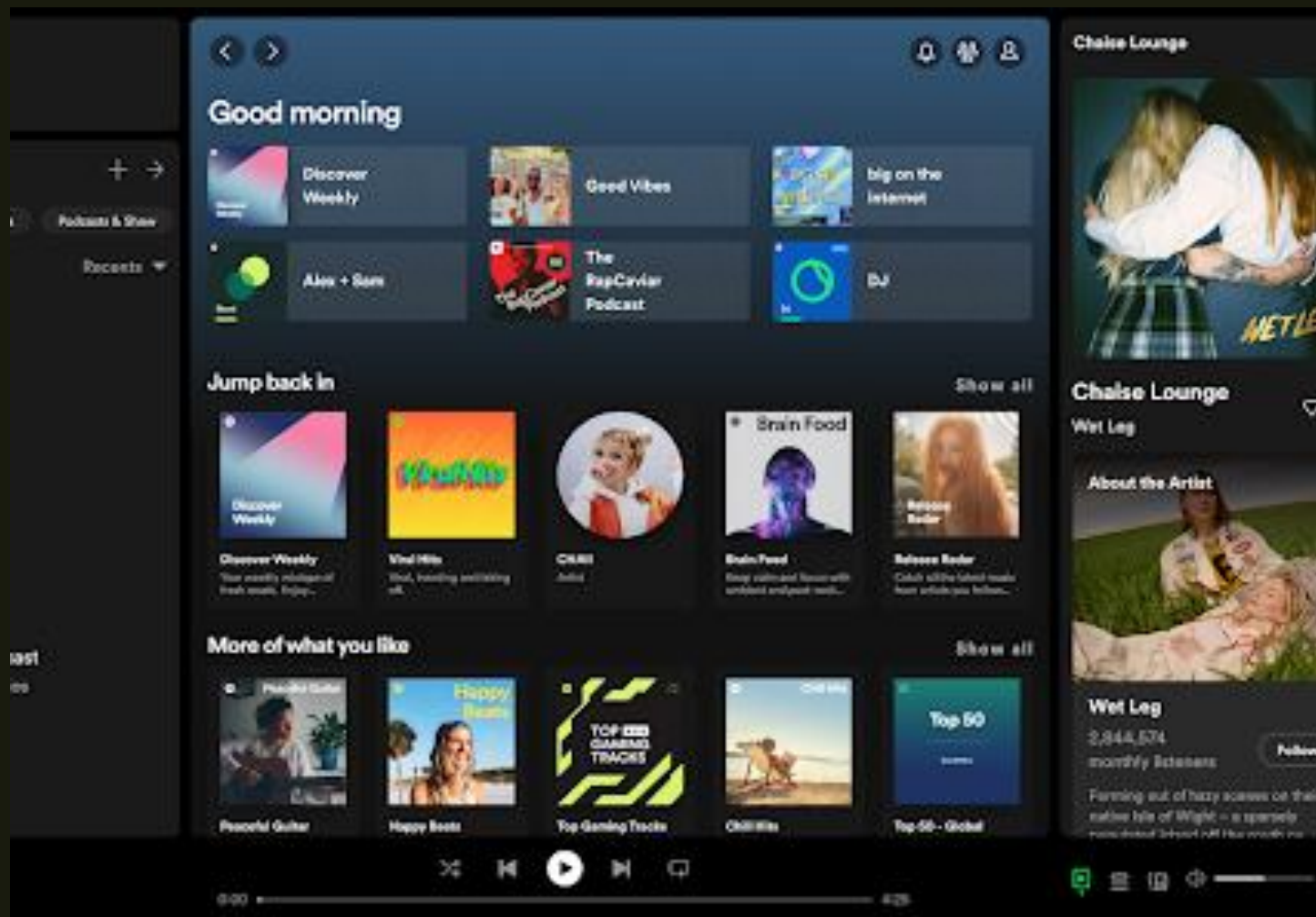




POSIZIONE
≠ ESERCICI



CONSUMARE
=
PRODURRE



RIORGANIZZAZIONE
SPAZIO E TEMPO...E
NUOVE DIPENDENZE

Fonte: Hracs, B. J., & Webster, J. (2021). From selling songs to engineering experiences: exploring the competitive strategies of music streaming platforms. *Journal of Cultural Economy*, 14(2), 240-257.



