

ETHICAL DIMENSIONS OF GenAI IN HIGHER EDUCATION

Educational Impact and Integrity

Why use AI in education? Does it improve learning? Does it align with teaching goals and uphold academic integrity?
 Can students trust and verify AI's information? How does AI affect roles? What might be lost?

Accountability

Is there a Service Level Agreement for support and maintenance?
 Who is liable for issues?
 Is there a clear process for complaints?

Technical Robustness and Safety

Is there adequate security against breaches and data poisoning? Is there a contingency plan?
 Are regular system checks conducted? What if the technology becomes unavailable?

Teacher and Student Agency and Oversight

Are users AI literate?
 Can teachers choose GenAI? Can students opt out?
 Is GenAI transparent and empowering?

Societal, Individual and Environmental Wellbeing

Does GenAI enhance learning in a way that other methods can't?
 What potential societal or individual risks might arise from its use?

Diversity, Non-discrimination and Fairness

Is the technology equally accessible to all, despite barriers?
 What biases exist in the training data?
 Are certain groups disadvantaged or ignored?
 What impact do these biases have on learners?
 Are there procedures to address biases and inequalities?

Transparency

Is the training data set known? Can teachers and students inspect the model?
 Does the AI provide clear justifications for its actions? What are the implications of limited transparency?

Privacy and Data Governance

Can privacy settings be customised?