

ESSAY

Unethical Use of AI tools in Education Sector.

1. Introduction:

Thesis: Although AI tools have revolutionized the educational landscape, their unethical use in the sector has resulted in dire consequences.

These include lack of creative expression, overreliance on technology and biased evaluations etc. Effective measures are required to regulate the use of AI in education sector in order to reap the benefits it provides.

2. Deciphering the Growing use of AI in education sector and its ethical constraints

3. Unethical use of AI tools in education sector:

- (a) Utilization of AI tools for plagiarism; US highschools reported highest number of plagiarism cases in 2023.
- (b) Overreliance on AI for editing of substandard work; use of Chat GPT and Grammarly in assignment tasks.
- (c) Misuse of AI voice interface for covering educational results, reported events of students using AI voice changers to pose as their parents during parent-teacher communication.
- (d) Producing teaching material and study modules solely through AI softwares; according to a UNICEF study the use of

AI teaching tools has grown more than the recommended levels.

(e) AI-grading and evaluation tools are used that are based on biased and discriminatory algorithms; study published by Center for Humane Technology

(f) Overuse of AI generated knowledge as opposed to indepth research by academic scholars; review by University of Minnesota, center of research.

4. Consequences of Misuse of AI tools in Education Sector:

(a) Leads to a lack of individual expression and creativity; (Vox student Survey Report)

(b) Loss of human touch and widening gaps between students and instructors; (Tech Crunch report "The Robot Teacher".)

(c) Deteriorating standards of teaching capacity; World Economic Forum report.

(d) Widening trust gap and inequality due to biased evaluations and lack of individual assessment.

(e) Leading to an production of under skilled human resource overdependent on AI; (Yuval Noah Harari, Knowledge Economy 2.0)

5. Measures to Regulate Use of AI in Education Sector:

- (a) Governmental policies aimed at regulating the use of AI in education sector. (Luxembourg Project on AI)
- (b) Public-Private cooperation for conducting workshops and awareness sessions on ethical use of AI for education. (World Economic Forum's project)
- (c) Use of Plagiarism detection softwares by educators. (AI-detection software for instructors)
- (d) Access to technologies
- (d) Equal access to AI-technologies in order to curb discrimination among students. (Access to laptops- PM laptop scheme and Pakistan government's vocational programs on AI & machine learning)

6. Conclusion

Consider the use of a 'sledge hammer'. It is a tool which can be used to either ^{drive} ~~mount~~ a nail in the wall or misused to harm someone.

Similarly, one of the most readily available tools of today is 'Artificial intelligence'. Although the technology has claimed to be quite promising and revolutionary for the contemporary world, its misuse poses to be equally challenging. One of the primary social institutions that has been overly exposed to Artificial Intelligence is the education sector. AI-based softwares have become a pivot for the educational systems around the world. Its users range from highschool students to educationists and scholars which are all actively employing the AI tools in their work. However, the growing use of this technology over the past few years has raised several contentions regarding its ethical use in the education sector. Incidents of plagiarism, biased AI-based grading systems and other unethical practices are leading to dire consequences such as lowering levels of creative expression and deteriorating teaching capacity etc. Effective measures are thus required to regulate its use and reap the many benefits it provides to the sector.

Over the past few years softwares such as Chat-GPT have made waves in the educational landscapes worldwide. After internet and social

US bureau of education, in year 2023 most cases of plagiarism were reported across the US high schools. This raised many debates world wide on the effectiveness of AI in education and learning. Some schools even restricted the use of AI softwares on their school servers. However that could still not keep students off these platforms as they actively used these tools to write their assignments. This overdependence on the AI tools has reached to an alarming high level and breached the sanctity of moral values such as hardwork and personal effort.

Similarly, another misuse of the AI tools is evident from the substandard work and poor communication skills of students. Softwares such as 'Grammarly' and 'Chat GTP' are frequently used for editing and rewriting substandard written tasks. The overdependence of students on these softwares provides a surefire way of escaping from the required hardwork and skill improvement. The primordial aim of homeworks and written tasks is to empower students with the essential communication skills that can transform them into thorough professionals later on, but instead they actively utilize the tools for covering up or making up for their weaknesses.

Moreover, some of the AI technologies such as deep fake voice and voice change have also been used by the students to pose as their parents in order to cover up for their academic performances. In 2022,

Three separate schools in the central Minneapolis area reported cases where students had used deep fake voice tools to avoid a direct meeting between the parents and teachers. Thus, reinforcing the notion of growing misuse of the technology.