IDENTITÀ



POTREMO CHIAMARE CASA IL
NOSTRO FUTURO DIGITALE?

S. Zuboff



CHILDHOOD AND ADOLESCENCE

Brazil launches landmark child-safety framework for the digital age

New legislation mandates reliable age verification, holds digital platforms accountable, and establishes a national center to combat online crimes against children and adolescents

Published in Mar 19, 2026 04:00 PM | Updated in Mar 19, 2026 04:16 PM

Share: [f](#) [X](#) [in](#) [@](#)



Online Safety Amendment (Social Media Minimum Age) Act 2024

No. 127, 2024

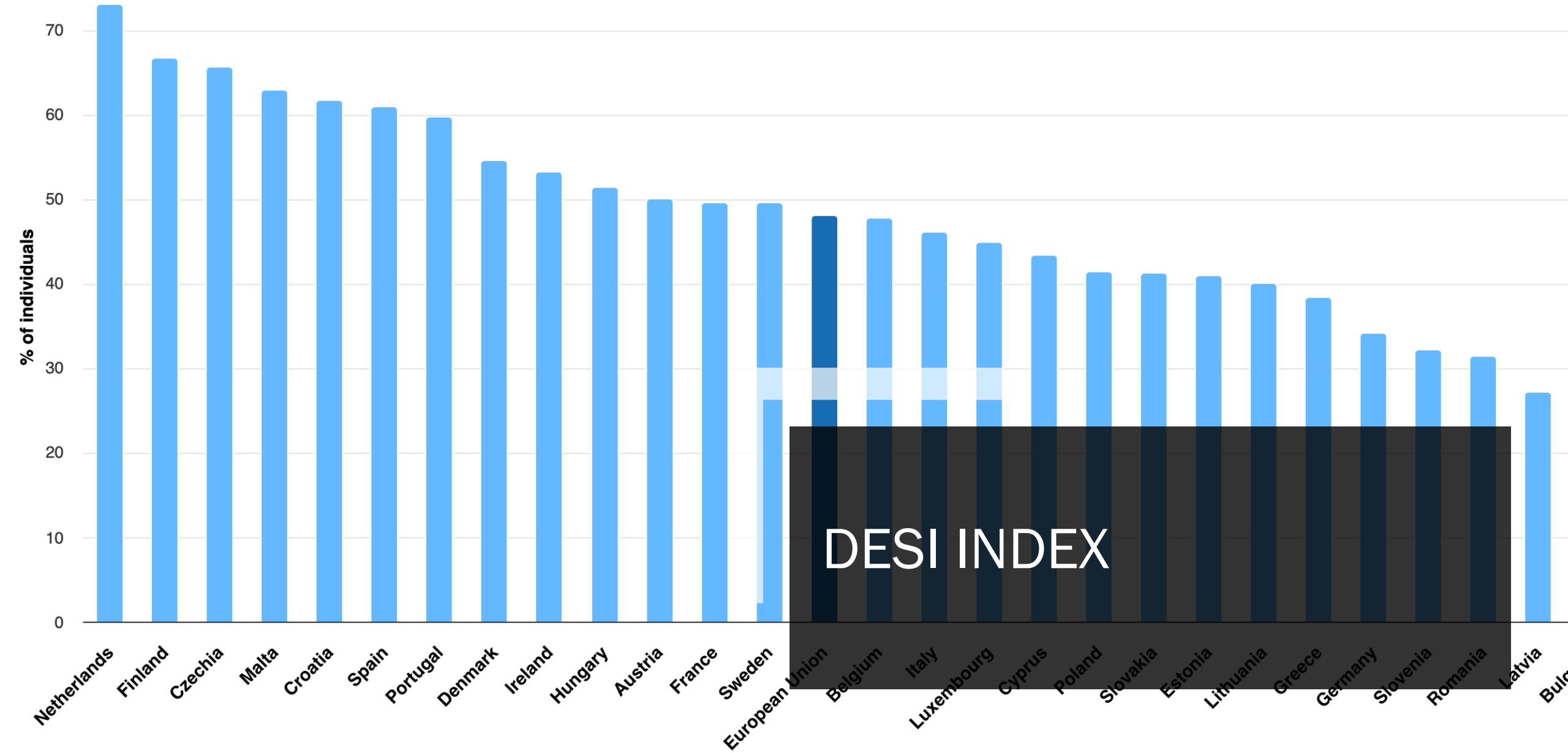
An Act to amend the *Online Safety Act 2021*, and for related purposes

