

**DOWN THE MATRIX: CROSS-ACADEMIC PERSPECTIVE TOWARDS
RAMPANT LIMITED MEMORY ARTIFICIAL INTELLIGENCE**

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Regional Science High School for Region I
Bangar, La Union

In partial fulfillment of the
requirements in the subject
Practical Research I

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And most importantly, **the Big Person up there - God** - for He or She has served as a source of faith and strength for the researchers.

DEDICATION

We dedicate this research to our parents and guardian,

Mr. Rogelio Dela Pena and Mrs. Olivia Dela Pena,

Ms. Jenny Ledda, Ms. Laarni Ledda, and Mr. Ely Ledda,

And Mrs. Raquel Ogoy

For we love them unconditionally.

They never left us in every step of the way.

We also dedicate this work to ***our fellow countrymen,***

This research would not come to life if not for them

For you, we will strive as hard as we can.

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Dearest cats and dogs, our best friends

We dream of providing the best of everything for you.

And of course, to our human friends

We love you all the way.

And lastly, to the ***Big Person up there - God,***

For we will never be here without You

And will never walk the paths to our future if not through You,

We love You.

RESEARCH ABSTRACT

TITLE: **DOWN THE MATRIX: CROSS-ACADEMIC PERSPECTIVE TOWARDS RAMPANT LIMITED MEMORY ARTIFICIAL INTELLIGENCE**

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Key Words: prevalent form of automated technology, Limited Memory Artificial Intelligence, positive and negative outlooks, continuous adaptation and control, further studies, professional supervision, leveraging beneficence

ABSTRACT: This qualitative research sought to dive deeper and explore the perceptions and experiences of three stakeholders inside the education sector towards the increased utilization of the prevalent form of automated technology, Limited Memory Artificial Intelligence. Specifically, the researchers wanted to closely analyze the reasons behind the different views of students, teachers, and institution members regarding Limited Memory Artificial Intelligence, its impact on their work discipline, and their opinions towards its future stature in society and the youth. Researchers utilized phenomenological research design, and thirty respondents - ten Senior High School students, ten teachers, and ten members of various institutions served as participants. Data gathering commenced through one-on-one and focus group interviews using validated semi-structured interview questions. Responses were analyzed and categorized through a thematic analysis approach.

From the three groups, diverse explanations behind their positive and negative outlooks toward this technology sailed through. Increased convenience, quicker transactions, more detailed information, and enhanced class engagement emerged as its primary advantages. On the flip side, respondents listed over-reliance, complacency,

instances of academic dishonesty, the possibility of future unemployment, and risks to human privacy. These were then united by the idea of continuous adaptation and control of Limited Memory Artificial Intelligence's presence inside the four-cornered rooms, along with further studies in the future. The researchers concluded that Senior High School students, teachers, and institution members approve of usage regulation, professional supervision, and leveraging beneficence of Limited Memory Artificial Intelligence, not only in education but in society - probing into its nature for the sake of youth's future.

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
INDORSEMENT	ii
APPROVAL SHEET	iii
.	
ACKNOWLEDGMENT	iv
DEDICATION	v
RESEARCH ABSTRACT	vi
.	
TABLE OF CONTENTS	viii
.	
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER I	
Introduction	1
Statement of the Problem	7
.	
CHAPTER II	
Methodology	12
Data Categorization	17
CHAPTER III	
Findings and Discussion	21
.	
A Double-Edged Sword	22
.	

