

# Chapter 4

## Using Artificial Intelligence in Philosophy Teaching and Ethical Problems

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### **ABSTRACT**

*This chapter discusses how to effectively integrate the use of artificial intelligence into the critical, questioning and reflective thinking skills that are inherent in philosophy. In this context, the role of the teacher in the process of teaching philosophy is discussed. The role of the philosophy teacher in teaching with artificial intelligence is discussed under the headings of being a philosophical guide, a developer of wisdom and morality, a facilitator in discussions, and a developer of critical thinking. In the section of AI-supported philosophy course activities, simulations dealing with philosophical problems, conversation with philosophers in the history of philosophy, ethical dilemma and decision-making game, creative argument development and analysis, philosophical perspective mapping, and current argument conflict are exemplified, and it is evaluated how these activities can be put into practice by supporting students' in-depth, critical and questioning thinking skills.*

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## INTRODUCTION

The use of AI in teaching philosophy represents a paradigm shift, with the introduction of AI as a third component of the traditional teaching processes between student and teacher. This new component's effective and ethical integration poses practical and ethical challenges. The role of AI in the learning process should support students to develop deep understanding and critical thinking skills rather than being a tool for students to get a high score to succeed in a course or to do their homework easily. Similarly, teachers who use AI in processes such as lesson planning or content development require this technology to enrich the teaching process rather than a hidden tool from students.

AI can be configured to deepen students' understanding of philosophical concepts and enhance teachers' pedagogical approaches. However, in this process, developing critical and inquisitive thinking skills by the nature of philosophy should be a priority. The ethical use of artificial intelligence in teaching and learning processes is possible by including technology to support human thinking. In this context, both the student and the teacher can see AI as a source of knowledge and a tool that supports thinking processes, and this new component can be considered an opportunity to create a practical learning experience.

In the first quarter of the 21st century, artificial intelligence is now a reality that has entered the learning and teaching processes. While this is a kind of encounter, this encounter must evolve into a practical and ethical structuring. In addition, in social sciences education, the in-depth questioning and critical thinking experience, which is prioritized to be developed in students due to the nature of these fields, should be included in learning processes as an effective tool despite artificial intelligence.

In education, there is a concern that artificial intelligence will “replace the student and the teacher.” In this context, AI is a support element that increases the potential of both parties. Students should be taught to see AI as a tool that provides easy solutions, a resource that supports critical thinking, and a technology that can be used for this purpose. Likewise, teachers should consider this technology as a support mechanism to enrich their pedagogical methods within ethical boundaries. Thus, the possibilities offered by artificial intelligence can be integrated into learning processes in a balanced way with human creativity and critical thinking. From pedagogical and ethical perspectives, the potential of artificial intelligence in teaching philosophy is both a great opportunity and an important responsibility. The effective use of this technology can support teachers' pedagogical skills while improving students' critical thinking and questioning skills. However, ethical principles and balanced approaches should be prioritized in this process. The transformation of artificial intelligence into an effective learning tool in philosophy teaching will be possible through this new technology's conscious and critical use. In this way, the

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