

AI Ethics 101_Flora

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AI Ethics 101: Pedagogical Activities for Responsible AI Use

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This paper outlines ten pedagogical activities aimed at enhancing ethical awareness and responsible Artificial Intelligence (AI) usage in English Language Teaching (ELT) contexts.

Introduction

The repertoire of Artificial Intelligence (AI) tools utilized in English Language Teaching (ELT) is expansive, encompassing AI-driven adaptive language learning platforms, chatbots, virtual language assistants, automated essay scoring systems, and even applications in virtual and augmented reality. These AI tools offer a diverse set of capabilities—ranging from logical reasoning and problem-solving to more specialized tasks such as understanding human language—that have significantly improved various aspects of language education. Demonstrable enhancements have been observed in vocabulary acquisition, listening comprehension, and pronunciation, among other areas (refer to Floris, 2023).

Despite these advancements, the ethical dimensions associated with the deployment of AI technologies in ELT cannot be overstated. The implementation of AI engenders a range of ethical considerations that necessitate simultaneous scrutiny. Consequently, a judicious balance is crucial between the allure of technological innovation and the imperative for responsible pedagogy—one that respects ethical guidelines and underscores the importance of human interaction (Huang et al., 2021; Pardo et al., 2018; Sharadgah & Sa'di, 2022).

In a study conducted by Floris (2023), which explored six open Facebook groups with membership spanning teachers, technology enthusiasts, language learners, and AI developers from various educational backgrounds around the globe, at least three significant challenges related to the ethical considerations of employing AI tools in ELT were revealed. These challenges resonated with the broader academic discourse, including contributions from Huang et al. (2021), Pardo et al. (2018), and Sharadgah and Sa'di (2022).

The first prominent challenge in Floris' (2023) study pertains to data ethics, which arises from concerns about the ethical dimensions of data collection and utilization. Critics argue that some companies may engage in exploitative practices that involve harvesting data from communities or learners for the improvement of their AI systems. This concern is also reflected

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