Note: An electronic version of this Act is available on the Federal Register of Legislation (<https://www.legislation.gov.au/>)

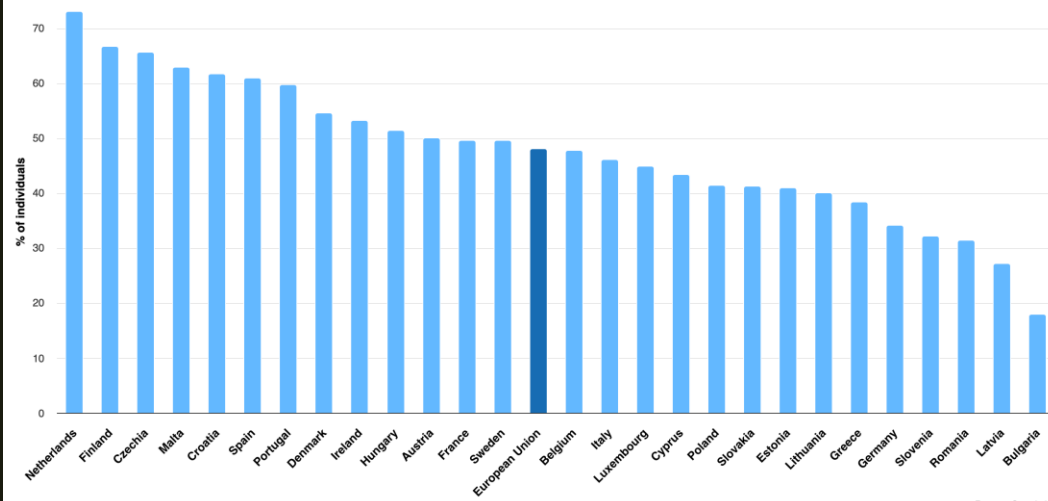


Above basic digital skills, Individuals with high formal education

DESI period: 2024 (data from 2023)

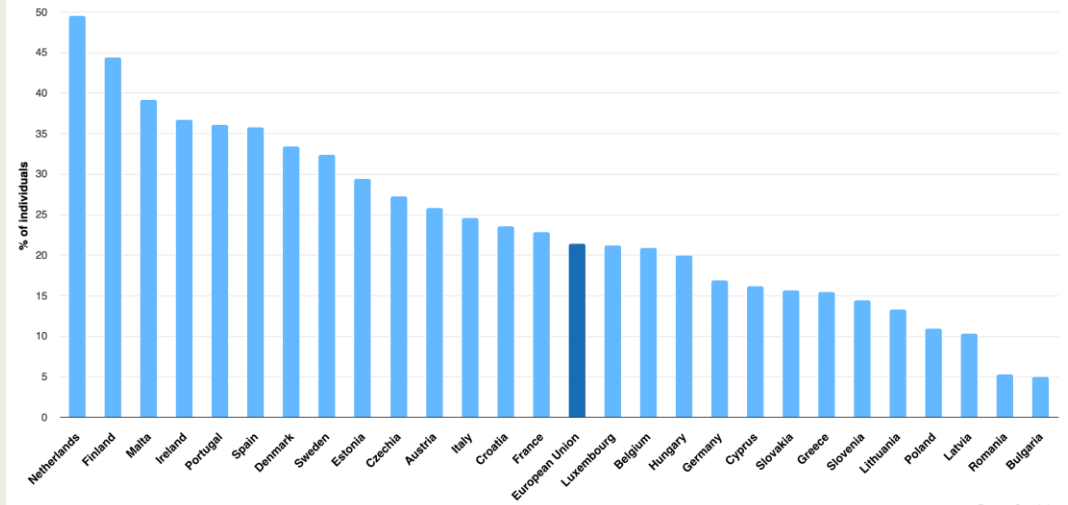


Above basic digital skills, Individuals with high formal education
DESI period: 2024 (data from 2023)