Grass Growing in Winter's Eyes	24
.	
Oh... What a World, What a World	26
.	
Here to Stay	28
Ex Machina	31
House of Cards	33
Back to the Future	36
.	
Prometheus, The Fire Bringer	38
.	
Meet Me in the Middle	41
.	
Gossamer in the Light	44
.	
Silver Spoon	46
Through the Looking Glass	48
.	
Keep It In a Short Leash	50
.	
Intervention Material	53
.	
CHAPTER IV	
Summary and Conclusion	57
.	
Recommendations	58
REFERENCES	59
APPENDICES	

A	Validation Tool for Interview Questions	66
B	Level of Validity of Interview Questions	78
C	Interview Process Documentation	79
D	Communication Letters	83
E	Sample Informed Consent	86
F	Plagiarism Detection Process.	88
G	Transcribed Data	85
	CURRICULUM VITAE	190

LIST OF TABLES

Table		Page
1	Level of Validity of Interview Questions	17
	· · · · ·	

LIST OF FIGURES

Figure		Page
1	Stages of the Research Process	20
2	Interview Process Documentation	79

CHAPTER I

INTRODUCTION

“By far, the greatest danger of Artificial Intelligence is that people conclude too early that they understand it,” declared by Eliezer Yudkowsky, one of the researchers to first examine the imminence of emergent Artificial Intelligence. It sparked wonder, a question as to how deep is the understanding of humanity with the Artificial Intelligence iceberg. An uncertain future is what it holds - especially for the youth.

The world has officially entered a new age of automation, redefined by heightened roles of technological innovations in the society. Similar to former civilizations, the 21st century has and still continues to repurpose breakthroughs from the past. Yet an even faster technological revolution is observed in this generation and is affecting every aspect of the society -- its culture, economy, and even critical thinking (van Laar et al., 2020). Simply put, people cannot get enough of technology.

This rapid technological change entails the emergence of Artificial Technology or simply termed as AI. Defined as development and theory of programming technology to solve problems that usually require human intelligence such as speech recognition, decision-making, visual perception, and problem assessment (European Parliament, 2021), Artificial Intelligence (AI) and its algorithms stem from human intervention and design. The aforementioned reaffirms that although AI has the capabilities to learn and adapt in its environment, it is still limited to what it was programmed to think and do (Pulsipher, 2020).

Albeit its disadvantage at certain capacities that human intelligence could reach, including the flexible way of approaching unpredictable scenarios in the environment and having emotional knowledge, Artificial Intelligence offers the society a faster solution to process given data that outperforms the normal human pace (Eliacik, 2021). And from simply residing as a novelty feature on mobile devices, AI can now emulate commendable abilities -- alarming ones taken into consideration.

In an equally important perspective, Artificial Intelligence has ingrained its position on one of the foundations in society -- the sector of education. It is now becoming a prolific tool in assisting various academic activities. Some of the examples cover mostly automated or immediate feedback to students' performance and recommendations to improve both the engagement of instructors and learners (Mahendra, 2023).

To name a few, take Ahura, Carnegie Learning, and Grammarly for an instance. Ahura is an AI-powered learning assistant that tracks learning habits through engagement and observing the attention given by the student. Carnegie Learning, on the other hand, is an AI tutor that improves mathematical skills in every topic by providing a personalized learning program based on the user's performance (Shonubi, 2023). Lastly, Grammarly offers the advantage of correcting the grammatical errors from a given essay, offers alternatives to certain phrases or words, and detects plagiarism.

As an observation, it is concluded from these examples that limited memory artificial intelligence prevails on top -- a type of AI that gives a response that fits the input of a human user while learning over time (Marr, 2020). Equipped with machine learning which uses algorithms to develop itself like a human does (Hurwitz and Kursch, 2018), it

is by far the most advance type of Artificial Intelligence that humans freely use in today's world.

Although it is a fact that Limited Memory Artificial Intelligence (LMAI) offers new and often accessible features that could elevate the quality of modern education, increased mainstreaming of these sites, equipment, or applications with this particular asset find themselves quite in a predicament; highlighting trends and developments set a divide on how it can be stably maintained as ethical throughout its coexistence with humans (Rainie et al., 2021). With its constant improvement and incorporated machine learning assisted by human usage, reports regarding unethical usage of LMAI in education have been increasing in an alarming rate (Klimova et al., 2023).

