

Chapter 7

Enforcing the Ethics of Artificial Intelligence in Education: To Prevent or Brace AI Tools in the Educational System

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ABSTRACT

The rapid integration of Artificial Intelligence (AI) into educational systems world-wide raises significant ethical considerations. This chapter delves into the UNESCO Recommendation on the Ethics of Artificial Intelligence, a landmark global document that outlines a comprehensive framework for ethical AI usage. The chapter focuses on the intersection of AI and education, discussing how to either prevent or brace AI tools within the educational system while promoting equity, transparency, and inclusivity. The discussion is anchored on UNESCO's Policy Area 8, which directly addresses AI's educational and research dimensions. By analyzing the recommendation's first eleven articles, the chapter provides insights into the ethical, practical, and strategic approaches that Member States can adopt to ensure AI contributes positively to education. Through real-world examples, the chapter demonstrates how ethical AI can be implemented across various educational contexts, emphasizing AI literacy, inclusivity, and interdisciplinary collaboration.

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INTRODUCTION

Artificial intelligence (AI) has invaded practically every industry, including education. We have reached a critical point as AI gets more integrated into our educational institutions. AI has enormous revolutionary potential in education, from personalized learning experiences(Pataranutaporn et al., 2021) and intelligent content generation(Ince, 2022) to efficient administrative duties(Alam, 2021) and enhanced learning outcomes(Shen & Ho, 2020). As a result, it is critical that we thoroughly examine and appreciate its extent and outcomes.

The use of AI technologies in education is about more than just increasing efficiency. It is about influencing the future of education, one in which learning is more individualized, dynamic, and engaging. It is about imagining an educational environment where AI technologies are active players in the teaching and learning processes rather than merely additional help.

However, the growing impact of AI in education raises ethical severe concerns(Holmes et al., 2021). Should we enable AI technologies to replace specific educational tasks completely? How much should students depend on these resources? Should the use of AI technologies in education be restricted to avoid over-dependence and to guarantee the retention of important human skills?

These are critical issues, notwithstanding their complexity. They need serious attention not just from educators, legislators, and technologists but also from society at large. The choices we make today on the employment of artificial intelligence in education will affect the learning environments of the future(Zhang et al., 2022).

This chapter will examine these concerns, looking at the uses, ramifications, and ethics of employing AI technologies in education. We want to present a complete picture that develops knowledge and informs decision-making regarding the future role of AI in education through an in-depth investigation.

Artificial intelligence (AI) is often regarded as one of the most disruptive technology advances in human history (Păvăloaia & Necula, 2023) Since the introduction of AI, it has had a tremendous influence on many aspects of life, including how we work, communicate, study, and even play. In an increasingly digitizing world, AI technologies have become an inseparable part of our daily lives, sometimes in ways we are unaware of.

However, like with any robust technology, AI raises several ethical, sociological, and technological issues that must be addressed. Understanding these difficulties, their ramifications, and possible solutions is crucial for all parts of society, not just AI researchers and developers. This chapter intends to present an in-depth examination of various aspects of AI in order to enlighten, engage, and prepare its readers for a future more entwined with AI.

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