

Ethical Challenges of Artificial Intelligence Text Generators

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Abstract

AI-text generators thrust academia into an evaluation of the standards of student performance. New technology created new barriers but also potential opportunities to re-evaluate academic excellence. Greater alignment is needed to address our new classroom reality.

Keywords: Artificial intelligence, text generators, ethics

In 2015, Elon Musk and Sam Altman co-founded a research institute called OpenAI so new Artificial Intelligence (AI)-related innovations can be given away to the public (Foote, 2019). When AI language related projects started learning patterns from eight million web pages very well, scoring beyond reading-comprehension tests than other automated systems, the OpenAI scientists paused and considered if making this code public is the most ethical thing to do.

AI's Omnipresence

AI is pervasive. There has always been AI on our phones and just recently have become more aware of its power (Elliott, 2020). There is a growing number of software that uses AI to become more user-friendly. Our smart homes have AI (Kudina, et al., 2021). Our cars have AI (Hamilton, et al., 2021). Our customer service agents are now AI (Cheng, et al., 2022). And now, AI is in text generators and the software has become easily accessible to our multicultural and multi-generational students (Schmohl, et al., 2020). As we are now faced with over 300 AI Text Generator projects globally (OpenAI, 2021), the ethical challenges have come to the fore.

The OpenAI text generator (or GPT-3 as it is technically known) was trained on half a trillion words through common crawl, webtext, two book corpuses, wikipedia, IIRC, and the like (OpenAI, 2021). Students are now able to use AI-text generator products that stemmed from GPT-3. They are leveraging it for their own benefit. Examples include long-form written assignments (Martin-Marchante, 2022), social media marketing plans (Anandvardhan, 2021), human resources strategies (Ivaschenko, 2021) and other forms of AI-generated work include art (Vincent, 2021), technology and specifically coding (Coldewey, 2022), and even healthcare students in their physical sciences classes (Bilgic & Harley, 2022). With this backdrop, we posit a new terminology for this AI-text generated work as *non-human AI-text generated original work* or NHAIO.

Roundtable Foci

This roundtable session will look at three perspectives: students, faculty, and school administrators. Students can post written assignments that will pass plagiarism software checks because they are considered original work (Heaven, 2021). Original work that is not done by a human, but original work, nonetheless. Is this ethical?

For professors, the challenges of determining whether the work is done by a human or by an AI can have tremendous impact on their workload, their method of instruction, their ability to continually engage and motivate students, etc. Opportunities to use AI to write one's homework will become more available and what can faculty do? How can faculty address this ubiquitous eventuality? Professors need to be able to discern the differences between human-originated or NHAIO. What is the learning curve to be able to do this expediently?

For administrators, is there a need for a new grading system to address the growing confluence of AI products embedded in student activities? There may be a need for a different approach in how we address the use of AI in schools since it will not be going away. One of the

areas we can address this is in how we grade our students' work. In public institutions, ministries of education may need to be involved if grading policies need to be updated. The work to update a grading system can be slow and arduous, what should administrators do in the meantime?

Our research revolves around the ethical implications of the intersections of this rapidly evolving AI landscape, specifically in text generators, but more broadly in the use of AI. Our roundtable will also discuss the implications of the next generation of graduates in how they will behave and perform in the workplace. What suggested steps can we employ now? What serious considerations do we determine on how we work? What approaches can we take moving forward so we can have an effective and productive learning environment? This and associated topic linkages will be discussed in this roundtable.

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