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# BEYOND LECTURES: INSIGHTS FROM BUSINESS DISCIPLINES (REFLECTIONS, TRANSFORMATIONS, AND THE HUMAN SIDE OF TEACHING)

FACULTY OF BUSINESS AND MANAGEMENT
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# Beyond Lectures: Insights from Business Discipline-

## *(Reflections, Transformations, and the Human Side of Teaching)*

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# ETHICAL CHALLENGES OF ARTIFICIAL INTELLIGENCE IN HIGHER EDUCATION: BALANCING INNOVATION AND ACADEMIC INTEGRITY

*Norhasniza Mohd Hasan Abdullah, Tay Bee Hoong, Masitah Omar*

## Introduction

Artificial Intelligence (AI), officially founded as a research field in 1956 by John McCarthy at the Dartmouth Conference held at Dartmouth College. Over the decades, AI is transforming higher education at an unparalleled rate. What began as experimental educational software has evolved into sophisticated systems. The public release of generative AI tools such as ChatGPT by OpenAI and Gemini by Google DeepMind signified a pivotal moment in educational contexts. In contrast to previous AI systems that were limited to narrow tasks, current AI can generate essays, summarize research, produce computer code, and simulate academic dialogue. Therefore, universities around the world are rethinking traditional teaching models, assessment strategies, and even the position of faculty in response to AI-driven tools. Rather than simply digitizing education, AI is fundamentally transforming how knowledge is delivered, consumed, and assessed.

Higher education institutions have reacted with a mixture of enthusiasm and concern. AI offers adaptive learning environments, automated administrative efficiency, and enhanced research capacity (Holmes et al., 2019). Nevertheless, it concurrently violates established conventions around authorship, academic integrity, intellectual labour, and equity (Perkins, 2023).

In the field of education, ethical inquiry must go beyond technological capability to examine how AI affects student development, institutional responsibility, and epistemic integrity. This article aims to provide a comprehensive analysis of the ethical challenges posed by AI in higher education, specifically with academic integrity. It will delve into the various ways AI can both enhance and undermine the educational experience. Subsequently, the paper will propose a comprehensive method to address these difficulties, calling for a balanced strategy that promotes innovation while strictly maintaining ethical norms and academic integrity. By exploring these critical dimensions, this article seeks to contribute to a more informed and proactive discourse on the responsible integration of AI within the academic field.

## The Transformative Potential of AI in Higher Education

AI presents a myriad of opportunities to improve and streamline various aspects of higher education, promising a more efficient, tailored, and engaging learning environment. AI-powered adaptive learning platforms can tailor educational content and pace to individual student needs, providing customized learning paths based on performance, learning styles, and prior knowledge. This customization can lead to improved student engagement, better comprehension, and higher retention rates. Intelligent tutoring systems, for instance, can offer immediate feedback and targeted support, acting as virtual mentors that guide students through complex subjects.

Besides students, educators also gain benefits from the AI technologies. For example, AI systems can automate the assessment of specific assignment kinds, including multiple-choice questions, short responses, and essays, thus allowing them to concentrate on more intricate pedagogical responsibilities. Beyond mere scoring, AI can deliver instant, constructive feedback to students, highlighting areas for improvement and recommending resources for further study. This rapid feedback loop can significantly accelerate the learning process and allow students to refine their understanding more effectively.

In addition, AI assists educators in composing their academic journal articles. In academic research, AI systems can aid in literature reviews, data analysis, pattern identification, and

hypothesis formulation. They can process vast amounts of information much faster than humans, identifying connections and insights that might otherwise be overlooked. This capability can accelerate scientific discovery, enhance the rigor of research, and support interdisciplinary collaborations.

Furthermore, AI can optimize administrative procedures at higher education institutions. This encompasses duties including student enrolment, course scheduling, resource allocation, and predictive analytics for student success and retention. By automating common administrative tasks, AI can diminish operating expenses and enable personnel to concentrate on more strategic initiatives and direct student support.

**Ethical Challenges of AI in Higher Education**

Despite its transformative capability, the integration of AI into higher education leads to a complex web of ethical challenges that require careful consideration. These challenges often intersect, creating a nuanced landscape that universities must navigate to ensure responsible and equitable AI adoption.

The foremost and much debated ethical issue is academic integrity. The expansion of generative AI technologies has led to unparalleled chances for academic dishonesty, jeopardizing the integrity of scholarly work. Generative AI can produce sophisticated text, code, and various forms of content that are often indistinguishable from human-generated work. This capability facilitates students' submission of AI-generated assignments as their own, circumventing the learning process and compromising the cultivation of essential abilities. The ease of access to such tools can lead to an increase in plagiarism and other forms of dishonesty, thus, making it challenging for educators to accurately assess student understanding and effort.

Besides that, an excessive reliance on AI tools can diminish students' opportunities to engage in critical thinking, problem-solving, and creative expression. If students consistently rely on AI to complete their assignments, they may not develop the analytical and creative skills that are significant to higher education. This may result in a superficial understanding of subjects and a diminished capacity for independent intellectual inquiry.

In response to the rise of AI-generated content, universities have adopted AI detection technologies. Nonetheless, these instruments are often imperfect and can produce false positives, unfairly accusing students of misconduct. Furthermore, some AI identification technologies have been shown to exhibit biases, particularly against non-native English speakers or those with unique writing styles, exacerbating existing disparities in evaluation. This creates a dilemma where the solution to one problem introduces another, potentially penalizing innocent students.

