

Abstract

The work presents the concept of trust in artificial intelligence for students of cybernetics at ČVUT. It focuses on exploring the main sources of trust and describing the most important attributes which affect the trust of students in artificial intelligence. In addition, the secondary aim of the work is to find out how student trust influences the discussion of public and experts on security and trust in the implementation of artificial intelligence into everyday life. How it affects their view on artificial intelligence and how the discussion is reflected in their work. In analyzing the interviews, the participants answers were compared with Luhmann and Giddens concepts of trust. It has been found that trust in artificial intelligence students of cybernetics is based on a sufficient amount of complete information, the distributor of which is predominantly a school. This is similar to the concept of trust in Giddens, which it considers to be a necessary condition for the existence of trust. Giddens concept also coincides with the student's attitude towards possible risk. Risk awareness is another important source of trust. Students on the risk of using artificial intelligence are considering continuously because information draws on previous experience or again from the information gathered in the school. This concept of potential risk by students is thus inconsistent with the concept of consciousness of danger at Luhmann. Also, the expectation of artificial intelligence is met by students of cybernetics, an important source of trust. Its technical characteristics such as speed, accuracy and efficiency are the most important source of trust for students of cybernetics which is again based on their studies at school, which gives them complete technical information. Other than technical aspects of artificial intelligence are not much sought after by students and the discussion did not significantly affect their point of view on AI.