Navigating Ethical Quagmires Surrounding Artificial Intelligence: Complexities of Utilizing AI in Education. How to Make the Educational Usage of Artificial Intelligence Ethically Compliant

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Global Research, July 29, 2024

Theme: Intelligence

As of the present, the utilization of Artificial Intelligence (AI) has been the steady trend among universities worldwide as well as among educational institutions in our contemporary educational milieu. Artificial Intelligence is here with us to stay and it is counterproductive and counter-intuitive for both educators and learners to adapt the "Fight-Flight-Freeze" reaction in the shadow of the pervasive and prevalent utilization of AI in our contemporary education.

It is therefore incumbent upon all educational stakeholders, namely: administrators, support staff, and indeed teachers and students to respond proactively in an integral and holistic manner than react in an unreflective and piecemeal way regarding the issues of utilization and integration of Artificial Intelligence in our contemporary day-and-age.

The integration of Artificial Intelligence (AI) in education has opened up a world of possibilities, promising personalized learning experiences and streamlined administrative tasks. However, as I delve deeper into this realm, I find myself confronted with a myriad of ethical dilemmas that demand my careful reflection and consideration. In this essay, I will share my personal exploration of the complex ethical problems associated with the incorporation and utilization of AI in education and propose strategies to navigate and resolve these ethical complexities.

I.) The Problematics of AI Use in Education from the Perspective of Legality, Ethicality, and Authenticity

A.) The Problematics of Algorithmic Bias in Artificial Intelligence:

One of the most pressing ethical concerns in AI-driven education is algorithmic bias. AI algorithms, trained on the collation and gathering of data from the internet based on mainstream trending, may inadvertently perpetuate biases related to race, gender, or socio-economic status. For instance, automated grading systems may favor certain writing styles or penalize students from underrepresented backgrounds, leading to unfair outcomes and exacerbating existing inequalities in education.

As a teacher, algorithmic bias in AI hits close to home, stirring up deep concerns about fairness and equity in education. It is heart-wrenching to witness how these systematic errors in computer systems can sow seeds of injustice among my students. It means that resources and opportunities might be recommended based on skewed data driven by an

algorithm bias fed by skewed computer algorithmic elitism, perpetuating inequalities in data and information fed by computer using its own algorithm. It is a gut-wrenching realization that biased assessments from AI algorithms could unfairly affect the students view and perspectives on issues and events, undermining their research results and limiting their view of the world.

Every day, I grapple with the weight of algorithmic bias in education, knowing that it has the power to shape the trajectory of my students' viewpoints. It is deeply personal to me because I see the faces of those students who might be unfairly judged and limited by these biases fed by AI programmed algorithms. This issue is more than just algorithms and data; it's about the very essence of education: the belief that every student deserves to know the complete facts and data and not just selected facts driven by selective algorithm fed by computer apps on them. As I reflect upon this problem of algorithmic bias and the problem of skewed data, selected facts, and twisted information fed by the algorithm of AI apps, I am driven by a fierce determination to advocate for my students, demanding transparency, accountability, and inclusivity in the technologies that shape their learning experiences. Because as a teacher, my greatest hope is to create a classroom where every student's potential can flourish, unencumbered by the shadows of selective and skewed information fed by the algorithmic biases coming from AI apps, AI-driven systems, as well as AI companies.

B.) Information Privacy and Data Security:

The issue of privacy and data security strikes a chord with me as I realize the magnitude of sensitive information amassed by AI-powered educational platforms. The thought of student data being vulnerable to breaches, unauthorized access, or misuse fills me with grave concern. Protecting this data is not just a matter of compliance; it is a matter of respecting the privacy rights of students and maintaining trust between educational institutions and their stakeholders.

C.) Transparency and Accountability:

As someone who values transparency, integrity, and accountability, I find the opacity of AI algorithms in educational decision-making processes deeply unsettling. Unlike traditional teaching methods where educators provide rationale for their decisions, AI-driven systems often operate as "black boxes," leaving me questioning the accountability behind their recommendations. It is essential for me to understand how these systems arrive at conclusions or recommendations to ensure fairness and mitigate the risk of cognitive biases and factual errors.

