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ARTIFICIAL INTELLIGENCE VS. ACADEMIC INTEGRITY: WAYS OF COLLABORATION FOR INCLUSIVE EDUCATION

Oleksandr Dluhopolskyi

*West Ukrainian National University, WSEI University, Poland
dlugopolsky77@gmail.com*

Introduction. One of the main tasks of modern online education is to create a comfortable environment in which each student is able to realise their own potential for successful entry into the labour market. This goal can be achieved through the introduction of modern, intuitive, inclusive and adapted ways of engaging students in the educational process, regardless of their learning abilities, developmental features or socio-economic status. In this regard, artificial intelligence can become not only the so-called “enemy of academic integrity” but also an assistant in content creation.

Results. In the context of asynchronous learning, it is quite useful to use not only presentation materials, but also mini-video lectures, in which the teacher provides students with a significant amount of information in a sequential presentation, subordinated to a single topic. To ensure the inclusiveness of the lecture material and maintain interest, it is important to keep in mind the optimal pace of the lecture and the emotionality of the presentation (as a rule, videos should be up to 20 minutes long). Such videos with high-quality content work well to ensure physical inclusion, linguistic, emotional and psychological, territorial and temporal inclusion

Since for students with hearing impairments, for example, the most important information channel is visual perception with an emphasis on the lecturer’s articulation, video lectures should include subtitles and translation into English. Subtitling is the process of converting the audio content of a television broadcast, webcast, video of various lengths, or a real event into text and displaying it

on a screen (monitor). The most common online programs for automatically adding subtitles are Kapwing, YouTube, Microsoft Translator, and many others. The absence of sound, unclear speech in a video, or hearing impairment – all of these cases add value to video presentations with subtitles. It should be borne in mind that automatically generated subtitles are not always high-quality transcription of the audio track, and they need to be carefully checked and corrected before being uploaded to the learning platform. An alternative is to have the lecturer manually subtitle the video. Such subtitled video lectures eliminate auditory, visual, verbal, emotional, territorial, gender, and time difficulties in student learning.

A modern tool for generating videos on a given topic is InVideo (<https://ai.invideo.io/workspace>), which helps to create short videos using artificial intelligence. Such videos can be incorporated into presentation materials to make the material presented more clear (Fig. 1).

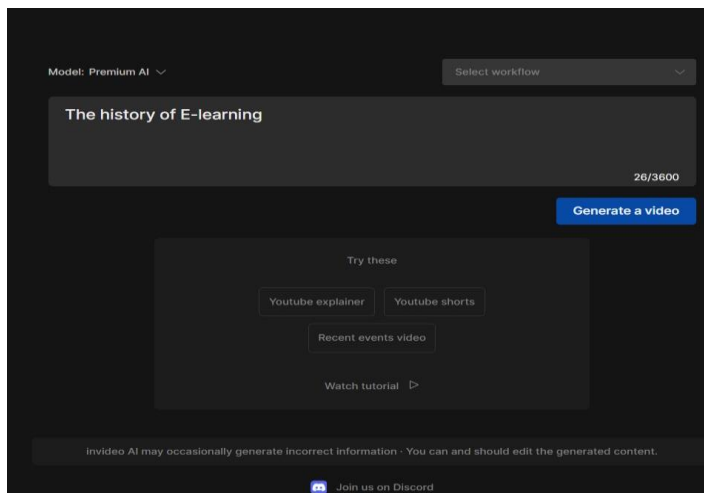


Fig. 1. An example of content generation in InVideo

Conclusion. The use of artificial intelligence tools to improve the visualisation of materials and provide creative tasks for students