AI systems are trained on extensive datasets, and if these datasets reflect prevailing societal biases, the AI models will inevitably perpetuate and even amplify those biases. This may lead to significant inequities in educational outcomes. AI algorithms can unintentionally discriminate against selected demographic groups. For example, an AI-powered admissions system trained on historical data could favour applicants from privileged backgrounds, thus perpetuating existing disparities in access to higher education. Similarly, AI grading systems can perpetuate biases present in the training data, leading to inequitable evaluations for students from underrepresented groups. As noted, AI detection tools can disproportionately affect non-native English speakers. Beyond this, adaptive learning platforms, while offering personalization, can also learn from biased data, potentially hindering the academic growth of students from marginalized communities. The digital divide is also a concern, as access to advanced AI tools and the digital literacy required to use them effectively may not be uniformly

distributed among students, exacerbating the disparity between the privileged and the underserved.

**Balancing Innovation and Academic Integrity: A Comprehensive Framework**

Addressing the ethical challenges of AI in higher education demands a thoughtful and comprehensive strategy that carefully balances the pursuit of innovation with the unwavering commitment to academic integrity. Strong and transparent institutional policies are the keystone of responsible AI integration. These policies should address the ethical use of AI by students, faculty, and administrators, granting clear expectations and consequences. Institutions must formulate clear acceptable use policies for AI tools, differentiating between real academic assistance and academic dishonesty. These policies should be consistently revised to align the rapid evolution of AI technologies. They should specify when and how AI tools can be used for assignments, research, and other academic activities, and clearly define what constitutes AI-assisted plagiarism or cheating. Policies should mandate transparency in the use of AI systems, particularly those involved in assessment or decision-making processes that affect students. Institutions should strive for explainable AI where possible and provide mechanisms for students to challenge AI-generated outcomes. Clear lines of accountability for AI system failures or biased outputs must also be established.

The integration of AI requires a reassessment of pedagogical approaches, evaluation methods, and curriculum development to foster AI literacy and mitigate risks to academic integrity. Educators must move away from conventional assessment methods that are easily circumvented by generative AI. This involves designing assessments that force higher order thinking, critical analysis, creativity, and application of knowledge in novel contexts. Instead of banning AI, institutions should concentrate on developing AI literacy among students and faculty. This includes understanding how AI works, its capabilities and limitations, its ethical implications, and how to apply it as an instrument for learning and research. Curricula should incorporate discussions on AI ethics, bias, and the societal impact of AI, preparing students to be informed and responsible digital citizens. Curricula should increasingly emphasize uniquely human skills that AI cannot imitate, such as creativity, critical thinking, emotional intelligence, complex problem-solving, and ethical reasoning. These skills will be vital in an AI-augmented workforce and are focal to the mission of higher education.

Although AI presents challenges, technological solutions can contribute to sustaining academic integrity and supporting ethical AI use. Beyond simple AI detection, advanced tools may help recognize patterns indicative of AI generated content or assist in verifying authorship. Nevertheless, these tools must be used with caution, acknowledging their limitations and possibility for bias, and always as part of a broader human-led investigative process. For high-stakes assessments, institutions may need to explore secure digital environments that limit access to external tools, including generative AI. This could involve proctoring software or locked-down browser environments, though these also raise privacy concerns that must be carefully managed. Learning Management Systems (LMS) and other educational technologies can be integrated with AI tools in ways that promote ethical use. For instance, AI-powered writing assistants can be used to provide feedback on grammar and style, thus, helping students to improve their writing without generating content for them. The key is to integrate AI as a supportive tool rather than substitute for learning.

Confronting the ethical challenges of AI requires continuous dialogue, education, and collaboration among all stakeholders within the higher education sector. Educators need comprehensive training on how AI works, its implications for their disciplines, and strategies for integrating it ethically into their teaching and assessment practices. This includes workshops on redesigning assignments, identifying AI misuse, and fostering AI literacy among students. Professional development should also encompass the ethical considerations of using AI in research and administrative tasks. Students require clear guidance and education on the ethical use of AI. This can be achieved through orientation programs, dedicated

workshops, and explicit discussions within courses. Emphasizing the value of academic integrity and the long-term benefit of genuine learning is essential. Students should be empowered to understand the ethical implications of their AI use and to make responsible choices. Creating forums for ongoing dialogue among students, faculty, administrators, and AI developers is crucial. These discussions can help shape institutional policies, share best practices, and foster a collective understanding of the evolving ethical landscape. A community-wide approach ensures that AI integration is a shared responsibility and that diverse perspectives are considered.

**Conclusion**

The integration of Artificial Intelligence into higher education presents a significant opportunity to innovate and enhance the learning experience. Nonetheless, this transformative potential is inextricably linked to substantial ethical challenges, specifically concerning academic integrity, bias, and the human element of education. Navigating this complex landscape requires a thoughtful, proactive, and ethically grounded approach.

This article has argued for a comprehensive framework that balances AI innovation with academic integrity by establishing clear institutional policies, pedagogical adjustments, strategic technological solutions, and continuous dialogue and training. By embracing acceptable use policies, redesigning assessments to promote higher-order thinking, fostering AI literacy, and prioritizing human connection, institutions can leverage the advantages of AI while preserving their fundamental values.

The future of higher education in an AI-driven world depends on our collective ability to engage with these technologies responsibly. The issue is not whether to accept AI, but how to do so in a manner that upholds ethical standards, promotes equitable outcomes, and prepares students for a future where human ingenuity and ethical reasoning remain paramount. Through sustained effort and collaboration, higher education can ensure that AI serves as a powerful tool for enlightenment, rather than a threat to its fundamental mission.

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