To elaborate about these concerns, it is important to mention observations that has been gained over time connected to Limited Memory Artificial Intelligence. Namely the paradox of improvement in student performance (Agrawal, 2020; Redley, 2022; Ward, 2023), lack of transparency in data resources of AI (Hern, 2022; Haasdjik, 2020; de Valk, 2020), occupational concerns regarding potential unemployment of human instructors (Leung et al., 2021; Westfall, 2023), the scarce creativity of AI-generated works (Leos, 2022; Bieser, 2023), and issue with ethics and morality (Guang, 2023; Abanto, 2023; UN Educational, Scientific and Cultural Organization, 2022).

Firstly, the paradox of artificial intelligence application in the work or performance of students. This tackles the phenomenon where students rely excessively on the response of certain sites that they use for academic works, all the while neglecting AI that promotes real academic development. According to the study of Agrawal in 2020, Generation Z --

dubbed as “digital natives” of this era -- displayed high rates of limited memory AI usage of sites such as ChatGPT in completing entire essays.

It is unimaginable yet somehow expected, as ChatGPT is an advanced chatbot that can formulate emotional, coherent responses and mimic natural communication in a fairly “human” way (Redley, 2022). As an addition, it was reported by Ward in 2023 that 48% of students in the United States used ChatGPT for an at-home test or quiz, 53% have used it to write an essay, and 22% to write an outline for a paper. This severely affects not only the independence of students in conducting academic endeavors but also in the efforts that they exert on education.

In connection to this paradox, the second disadvantage of limited memory AI usage is the lack of transparency on how AI gets and uses preexisting information, particularly the ones that are published online. As it was defined, limited memory itemizes its content by absorbing man-made data and observing patterns in its environment to enforce self-learning. Although sites, specifically ChatGPT, has not triggered plagiarism detectors at this point (Hern, 2022), educators are alarmed by the often clear and coherent output given to questions ranging from professional to absurd. This raises questions and requests to conduct a deeper study to these types of AI -- because as stated by Evert Haasdijk in 2020, a senior manager Forensic at Deloitte and a renowned AI expert, transparent AI is explainable AI. Moreover, the question if artificial intelligence has already begun exceeding normal amounts of intelligence is also inquired (de Valk, 2020).

Thirdly, there is the developing concern of potential human unemployment in the future due to the rapid production and increasing accessibility of Artificial Intelligence.

Nowadays, virtual assistants are created to perform teaching in likelihood to how teachers educate their students. Although the impact of AI on employment varies from industry to industry, the sector of education -- especially the teachers -- displays alarm that this technology may replace them soon (Leung et al., 2021). Despite the fact that certain theories and surveys state that AI might take the work of teachers, the aforementioned reliance of students to this technology raises a thought that students would potentially disconnect themselves to teacher-learner interactions (Westfall, 2023).

Next is the noticeable lack of creativity observed in AI-generated outputs submitted by students that admitted to using limited artificial technology. When mentioning creativity and AI, it is reported that these concepts are fundamentally different due to the fact that creativity is uniquely human. Albeit artificial intelligence is good, excellent even, in performing precise tasks that are instructed by humans, AI can not yet deviate from what it is programmed to do and formulate various approaches to problems (Leos, 2022).

In spite of that, it is easy for humans to overlook that AI has the potential to get more intelligent due to creative human input (Bieser, 2023). This, in connection to the second ordeal, makes people ask whether it can be a threat or a help to human originality and creativity.

Lastly, the increasing prevalence of AI, particularly limited memory in learning, raises an argument regarding ethical concerns including formerly mentioned plagiarism, unethical usage, inserted bias, inaccuracies, privacy issues, and discriminatory outcomes.

