

Etične dileme uporabe umetne inteligence v visokošolskem kontekstu

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Povzetek

Raziskovalno vprašanje (RV): Uporaba tehnologije UI, zlasti velikih jezikovnih modelov, kot je orodje ChatGPT, je prinesla prelomne spremembe na različna področja, tudi v visokošolsko izobraževanje. S tem se odpirajo vprašanja etike pri uporabi UI orodij v akademskem prostoru. Zato raziskujemo: RV1) kateri so glavni etični izzivi in dileme pri uporabi klepetalnih robotov, kot je ChatGPT, v visokošolskem izobraževanju?; in RV2) katere usmeritve predlagajo predavatelji in univerze za pravično, etično in pregledno vključevanje UI kot izobraževalnega orodja?

Namen: Cilj prispevka je identificirati osrednje etične izzive in dileme, povezane z uporabo UI orodij, ki se opirajo na velike jezikovne modele (npr. ChatGPT); predlagati usmeritve za etično in odgovorno uporabo teh tehnologij v akademskem prostoru; in prispevati k diskusiji o etiki UI v izobraževanju ter poudariti potrebo po dodatnih raziskavah na tem področju.

Metoda: Članek je teoretičen in temelji na pregledu obstoječe literature, smernic in virov, ki obravnavajo etiko UI v visokošolskem izobraževanju.

Rezultati: Raziskava odkriva večdimenzionalne etične izzive, povezane z UI, kot so vprašanja transparentnosti, zasebnosti, lastništva podatkov, akademske poštenosti in vpliva na kakovost učenja. Ponujene so specifične usmeritve za etično uporabo UI v pedagoške namene in raziskovanje na univerzah. Izpostavljena je potreba po izobraževanju pedagogov in študentov ter po nadaljnjih raziskavah na tem področju.

Organizacija: Raziskava poudarja ključne etične izzive, s katerimi se srečujejo visokošolske ustanove in predavatelji pri uvajanju UI orodij v izobraževalni proces. Prispeva k razmišljanju o dolgoročnih učinkih UI na kakovost poučevanja in učenja ter na vpliv na organizacijsko kulturo na univerzah.

Družba: Prispevek odpira pomembno razpravo o etiki UI v izobraževanju in spodbuja k razmišljanju o družbenih učinkih teh tehnologij, osvešča o pomenu transparentnosti, zasebnosti podatkov in enakopravnega dostopa. Lahko vpliva na oblikovanje javnih politik na tem področju.

Originalnost: Prispevek celostno obravnava etične dileme uporabe UI v izobraževalnem kontekstu z vidika organizacijske antropologije. Prispeva k sintezi obstoječega znanja in praktičnih implikacij.

Omejitve/nadaljnje raziskovanje: Zaradi nenehnega razvoja fenomena so potrebne dodatne raziskave o dejanskem učinku in izkušnjah z uporabo UI v praksi.

Ključne besede: umetna inteligenca; visokošolske organizacije; smernice za uporabo umetne inteligence; izobraževalna tehnologija; ChatGPT, akademska integriteta, etično upravljanje umetne inteligence v izobraževanju; organizacijska antropologija.

Nadia Molek je doktorirala iz antropologije na Univerzi v Buenos Airesu leta 2022. Diplomirala in pridobila učiteljsko izobrazbo na isti fakulteti je leta 2012. V svoji karieri je opravljala raziskovalno in učiteljsko delo na Universidad Pedagógica Nacional (Argentina) in Universidad del Salvador (Argentina). Sodelovala je v različnih raziskovalnih projektih na Univerzi v Buenos Airesu, Univerzi v Ljubljani, Nacionalni pedagoški univerzi in FOŠ, pri čemer se je osredotočala na teme, kot so procesi migracije, identiteta in spomin, transnacionalizem, medetnični odnosi in vpliv novih tehnologij na procese identitete. Nedavno je svoj fokus preusmerila k raziskovanju na področju organizacijske in izobraževalne antropologije. Njena trenutna raziskava se osredotoča na trajnostno vključevanje umetne inteligence v organizacije z antropološkega vidika.

Ethical dilemmas of using artificial intelligence in a higher education context.

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Abstract

Research Question (RQ): The use of AI technology, especially large language models like the ChatGPT tool, has brought groundbreaking changes to various fields, including higher education. This opens up ethical questions regarding the use of AI tools in the academic space. Therefore, we investigate: RQ1) What are the main ethical challenges and dilemmas in using chatbots like ChatGPT in higher education? and RQ2) What guidelines do lecturers and universities propose for the fair, ethical, and transparent incorporation of AI as an educational tool?

Purpose: The aim of this contribution is to identify the central ethical challenges and dilemmas associated with the use of AI tools based on large language models (e.g., ChatGPT); to propose guidelines for the ethical and responsible use of these technologies in the academic space; and to contribute to the discussion on AI ethics in education, highlighting the need for further research in this area.

Method: The article is theoretical and based on a review of existing literature, guidelines, and sources addressing AI ethics in higher education.

Results: The research reveals multidimensional ethical challenges associated with AI, such as issues of transparency, privacy, data ownership, academic honesty, and the impact on the quality of learning. Specific guidelines are offered for the ethical use of AI for pedagogical purposes and research at universities. The need for educating educators and students and for further research in this area is highlighted.

Organization: The research emphasizes the key ethical challenges faced by higher education institutions and lecturers in introducing AI tools into the educational process. It contributes to thinking about the long-term effects of AI on the quality of teaching and learning and its impact on the organizational culture at universities.

Society: The contribution opens an important debate on AI ethics in education and encourages reflection on the social effects of these technologies, raising awareness of the importance of transparency, data privacy, and equitable access. It can influence the shaping of public policies in this area.

Originality: The contribution comprehensively addresses the ethical dilemmas of using AI in an educational context from the perspective of organizational anthropology. It contributes to a synthesis of existing knowledge and practical implications.

Limitations / further research: Due to the ongoing development of the phenomenon, additional research is needed on the actual effects and experiences of using AI in practice.

Keywords:

Artificial intelligence; higher education organizations; guidelines for the use of artificial intelligence; educational technology; ChatGPT; academic integrity; ethical management of artificial intelligence in education; organizational anthropology.

Name Surname holds a Ph.D. in Anthropology from the University of Buenos Aires, awarded in 2022. She obtained her bachelor's and teaching degrees in the same field at the same institution in 2012. Throughout her career, she has held research and teaching roles at the Universidad Pedagógica Nacional (Argentina) and the Universidad del Salvador (Argentina). Nadia has been involved in various research projects at the University of Buenos Aires, the University of Ljubljana, the National Pedagogical University, and FOŠ, with a focus on topics such as migration processes, identity, and memory, transnationalism, interethnic relations, and the impact of new technologies on identity processes. Recently, she has shifted her focus towards conducting research in the field of organizational and educational anthropology. Her current research is focused on the sustainable process of inclusion of artificial intelligence in organizations from an anthropological perspective.