D.) Digital Divide and the Need to See that No Student is Left Behind in the use of Digital Media and AI:

The digital divide poses yet another ethical dilemma that weighs heavily on my conscience. The thought that unequal access to AI technologies and digital infrastructure among students could widen the gap between the privileged and the marginalized students fills me with a sense of injustice. Bridging this divide is not just about providing equal opportunities; it is about addressing systemic inequalities and ensuring that all students have access to the tools they need in order for them to succeed.

E.) Impersonalized Education and Depersonalization of Learning:

The prospect of depersonalizing learning experiences through over-reliance on AI troubles me deeply. While AI can offer personalized learning recommendations based on data analysis, it lacks the human touch, the personal sensitivity, the emotive warmth, and the authentic person-to-person interaction that educators bring to the classroom. I fear that this depersonalization could hinder students' socio-emotional development and detract from their integral and holistic learning experiences.

II.) Problems of Inauthenticity, Deception, Cheating, Plagiarism, Privacy, and Intellectual Property Rights: Possible Strategies and Recommended Resolutions to Address Ethical Challenges Posed by AI Use in Contemporary Education

For me, prioritizing algorithmic transparency is not just a recommendation; it is both legal and ethical imperative. Disclosing how AI systems operate, including the data inputs, decision-making processes, and potential biases, is essential for fostering accountability and trust. Transparent AI algorithms empower stakeholders, including educators, students, and parents, to understand and critique the system's outputs.

Establishing robust data privacy regulations is another area where I feel very crucial in exploring the ethical and legal use of AI. These regulations should include strict guidelines for data collection, storage, sharing, informed consent, and data or information privacy; thus ascertaining that AI providers, AI programmers, and AI corporations fully and absolutely comply with ethical standards and legal requirements. Additionally, implementing encryption and other security measures is very crucial for protecting sensitive student data from breaches or cyberattacks.

Actively identifying and addressing biases in AI algorithms is a responsibility that I feel must be taken seriously by Artificial Intelligence programmers. Diversifying training data, conducting algorithmic bias audits, and incorporating fairness metrics into AI development processes are essential steps in minimizing the risk of algorithmic discrimination and skewed data or information selectivity. Furthermore, providing ongoing training and education to AI developers and stakeholders in recognizing and mitigating biases is crucial for promoting AI fairness and equity.

As someone who strongly believes in the power of inclusive education to transform lives, I am deeply concerned of this formidable challenge of bridging the digital and information divide. Prioritizing digital inclusion initiatives that provide equitable access to AI technologies and digital resources for all students is not just a goal; it is an ethical imperative. This involves educational institutions investing in digital infrastructures, providing subsidies for AI technology adoption, and offering training programs for faculty and students alike to enhance digital literacy skills to all educational stakeholders and to the marginalized communities deprived of access and training of digital technologies especially AI.

Emphasizing a human-centered education and person-centered teaching is at the core of my approach to addressing ethical challenges in AI education. AI technologies should complement, rather than replace the human educators' active roles in the educational process. AI-driven technologies should be designed to augment teachers' capabilities, facilitate personalized learning experiences, promote student-teacher learning collaboration, and enhance critical thinking skills among students, while preserving the warm and living

human touch in imparting education to the studentry.

To close this essay, I must reiterate that Artificial Intelligence is here to stay and it is counterproductive and counter-intuitive for both educators and learners to adapt the Fight-Flight-Freeze reaction in the shadow of the pervasive and prevalent utilization of AI in our contemporary education.

Therefore, the incorporation and utilization of AI in education must be marked by a deep sense of responsibility to navigate ethical and legal quagmires surrounding AI prudently and responsibly.

By addressing issues related to algorithmic bias, data and information privacy, transparency, digital inclusion, and human-centered design, there is indeed a very serious ethical need and solemn responsibility for teachers, students, school administrators, and AI providers to harness the potential of AI to enhance teaching and learning experiences while upholding ethical principles and safeguarding student welfare. It is my sincere hope that by engaging in ongoing dialogue and collaboration, these education stakeholders can ensure that AI serves the best interests of teachers, learners, and the society as a whole.

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