Recently, one of the prestigious institutions in the Philippines detected an incident of artificial intelligence, most specifically ChatGPT, involved in writing the learner's final

essay. As Professor Francisco Jayme Guiang stated in 2023 regarding the matter, he ran the essay under two AI detectors and "both garnered results that the samples were most likely written by AI." From this incident, a heated debate sparked between Filipino teachers on where cutting-edge artificial technology stands on Philippine education -- especially now that ChatGPT seemed to pit teachers against modern technology. Incidents like this undeniably induce "moral panic" against AI tools with several learners taking advantage - - or disadvantage -- of their technological devices (Abanto, 2023).

Subsequently, the United Nations Educational, Scientific and Cultural Organization reported in 2022 on its embark to develop ethical AI usage that the concern of deliberative exploitation of past works -- including literary, artistic, or educational -- has been brought up along with the produced dilemma on who or what might be the extent of being the "author" of a creative work between the human creator and an artificial intelligence remake. This is essential as it tackles the differentiation between originality and creativity; piracy and plagiarism. It is especially helpful in addressing the societal and educational drawbacks that are rarely fully considered in K-12 both to the integrity of teachers and learners that get continuously exposed to an even modernized system.

To sum this up, Limited Memory Artificial Intelligence or AI in general is undeniably a defining feature of human civilization, an optimizer for works that were once repetitive and inconvenient for humans. Yet despite the fact that it is created to be a good thing, the tendency of humans to abuse its function and overlook the risks it might impose in the near future might make it the very last. "*We can't have too much of a good thing,*" as Shakespeare wrote, and although it might be a quote that is centuries old, it is still applicable to the current situation of AI and the society.

To address these issues, this study is conducted alongside the aim of discovering the different perspectives of three essential contributors and benefactors in the sector of education, namely the students, teachers, and institutional administrators or associates. This study will be significant in obtaining ideas that will be helpful in coming up with new ideas that can contribute in the usage of limited memory artificial intelligence for the betterment of the society, particularly the sector of education, and decrease the risks of AI as a threat to student development.

Finally, this study is only limited to; a. inquire Senior High School students from various schools in La Union due to the interest of the researchers to discover their future as college students in connection to personalities that were interviewed for the academic institutions; b. Filipino teachers as they participate in the K-12 curriculum, particularly in Region 1, and; nearby institution administrators or associates around the province of La Union. This study was conducted from February 2023 to June 2023.

This research aimed to explore various perspectives regarding the rampant use of Limited Memory Artificial Intelligence, stemming from major stakeholders involved in education namely students, teachers, and members of various institutions.

Specifically, it sought to answer the following question:

1. What are the perspectives towards the increased use of Limited Memory Artificial Intelligence (AI) given by the following educational stakeholders:
 - a. Senior High School Students
 - b. Teachers
 - c. Institution Administrators/Associates
2. What are the benefits and challenges that you have observed or experienced towards the increased use of Limited Memory Artificial Intelligence?
3. What information dissemination campaign can you propose in accordance to the findings of this study?

With a big role inside modern society, technological advancements basically impact a lot of lives - either in a positive or negative way. And now, Limited Memory Artificial Intelligence increasingly does that through its automation and contribution to the increasing pace of life. This study centered around the views on its impact on the education department, and having the knowledge of three sectors associated with it are important for the fruition of this study.

With this in mind, students served as the main beneficiaries of this research as higher amounts of their population were observed to have utilized Limited Memory Artificial Intelligence (LMAI) in their academic work. The result of this study would

supply additional information needed by students that will direct them on how to efficiently use this technology amidst the clamor LMAI has caused within its premature emergence in their learning process. Teachers were also deemed as primary beneficiaries as they take part on adapting with the changes that come with technology, and teaching is as much as an important part of education as learning. With what might emerge from technology in the future and in this study, they could unlock new ways of teaching with improved Artificial Intelligence. Students and teachers coexist therefore both of these groups could gain ideas on their way in utilizing this technology. Lastly, institutional members which encompass government to business fields were also deemed to receive new information that might widen their perspective about students adapting with LMAI and use it on how to adapt with new trends that are associated with students, their picks on careers, and in working with the new wave of workforce members in the future.

