

PEDAGOGY AND HONESTY AS CONCERNS OF FACULTY MEMBERS REGARDING GENERATIVE AI

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Abstract

This is a study of teachers perception about using generative artificial intelligence (generative AI) among faculty members of Universitas Terbuka. Generative AI may produce text, image and video. Those material are easy to produce. Previous studies indicated that material produced by generative AI are becoming learning material in higher education. However, most studies do not investigate faculty members perceptions. Those studies do not focus on image and video produced by AI in education. Therefore, a study is conducted on faculty members of Universitas Terbuka, Indonesia. This study is a phenomenology qualitative research. There are 8 participants who answered the twelve open-ended research questions. Most faculty members agree to use generative AI in education. Most concerns are whether students claim the AI material without analyzing the content and if they claim the material as their own product.

Keyword: pedagogy, assessment, critical thinking, generative artificial intelligence, image, video

1 BACKGROUND

Generative artificial intelligence (generative AI) may produce text, image of video. One most common example of the generative AI is ChatGPT. In addition to ChatGPT, another application such as Stabledifussion may produce image based on prompts given by the users.

Use of generative AI increase and widespread. Ali (2023) showed that using ChatGPT increases motivation among students of English language class. Chan (2023) studied policy of implementation of AI in higher education. The study of Chan classify the university policy into pedagogy, government, and operational.

However those studies are about the use of generative AI in producing text such as ChatGPT (Ali, 2023). Previous studies do not cover the utilization of generative AI in producing image and video.

2 AIM OF THIS STUDY

To find out perceptions of faculty members regarding the use of generative AI

To find out what the perceptions idea about using generative AI for learning purposes

To find out what is the strength and weakness of generative AI in higher education

To find out what challenges of using generative AI in education and what

3 RESEARCH METHOD

This is a qualitative study using phenomenology approach (Creswell, 2017). Questionnaire consists of open ended question. Research questions in the questionnaire are as follows:

1. Questionnaire: What do you know about generative AI
2. What is your experience of generative AI, if any?
3. What is your opinion about generative AI
4. What is the strength and weakness of generative AI?
5. Do we need to use generative AI in education? How do you use it?
6. What is the challenge of using generative AI in education and how to overcome it?
7. What preparation and training that you need to utilize generative AI in education
8. What pedagogical aspects that faculty members should consider in using generative AI in education
9. Do you think that using generative AI in education contradict with honesty and creativity? Why?
10. What kind of learning purposes that generative AI is best suited?
11. What aspect of distance learning that we should consider in using AI?

Respondents are faculty members of UT who are under 35 years old. They are either at headquarter or at regional offices. Questionnaire are sent by google form. Follow up questions are sent by email, WA, or phone call. Interview results are analyzed after coding process.

4 RESULT AND DISCUSSION

There are 8 respondents who participated in this study. Their ages ranges from 31 to 38. They are from departments of English literature education, biology, biology education, public administration, accounting, chemistry education, and elementary school education.

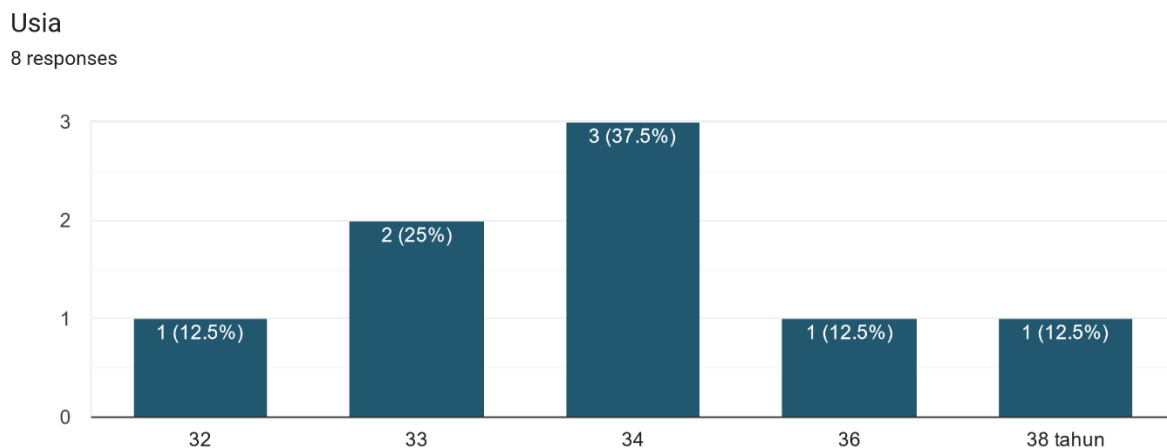


Table 1. Age of respondents.