European Commission

Above basic digital skills, Individuals with medium formal education
DESI period: 2024 (data from 2023)



European Commission

News >

UNESCO survey: Two-thirds of higher education institutions have or are developing guidance on AI use



Problema

La competizione dell'AI è globale, ma le conoscenze sono concentrate in pochi luoghi

L'AI è nella nostra vita quotidiana, non è solo più ad appannaggio di pochi esperti

Mancano delle competenze trasversali e locali per poter agire su/con l'AI

Soluzione



Partire dalle Università per raggiungere la popolazione con:



Una formazione globale adattabile localmente



Contenuti adatti a non esperti



Strumenti per comprendere ed agire

Concettuali

Tecnici

Sociali



SERVICE DESIGN LAB
AALBORG UNIVERSITET



POLISH-JAPANESE ACADEMY
OF INFORMATION TECHNOLOGY



OPEN
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CYPRUS
www.ouc.ac.cy



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AI4Everyone



Cofinanziato
dall'Unione europea

University of Cyprus

- 3 iterazioni (dal 2020)
- 800 partecipanti

Università di Trento

- School of Innovation (2 iterazioni, 50 partecipanti)
- Master SICOMM (4 iterazioni, 60 partecipanti)

RESEARCH-ARTICLE | OPEN ACCESS



Artificial Intelligence in Everyday Life 2.0: Educating University Students from Different Majors

Authors: Maria Kasinidou, Styliani Kleanthous, Matteo Busso, Marcelo Rodas, Jahna Otterbacher, Fausto Giunchiglia | [Authors Info & Claims](#)

ITiCSE 2024: Proceedings of the 2024 on Innovation and Technology in Computer Science Education V. 1 • Pages 24 - 30
<https://doi.org/10.1145/3649217.3653542>

Published: 03 July 2024 [Publication History](#)



12 1,853



Abstract AI Summary

With the surge in data-centric AI and its increasing capabilities, AI applications have become a part of our everyday lives. However, misunderstandings regarding their capabilities, limitations, and associated advantages and disadvantages are widespread. Consequently, in the university setting, there is a crucial need to educate not only computer science majors but also students from various disciplines about AI. In this experience report, we present an overview of an introductory course that we offered to students coming from different majors. Moreover, we discuss the assignments and quizzes of the course, which provided students with a firsthand experience of AI processes and insights into their learning patterns. Additionally, we provide a summary of the course evaluation, as well as students' performance. Finally, we present insights gained from teaching this course and elaborate on our future plans.





AI4Everyone

Obiettivi



Fornire strumenti ai cittadini per **adottare in modo critico e responsabile l'AI** nella vita quotidiana.



Sviluppare **risorse educative** per un pubblico non tecnico, colmando il divario tra la formazione specialistica sull'AI e la comprensione da parte del pubblico.