Secondary beneficiaries which are government departments concerned with this matter - specifically Department of Education, agencies and/or organizations responsible for youth and every person behind the curriculum - will also gain information that could be helpful in their endeavor of improving the quality of learning, providing the ever-changing needs of students with the best of their abilities, and bridging the gaps that were observed in this study and other related studies concerned with Limited Memory Artificial Intelligence. And lastly, the tertiary beneficiaries which are the general Filipino public who are now getting more exposure to technology and more knowledge with Artificial Intelligence will have an increased understanding as to why there has been a divide on education's perceptions about this technology and how students and teachers have been

adapting with the changes that it has brought with the particular community. Therefore, yielding more precise ideas towards Limited Memory Artificial Intelligence.

It is also essential for the researchers to define unfamiliar terms in this study, as they best represent their application and relevance to the readers exploring the research (Casanave and Li, 2015). Jargons inside this study, especially ones usually reserved for digitally adept members of the society, were given meaning based on their operations.

Age of Automation- a significant and relevant contribution to the expanding discussion concerning how technology is affecting work environments.

Technological Innovations- a new or enhanced technique or product with technological features that differ greatly from what was previously available.

Artificial Intelligence- the emulation of human intelligence by machines, particularly computer systems.

Outperform- superior performance or achievement compared to someone or something.

Novelty Feature- possessing traits that are novel, uncommon, atypical, etc.

Commendable Abilities- the capacity to create intelligent devices or software programs that, via the use of planning, reasoning, sensory applications, and optimal decision-making and problem-solving methods, can self-learn and mimic the characteristics of the human mind.

Idleness- the quality, state, or condition of being lazy, inactive, or idle

Unethical Activities- actions that are against social norms or acts that are considered unacceptable to the public.

Paradox of Improvement- the possibility exists that the outcome will be an ineffective attempt to effect real change.

ChatGPT- a chatbot made by artificial intelligence that simulates human speech using natural language processing. The language model is capable of giving answers to queries and creating a variety of written content, such as blog posts, social media updates, essays, code, and emails.

Lack of Transparency- many of these systems are referred to as "black box" systems since the user is either unaware of or unable to understand how the model functions internally.

Accessibility- helps people with disabilities to live in a world where their limitations are acknowledged and taken in account. Technology adapts and contributes to a more inclusive environment with AI accessibility.

Reliance of Students- learning can be tailored and adapted to every student's individual needs, goals and abilities through personalized programs, which can help fill any gaps in learning and teaching.

CHAPTER II

METHODOLOGY

The research methods incorporated in this study to congregate requisite information about the cross-academic perspectives regarding rampant utilization of Limited Memory Artificial Intelligence (AI) are stated in this chapter. This chapter also consists of the research approach, research design, the background information about the respondents and their qualifications, and sampling method. In addition, data gathering procedure and data analysis procedure were also discussed. Finally, the ethical considerations entailed in this research project were accounted for in this chapter.

Research Approach

Qualitative research is defined as a research that provides in-depth exploration and insights into real-world events. It seeks to gather, know, and understand people's experiences, behaviors, and perceptions rather than collecting, manipulating, and introducing treatments which quantitative research does (Tenny et al., 2022). Qualitative research also utilizes interviews, usually open-ended, to gather information and inductive approaches to generate comprehensive and novel descriptions of the gathered data (Curry, 2015).

In conducting this study, the researchers employed a qualitative approach due to its methods' capability in supplying answers regarding the cross-academic perspectives of students, teachers, and academic institutions on the rampant use of limited memory artificial intelligence. According to the report of Anas (2022), qualitative research seeks

to derive and describe non-numerical findings which produce greater views on relevant topics -- through organizing data into categories and identifying relationships among categories. With the capability to fine-tune pre-conceived notions and extrapolate thought processes, researchers discover the views on a particular topic; understand the reasons and motivations behind perceptions, actions, and behavior of participants, and; gain knowledge about closeted information.