1. What do you know about generative AI

Respondents consider that generative AI can provide answer for questions that is sent by users. Other respondents know that generative AI can produce text, image and video. Respondents know that generative AI reply is based on keywords that users sent to the AI. Faculty members knowledge of generative AI is important, which is also found by Lin (2023).

2. What is your experience of generative AI, if any?

Respondents use ChatGPT to explore recent development in a certain academic discipline. Other respondents use ChatGPT for brainstorming. Only one respondent know the use of generative AI in producing video. The experience of using generative AI is related to their knowledge of generative AI, which is also suggested by Lin (2023)

3. What is your opinion about generative AI

There are three field of using generative AI. The first is to develop new ideas. The second use is to make video. However, the interesting opinion is that the use of generative AI need to be followed by consideration of academic ethic.

4. What is the strength and weakness of generative AI?

Productivity and effectiveness is a benefit of using AI. They can find some topic faster compared to search engine. Generative AI can take advantage of big data.

5. Do we need to use generative AI in education? How do you use it?

Most respondents agree to use generative AI in education. They consider it as the most recent advancement of educational technology. We have to take advantage of AI.

However, a respondent suggests that student must independently do a search without depending too much on AI. Students must analyze what they have from the AI.

Another respondent supports the idea, which is that AI should be a complementary tools, rather than as the main tool.

6. How do we use AI in education?

We can assign students a project using generative AI

another respond is that generative AI is a private tutor for each student. They can try and train on their own until they reach a certain level of competence.

7. What is the challenge of using generative AI in education and how to overcome it?

The most important challenge of using generative AI is to encourage students be critical and wise in using product of generative AI. Although they have the result of generative AI, they still have to criticize and analyze the result. They should not only copy the AI product and claim it as their own thinking. They must learn how to paraphrase.

Students must validate the generative AI product with the literature as the main source.

8. What preparation and training that you need to utilize generative AI in education

We need to do authentic assessment toward students. They may use AI, but they must have a product, which can be tangible or intangible

There is a need of socialization of the use of generative AI for both teachers and students.

9. What pedagogical aspects that faculty members should consider in using generative AI in education

A respondent pointed out that using generative AI needs Critical Digital Pedagogy (CDP). The reason is that CDP focus on community and collaboration. Learners are open to development of various information and collaboration. This view is supported by another respondent who regard critical thinking is equally important when using generative AI. Students must be able to select which information is relevant. This finding support previous study by Chan that pedagogy is one aspect that requires encouragement.

Honesty is also critical when using AI. Students must avoid copy and paste what they find from AI, let alone claiming those material as their own.

10. Do you think that using generative AI in education contradict with honesty and creativity? Why?

A respondent raised a concern that we cannot detect if a material is made by AI. Therefore, if a student uses AI to produce a material, it should be noted that the product is made by AI.

Again, a concern about honesty is suggested by a respondent. Previous studies by Chan (2023) and Lin (2023) who found that teachers have concerns about students' honesty when using AI during learning activities.

11. What kind of training for teacher to use generative AI ?

Training for using generative AI to create content and assessment material.

In addition, training on academic ethic should be conducted. This is in line with other responds toward several aspects of using AI-produced material.

12. What aspect of distance learning that we should consider in using AI?

AI may enrich critical thinking of both teachers and students. AI may provide immediate feedback for students' answers. This result is in line with Göçmez & Okur (2023) who pointed out the use of AI as intelligent tutor system.

5 CONCLUSION

Most respondents agree that generative AI can be used for educational purposes. There are some concerns in using generative AI in education. For example, there are concerns about honesty and critical thinking. Therefore, there should be preparation for teachers including pedagogical approach and authentic assessment.

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