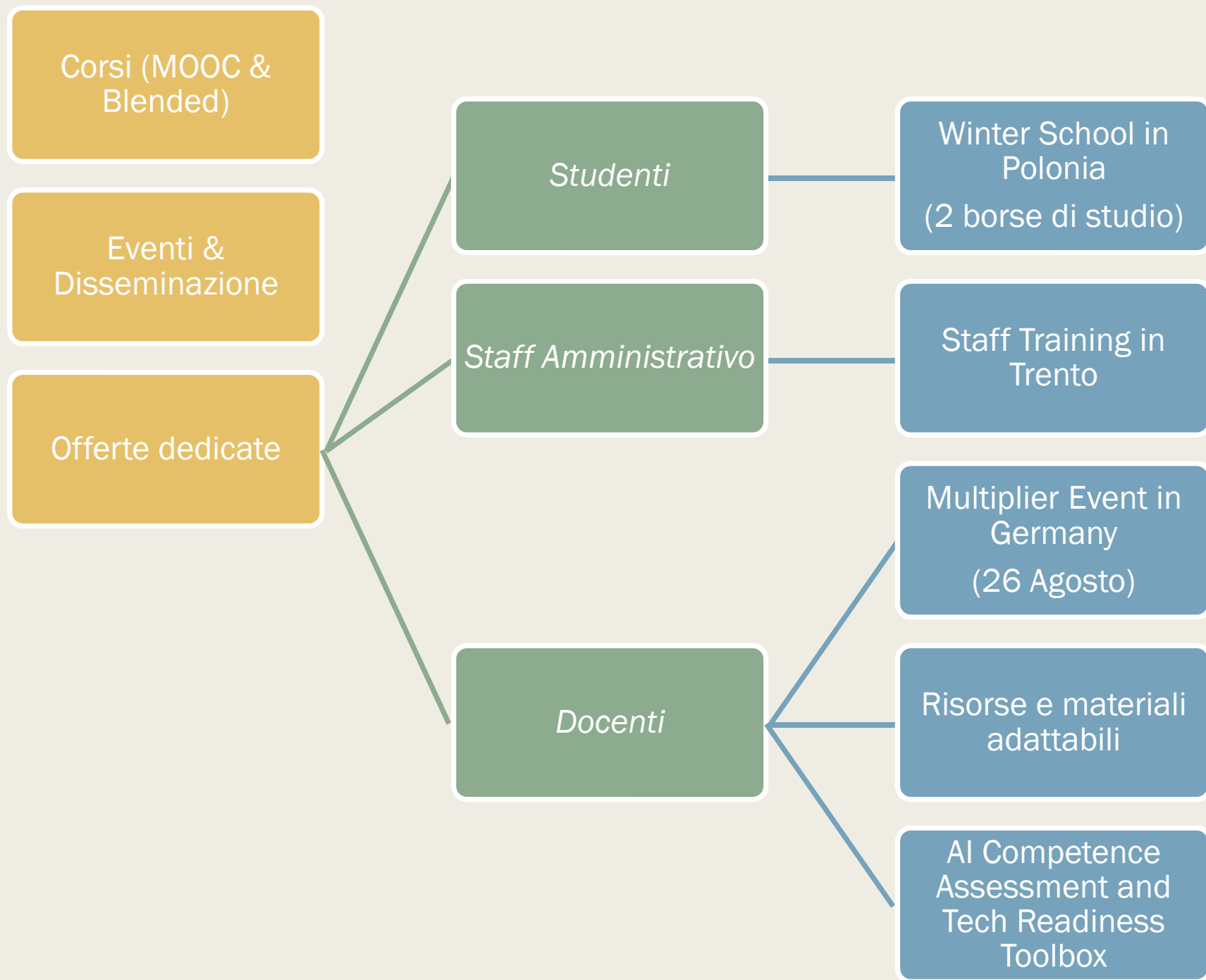
Promuovere la **consapevolezza, la scoperta e la fiducia** nei sistemi di AI in linea con i valori e le normative dell'UE (GDPR, HLEG, AI Act).



Incoraggiare la **partecipazione attiva** dei cittadini nella valutazione dell'affidabilità e della conformità etica dell'AI.

UNIT #	TITLE
1	Introduction to Artificial Intelligence
2	Designing an AI system
3	Data - The Foundation of AI
4	Machine Learning for Novices
5	AI in Everyday Life
6	Personalization in Everyday AI
7	Misinformation in the Age of AI - AI for harm
8	Autonomy, Accountability and Transparency
9	Human Participation, AI Trustworthiness
10	Reflection and Course Wrap-Up

2ECTS





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advance



DataScientia
Unity Through Diversity

EVERYDAY AI

La persona al centro

- L'AI non può essere al servizio della persona, se prima non impara a riconoscere il suo punto di vista situato nel contesto.