Research Design

Phenomenology, as defined by Nicholls (2019), serves as both methodological and philosophical basis for undertaking qualitative research to which the *lifeworld* - comprised by the lived experiences of individuals or asserted by Husserl (1999) as humanity's natural attitude - acts as its central focus and foundation. The general goal of phenomenology as a research design is to comprehend, characterize, and capture the essence of participants' lived experiences of a particular occurrence.

Furthermore, it also permits the researchers to use flexible activities that can serve as an aid to understand and explain complex phenomena such as various aspects of human experience (Alhazmi and Kaufmann, 2022). This research aimed to explore various perspectives regarding the rampant use of limited memory artificial intelligence, stemming from major stakeholders involved in education namely students, teachers, and administrators or associates that are working in various institutions. Therefore, a phenomenological research design is utilized.

Population, Sample Size, and Location

Due to the fact that this study determined to know cross-academic perspectives towards Limited Memory AI, its participants are divided into three (3) sectors, namely students, teachers, and academic institutions. Firstly, this study involved students from the Regional Science High School for Region 1, Luna National High School, and Castor Z. Memorial National High School. This is because Senior High School students from these academic institutions have displayed interactions with improved technological advancements which include Limited Memory Artificial Intelligence with the implementation of an ICT subject and for a higher variety of perspectives from students who are nearing tertiary level of education.

Meanwhile, teachers coming from the Regional Science High School for Region 1, Luna National High School, and Castor Z. Concepcion Memorial National High School were chosen as respondents as they have displayed increased experience on technological advancements from the observations of researchers. Furthermore, in choosing the representative interviewees for institution members, nearby organizations, municipalities, or businesses inside La Union were considered for convenience and their increased awareness regarding the technological modernization involved in the educational and future workforce sectors of the society.

Sampling Procedure

Non-probability sampling, as defined by Fleetwood in 2023, is a sampling strategy where samples are chosen by the researcher based on their own assessment as opposed to by chance. Given that it is done by observation, it is a less exacting process. Under the

classification of non-probability sampling lies convenience sampling. Defined as a way of choosing respondents that is convenient for the researchers to get information from (Stratton, 2021), convenience sampling offers the opportunity of having an economical and prompt interaction between the researchers and interviewees.

On the other hand, due to the nature of the undersigned research acknowledging interviewees that can set forth information-rich cases related to the researcher's best interest, combining an ample research method is preferable for it to attain its goal (Ames et al., 2019). Therefore, the researchers also incorporated a dredge of purposive sampling, which can assist the researchers in interacting with target individuals that at the same time, are within their reach.

Research Instrument

A research instrument is essential in obtaining and interpreting data relevant to a study, particularly in qualitative research. Under the classifications of research instruments lie interviews. Interview, as defined by Oltmann in 2016, is a staple method in qualitative research as it serves to be one of the ideal ways in entering the perspective of a person regarding a phenomenon of interest.

Furthermore, interviews provide more detailed data due to in-person interactions required for conducting the said activity, with heightened attention and the capability to derive main ideas from categorized viewpoints (Singh and Shareef, 2022). Examples of interviews include face-to-face interviews and distance-induced interviews. Upon further classifications, interviews can be classified as structured (rigid), unstructured (on the spot), and semi-structured (a mixture of structured and unstructured interviews).

In conducting this study, the researchers chose semi-structured interviews as their research instrument. Semi-structured interviews are effective in gathering open-ended data from key participants that can provide their own perspectives, experiences, perceptions, and beliefs toward a particular phenomenon. This type of interview also consists of a more flexible interview protocol that allows the researchers to inquire follow-up questions relevant to prior inquiries guided by a dialogue between researchers and their interviewees (DeJonckheere and Vaughn, 2018).

