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INTELIGENCIA ARTIFICIAL EN LA ENSEÑANZA SUPERIOR: FRAUDE Y MÉRITO - EVALUACIÓN DE CONOCIMIENTOS Y COMPETENCIAS EN LA ERA DE LA AI

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EDITORIAL

ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: FRAUD AND MERIT - ASSESSING KNOWLEDGE AND COMPETENCES IN THE AGE OF AI

A year and a half after the most popular platform for natural language processing, a sub-area of Artificial Intelligence developed by OpenAI, was made available to the public free of charge, educational institutions at all levels, particularly higher education, need to adapt quickly to a new reality, whose concern is being felt in different ways, in different sectors and levels of education. The initial euphoria, resulting from the appreciation of the exceptional ability to produce texts and solve complex problems such as writing algorithms, critical reflections, chemical reaction equations, and mathematical equations, among many other areas, quickly aroused a natural apprehension in the educational community about the implications that the use of this type of technology induces in the teaching/learning process. Although this concern is naturally evident at the different levels of education, it is mainly focused on higher education.

The use of artificial intelligence (AI) in higher education is forcing us to rethink a series of teaching and learning strategies focused on the acquisition of skills by students, where the goal must necessarily be knowledge. If we look at the use of AI in other sectors, such as industry, we quickly see that it represents great opportunities and advantages for those who adopt it, as it can solve various problems, for example, by analyzing the data produced in real-time, which can represent added value in the opportunity for companies to reorganize their production and supply chains, the use of digital simulators (digital twins) that allow equipment, machines and prototypes to be digitally reproduced as they are built in reality, with cost savings in destructive tests, sometimes with a high degree of danger, in predictive maintenance of equipment to avoid accidents, among many other opportunities for use, however, in education this is not certain to be the case. In higher education, objectives are established and expected to be achieved, as well as the development of competencies that enable students to carry out tasks with a high degree of autonomy, mastery, and knowledge. For this reason, the assessment of knowledge is of great importance, and the use of AI to carry out assignments, tests on electronic platforms, dissertations, and laboratory reports requires the teacher to take an approach that goes far beyond the limits established hitherto. The main purpose of completing a degree course is to enter the labor market, where skills and knowledge are put to the test from the outset, if strictly speaking, according to the merits of everyone. For this reason, teachers cannot ignore the fact that their own image, skills, and knowledge are put to the test all the time, whether their former students can demonstrate their technical, scientific, and social skills. Academic speeches, technical reports, dissertations, theses, and scientific articles resulting from AI development are reported daily, raising ethical, deontological, and moral questions and translating into fraud for both the evaluator and the evaluated.

Finding the boundaries between the merit of those who develop and carry out autonomous work and the fraud of those who believe that there are no limits to the use of plagiarism, even if the use of AI platforms is questionable in this regard.

Several experts argue that there is no real legal framework for intellectual property on AI platforms since, as a rule, human intervention is required for this right to be invoked. However, the misuse of one's own name in a text, image, report, or other type of AI-generated content to achieve any approval requires sanctions that should be duly framed in the teaching assessment regulations of higher education institutions. For this reason, it is understandable that we are increasingly entering a paradox in terms of administrative modernization in the educational context; on the one hand, we encourage the use of educational technology, using advanced technological means such as videoconferencing, e-learning platforms, mediated teaching, as well as the use of AI for self-study that could help students to gain knowledge, on the other hand, assessment will tend to be increasingly supported by mechanisms that have been disappearing in some institutions for some time, namely continuous assessment, oral and face-to-face tests, which guarantee that the competencies needed to pass have actually been developed and acquired.

These are the challenges currently facing those who dedicate part of their lives to teaching, in strict compliance with the ethical rules of the teaching profession, and the rigor of assessing students' knowledge and skills should be the design for the teaching professional.