Personal context modelling and annotation

Publisher: IEEE

[Cite This](#)

[PDF](#)

[Fausto Giunchiglia](#) ; [Enrico Bignotti](#) ; [Mattia Zeni](#) All Authors

19

Cites in
Papers

375

Full
Text Views



Abstract

Document Sections

I. Introduction

II. Modelling Context

III. Endurants and
Perdurants

IV. Annotating Context

V. Data Collection and
Annotation

[Show Full Outline](#) ▾

[Authors](#)

Abstract:

Context is a fundamental tool humans use for understanding their environment, and it must be modelled in a way that accounts for the complexity faced in the real world. Current context modelling approaches mostly focus on a priori defined environments, while the majority of human life is in open, and hence complex and unpredictable, environments. We propose a context model where the context is organized according to the different dimensions of the user environment. In addition, we propose the notions of endurants and perdurants as a way to describe how humans aggregate their context depending either on space or time, respectively. To ground our modelling approach in the reality of users, we collaborate with sociology experts in an internal university project aiming at understanding how behavioral patterns of university students in their everyday life affect their academic performance. Our contribution is a methodology for developing annotations general enough to account for human life in open domains and to be consistent with both sensor data and sociological approaches.

Published in: [2017 IEEE International Conference on Pervasive Computing and Communications Workshops \(PerCom Workshops\)](#)



INTRODUZIONE AI DATI DELL'INTELLIGENZA ARTIFICIALE

- Scoprire l'AI e le sue applicazioni nella nostra vita quotidiana attraverso l'esplorazione dei dati dello smartphone

1 ECTS



AI ED IO: CONTESTO E DATI PERSONALI

- Il contesto personale come modo di rileggere il potenziale dell'AI al servizio della persona.

1 ECTS



AI, IO E IL CONTESTO SOCIALE E DI RIFERIMENTO

- Ampliare la prospettiva personale (e il potenziale dell'AI) attraverso il contesto sociale e spazio temporale

1 ECTS



AI, IO E LA MIA COMUNITA'

- Imparare come organizzare e condividere i propri dati con la comunità, per migliorare la propria vita quotidiana e quella degli altri.