Apart from students, the use of AI by teachers and instructors also poses a challenge to the ethical use of AI in education. Teachers have become overly dependent on AI system for the lesson plans and curriculum development. The consideration for personal initiative has declined among the instructors as they leave the most vital task of an educator to the AI system tools. According to a UNICEF report on primary school education and role of teachers it was observed that teachers are using the AI-teaching assistant tools more than they are officially recommended levels. This overuse has not only become a challenge for the optimum and ethical use of AI, but also for the sanctity of teaching profession.

Moreover, most of the AI grading programs and softwares employed in the educational institutes have shown biasness in their algorithms. According to the center for humane technology the grading systems incorporated in US highschools perpetuated discrimination against the certain ethnicities and subjective opinions of students. Due to lack of interpersonal approach and factors such as empathy and an understanding of students individual attributes

such AI systems overlook a candidate's real time problems and result in further marginalization of certain student identities.

In the field of research and scholarly reviews the AI tools are often used to generate substandard knowledge or biased narratives as opposed to the indepth research on the issue. According to UoM, University of Minnesota Center of Research such a use of AI is resulting in the dwindling research capacities of individuals and often even the inclusion of biased narratives which the candidates often overlook. Such a use of AI in academic pursuits often oversteps the ethical boundaries of both research and artificial intelligence.

This growing misuse of Artificial intelligence has resulted in several consequences which have had a quite negative impact on the students in particular. Firstly, this overuse of AI for classwork and homework has resulted in the decline of individual self expression and creativity in the field of education. Most students are unable to produce even a 200 words essay without using Chat GPT. (VOX student survey) Thus, creating a generation of young people that lack basic writing and presentation skills.

Secondly, with AI softwares taking over the learning spaces there has been a gradual loss in human touch. Students feel more comfortable asking these softwares for academic queries instead of developing rapport with teachers or consulting them

for help. Tech Crunch's report on "The Robotic Teacher" discusses the phenomena of Robotic teacher, whereby the AI has taken over the role of traditional teachers. Without the required teacher student-bonding and interaction the students do not gain sufficient interpersonal skills and often lose trust in the institute of teaching.

Thirdly, the overreliance on AI for teaching and curriculum designing is resulting in lowered capacity of the teachers. According to the World Economic Forum during the teaching training workshops wide gaps were found in the basic teaching skills assessment. As misuse of the AI tools designed to empower educators backfires resulting in poor teaching quality and lack of due commitment for designing lesson plans and innovative methodologies.

Another consequence of the misuse of AI in form of biased grading systems is that it has perpetuated the inequality among students. Consequently, also leading a trust deficit among the students for the institution of education. A lack of individual assessment criteria by the physical teachers and overdependence on the AI based grading systems leads to unfair treatment and discouragement for the pursuance of education.

Lastly, due to the unethical use of the AI tools the students today lack basic skills that are essential for professional growth in later years. Yuval Noah Harari in his book "21 lessons for 21st century" discusses the future economy based

on the educational capacities of individual states. The overdependence on AI will only lead to lower skilled workers at the risk of unemployment and poverty.

The only way through which such negative consequences can be mitigated in the near future is joint efforts by all segments of the state and even global community. Governmental policies aimed at regulating the use of AI within educational sectors will prove to be a barrier for further exploitation of this technology.

Projects such as Luxembourg project bring together public organizations, corporations and educators to discuss the safe use of AI technologies and make it more conducive.

Similarly jointed efforts for public private awareness sessions and workshops on the ethical use of AI will further enhance its role in the sector. An example of this, the AI for education project of World Economic Forum, which was aimed at advocacy efforts for the ethical use of AI in the education institutes.

In order to thwart cases of Plagiarism the instructors can make use of AI-detect detection tools which pick and identify plagiarism cases with a precision of upto 98%.

Lastly, AI technologies should be made equally accessible to all students in order to end inequality within the sector. The Pakistan's PM Laptop scheme has distributed millions of laptops among the deserving students in order to provide equal access to technologies which the students can use to access

the new AI-tools.

In conclusion, the artificial intelligence comes with its distinct set of challenges for the education sector, which are created in the first place by the misuse of this technology. The unethical use of AI in form of overuse of AI softwares for mere reproduction of copied work, its misuse for furnishing one's own substandard work and other exploitative ways have all rendered the AI as a tool which can serve all sorts of vested interests if not utilized ethically.

Moreover, the consequences of such an exploitative use of AI is resulting in diminishing creativity and lack of interpersonal relations skills in students. It is widening the trust gap among students and academic teachers and even exacerbating the inequalities within sector.

Therefore, policy interventions, public-private collaboration and use of advanced AI based detection tools are all quite necessary to imperative for the fruition of ethical use of the AI tools in the education sector.