USE AND ABUSE OF AI – ETHICAL PERSPECTIVES IN THE EDUCATIONAL SECTOR

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EXTENDED ABSTRACT

This paper discusses the impact and the potential implications of the generative Artificial Intelligence language model, namely ChatGPT in higher education. Some educators think that this popular bot can alter teaching while others worry that it may have the opposite effect on their students' motivation to learn. Others believe students may benefit from understanding the ins and outs of how this technology works and might use it as a tool to explore the possibilities and limits of online sources of information. Though, apparently, there are benefits of this new technology, a lot of caution is required for its use.

Several publishers have recently introduced new policies in response to the growing use of Generative AI (Artificial Intelligence) applications. It can generate detailed responses to questions related to several subjects hardly distinguishable from those created by humans, which on one side is impressive but on the other side this potential is also very concerning and worrying that could lead to serious problems in education (Yang et al., 2021). Moreover, these technologies enhance learners' abilities in memorizing, comprehending, applying, analysing, and assessing, with the utmost educational objective to the highest cognitive level, which is creativity (Hwang & Chen, 2023).

ChatGPT can play the role of a debate opponent and generate counterarguments by exposing students to an endless supply of opposing viewpoints, helping them to look for weak points in their own thinking (Will, 2023). Beverly Park Woolf research (Woolf et al, 2013) focuses on the use of AI in education, with a particular emphasis on intelligent tutoring systems. Probably the best way will be to schools to start encouraging students critical thinking about what technology can help and what it hinders us from doing instead of just teaching how to use technology (Woolf et al, 2013).

Lecturers are considering using the ChatGPT to plan lessons, offer students feedback on assignments, and execute some administrative tasks. But the technology of ChatGPT is not yet fool proof. Some lecturers published that they noticed a factual error when they experimented asking the bot to plan a lesson for an early chapter on a certain subject. The tool also demonstrated that has limited knowledge of world events that happened after 2021(Will, 2023). ChatGPT can also offer feedback on student work. Other situations have also been reported by lecturers, saying that the examples of grading from the chat bot feel shallow or even inaccurate. It was also published that, while the technology might get it right nine times out of 10, there's always the risk that it won't grade one student's work correctly, so lecturers would still need to personally review each piece of feedback (Will, 2023). Some schools worldwide have decided to ban the use of this bot and issued statements that warned students against using ChatGPT to cheat. And as some authors say, while the tool may be able to provide quick and easy answers

to questions, it does not build critical-thinking and problem-solving skills, which are essential for academic and lifelong success (Will, 2023).

The use of AI in higher education presents both good opportunities and also challenges that need to be addressed by taking a proactive and ethical approach to the use of AI in education (Cotton et al., 2023), namely if it is genuinely useful in supporting teaching and learning (Kousa & Niemi, 2023).

There are some opinions that the threats to education in this context is based on a lack of deep understanding and difficulty in evaluating the quality of responses, threatening academic integrity, democratising plagiarism and declining high-order cognitive skills (Farrokhnia et al., 2023).

While there is much generic literature on ethics in artificial intelligence, there is a clear gap in studies on the ethics of ChatGPT in the education sector. We systemically explore what exists and address what does not exist. For Pedró et al. (2019), the major challenges are related to personalisation, inclusion and equity, powered education, quality, and transparency. The issues of equity and personalisation are detailed by Chine et al. (2022), namely in the case of experience learning gaps due to a lack of access or economic disadvantages. On the other hand, Jiang and Pardos (2021), gives special attention to fairness and bias in artificial intelligence and graduation prediction. Regarding specifically ChatGPT (Cotton et al., 2023), it opens new difficulties of detecting and preventing academic dishonesty. An update of plagiarism detection tools and controlling cheat proctoring tools is absolute necessary. The output from ChatGPT not include proper referencing, while academic writing is expected to accurately include citations and references. The ChatGPT has raised security and privacy issues, namely because there is no minimum age requirement to use ChatGPT. Also, it is not clear that personal data analysis is done in respect to GPDR (EU General Data Protection Regulation).

Even more, there are emerging smart small wearable devices like smartwatches and hearables. How should educators respond when problems like these inevitably occur? (Krutka, Pleasants & Nichols, 2023). Like all technologies, smart digital devices bring unintended, collateral, and disproportionate effects.

The methodological approach is mainly to engage in reflective practice concerning the adoption and use of artificial intelligence in higher education, and authors as lecturers are exploring the case of ChatGPT in tree Portuguese Universities contexts. The methods used are based on our daily experience observing students and institutions academic activities, qualitative interviews and discussion boards.

In conclusion, the use of ChatGPT in education can bring many potential benefits, such as personalized learning, better feedback, and enhanced student engagement. However, it is important to use in a responsible and ethical manner that respects the privacy and well-being of students, as well as the principles of good teaching. ChatGPT is not designed to address issues related to accountability and cybersecurity directly. The alarm generated by news and evidence reported on the potential of ChatGPT forced an ethical reflection in practical context that the authors as lecturers framed in the education sector. The use and abuse of ChatGPT is not yet verified in the classroom environment. There are no regulatory recommendations or guidelines. The control on plagiarism in autonomous work makes it necessary to reinforce the oral assessment. The model itself is not copyrighted, but the content generated by ChatGPT may be subject to copyright laws. In addition, there are problems related to equity and autonomy granted to students, especially the ability that ChatGPT gives them to do practical work in an assertive way and in a short period of time. Plagiarism

is a major concern, and this involves not only the work of the lecturer but also academic regulations. While AI language models cannot avoid plagiarism on their own, students should take steps to ensure that any content produced using these tools is properly cited and attributed to its original source. Ultimately, the extent to which ChatGPT is aligned with educational goals and values will depend on how the model is used and the degree of care taken to ensure that its responses are accurate, relevant, and appropriate for the educational context in question.

KEYWORDS: Artificial Intelligence, Ethics, ChatGPT, Higher Education.

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