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Key words: capable human, will, freedom, ethics, morality, the Other, fallibility.

DOI https://doi.org/10.30525/978-9934-26-525-9-10

ASSIGNING TASKS TO GENERATIVE AI: IMPLICATIONS FOR LEARNING OUTCOMES

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Introduction

Many articles on the use of generative AI products emphasize their use in completing repetitive or mundane tasks, freeing up time for humans to do the creative ones. But, the choice of which tasks to offload may have implications for a learner whose goal is to master a set of skills that require habits of mind and/or processes that can only be acquired over time and through practice. Further, assignment of these tasks to AI may take away from the process of learning that requires the engagement of the learner in all aspects of the pursuit. DeVaney (2024) asks, "Does extreme offloading elevate us by granting freedom or does it risk eroding the very experiences that shape our humanity?" This presentation will explore the idea that learners are not always well-equipped to determine which tasks or activities should be offloaded to AI. It describes examples of the use of generative AI and asks questions about the potential gains and losses that are experienced by learners. It will close by exploring the

threat to academic integrity that may be posed by the use of AI tools and whether or not such use will change the nature of the learning process so significantly as to leave teachers and learners disconnected from the true purpose of intellectual activity.

What do we mean by offloading?

According to Watson and Bowen, "Jobs are bundles of tasks, so *every* job [emphasis theirs] has some tasks that AI can do better." (p. 28) Offloading in this context means delegating to AI a set of tasks that we would otherwise do ourselves. Decisions about which tasks to offload are not obvious. For example, managers may make decisions about technology use that minimize costs or improve safety. Learners may make decisions that lead to expedient use of time or improved learning. Further, appropriate decisions may differ significantly across disciplines and settings.

Some examples

Our presentation will describe two examples from our teaching in which we are assessing the suitability of offloading tasks to AI. First, having students formulate a researchable problem derived from their statement of a general paper topic, and second, having students learn how to create structured arguments using a specific logical layout of reasoning. Does the use of ChatGPT in the development of research questions improve student research and writing? Does the use of AI tools in the development of structured arguments provide the guidance that students need to achieve mastery? Or, does this offloading allow students to avoid the hard work of repetitive practice that gets them to deep learning?

Concerns

This discussion leads to important concerns as generative AI tools become more sophisticated and pervasive across the education landscape. First, students may take short cuts that will compromise their ability to acquire higher-order thinking skills. Second, the role of scaffolding may be short-circuited when tasks are offloaded to AI. Third, as students become more sophisticated in writing prompts for AI that result in responses that are easy to submit for grading and not detectable by instructors, they may increasingly compromise academic integrity for the short-term satisfaction of high grades.

Finally, if we give up the role of perseverance in the process of learning, we may end up offloading our humanity to the AI systems. Our goal in the session is to provoke interdisciplinary thinking to consider how educators can better guide students in the most effective uses of AI tools.

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Key words: offloading, generative AI, academic integrity,

DOI https://doi.org/10.30525/978-9934-26-525-9-11

AI-ASSISTED STUDENTS IN THE FOCUS OF THE ACADEMIC INTEGRUTY

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Introduction. Artificial intelligence (AI) is currently an integral part of human activity, including education and science. Integrating AI into the educational process undoubtedly opens up new opportunities for optimizing learning and creating personal, educational trajectories. At the same time, along with the clear advantages of AI in the educational process, the latest challenges predictably arise, especially those related to maintaining academic integrity. Our study examines the role of AI in the educational process, and the ethical issues associated with its implementation in the educational process, and suggests possible solutions to these