1 ECTS



AI ed Io: Contesto e Dati Personali

Teaser



UNIVERSITÀ
DI TRENTO



DataScientia
Unitas per Varietatem

Contenuti e materiali per tutti



Video Lessons



Learning Materials



Self evaluation quizzes



Hands-on exercises

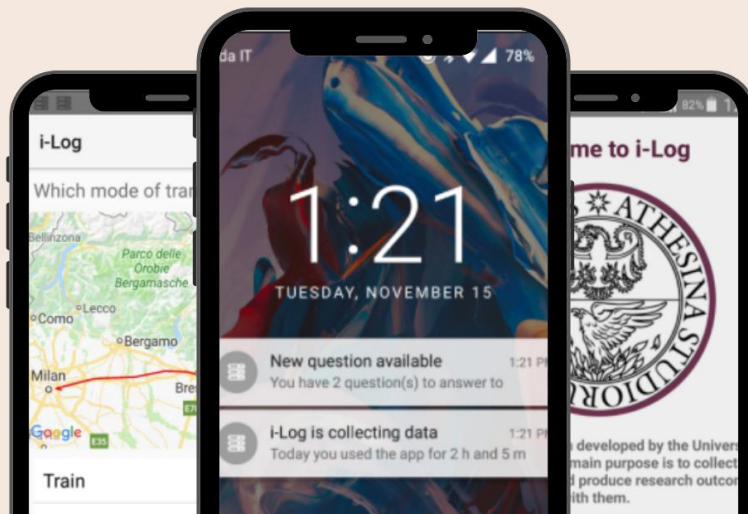


Interest groups

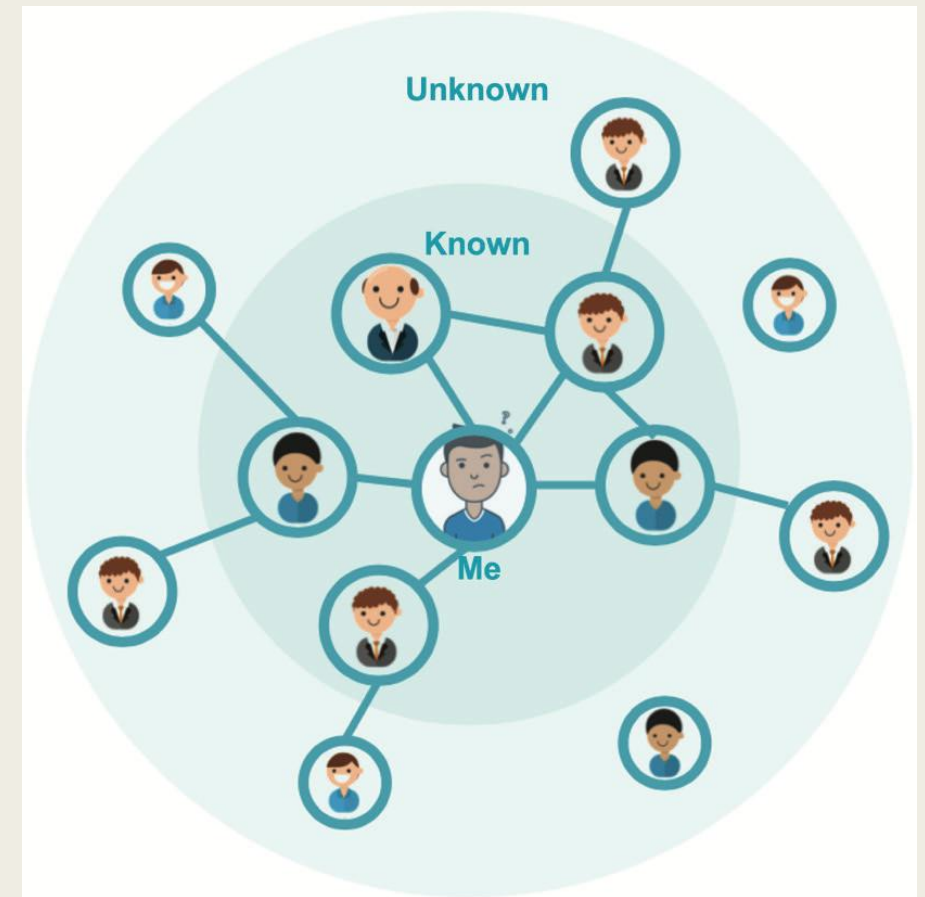
iLog app e dashboard

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Our App!

AVAILABLE IN APP STORES



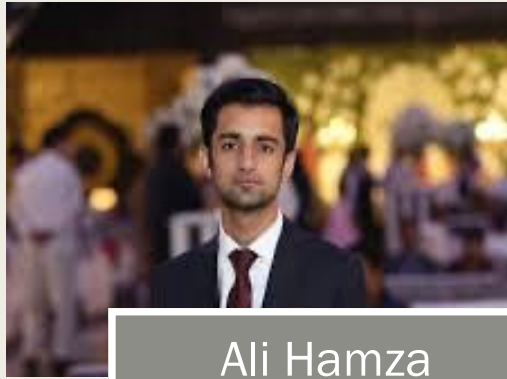
Community



KnowDive Group



Fausto Giunchiglia



Ali Hamza



Andrea Bontempelli



Alessio Zamboni



Leonardo Malcotti



Davide Cavicchini



...

Come partecipare?

Oggi

EAI1 e EAI2 MOOCs

Questionari e Focus Group

Luglio

EAI3 e EAI4

Agosto

Multiplier event @Koblenz (Borse per prof.)

Dicembre

AI4Everyone Blended

Community

Febbraio
2027

Winter School in Polonia (Borse per student)*

EAI1 con iLog & Dashboard

Marzo-
Aprile 2027

Corso per staff accademico @UNITN



advance



Grazie per l'attenzione!

Esplora i corsi EAI



<https://ttqtuzoscqn.typeform.com/to/LKqMXmx0>

Resta in contatto e
supporta le iniziative



<https://mooc.unitn.it/my/>