Usually in a form of a verbal discourse, semi-structured interviews are also essentially important in establishing familiarity between the interviewer and interviewee over the topic of interest. This familiarity along with semi-structured interviews' flexibility allow the researcher to add to or rearrange predetermined questions about interesting answers that may be raised as they go through the interview (Stofer, 2017). It also provides clarifications and deepens understanding to certain areas relevant to the research being studied (Wilson, 2014). Concluded from its loose structure, in-depth probation, and extensiveness, utilizing semi-structured interviews in this study can highly result in gaining reliable data.

Before the interview process, the researchers went through a validation process regarding their research instrument which involved their research and interview questions. They submitted their documents for validation to the experts they have chosen related to research and their study. They have involved three (3) personalities: A Mathematics teacher, a Science teacher, and an English teacher as validators. Testing the validity of the interview questions before proceeding to the data gathering process is a must, thus a tool that evaluates the ratings of validators was utilized.

The validity of the interview questions as the research tool for this study was interpreted using the five-point Likert-Scale. The scale is as follows:

Table 1. Level of Validity of Interview Questions

Point Value	Statistical Range	Descriptive Equivalent Rating
5	4.51-5.00	Very High Validity (VHV)
4	3.51-4.50	High Validity (HV)
3	2.51-3.50	Moderate Validity (MV)
2	1.51-2.50	Poor Validity (PV)
1	1.00-1.50	Very Poor Validity (VPV)

The minimum level that must be reached by the research instrument in the Likert Scale is 2.51 in order for it to be appropriate. The researchers acquired an average score of 5.00 which indicates Very High Validity (VHV). Along with ratings, the researchers were given suggestions and comments to help improve their research questions and interview questions which they have considered and employed in their study.

Data Gathering Procedure

One-on-one interviews, unmoderated focus group interviews, and virtual interviews assisted by Google Meet for participants out of reachable distance which employed a semi-structured approach were utilized by the researchers in interviewing participants in various cities of La Union. As defined from the previous paragraph, semi-structured interviews consist of pre-made open-ended interview questions and follow-up inquiries that could potentially appear as the data gathering process ensued.

According to George (2022), semi-structured in-depth interviews permit both the researchers and the participants to focus on tasks and at the same time, encourage a flexible

two-way communication that could result in more data gathered with the ease of asking participants for follow-up questions or clarifications.

With the assistance of this approach, the researchers felt prepared and competent throughout the conduct of their interviews. Letters of consent were given out by the researchers to their chosen participants before the conduct of these interviews. Still, with the use of semi-structured interviews, the researchers formulated inquiries about the background of their participants before they proceed to the interview.

Data Analysis Procedure

In interpreting the information gathered from the interviews, the researchers chose a thematic analysis method to analyze and organize their data. According Limpacher et al (2020), thematic analysis proves to be a flexible approach for researchers as it permitted them to generate new insights and concepts from the data they have gathered. Thematic analysis approach works in a way that the researchers could break down and organize rich data from qualitative research to allow them to have a closer look across the views, behaviors, and motivations behind individuals (Rosala, 2022).

As its name implies, thematic analysis involves themes which are defined as an occurrence emerging from related findings that were found across the participants involved in the study. In its basic nature, the thematic analysis approach starts with the researchers immersing themselves in understanding data that they have gathered, creating and keeping track of potential patterns as they venture through information, clustering and grouping of related or associated with a particular code before sorting them into potential themes

(Damyanov, 2023). Not only does this allow researchers to get more creative with the data but also with further understanding the insights that have been offered by participants.

Ethical Considerations

For many reasons, sustaining moral principles is fundamental. These guidelines support the goals and principles of research. They also support people's faith in research. In addition, a set of principles that govern your study designs and procedures are known as ethical considerations in research. When gathering data from people, researchers must always abide by a set of ethical principles (Bhandari, 2021). The study's integrity was protected by adhesion to ethical principles.

The respondents' consent and permission were obtained by the researcher before conducting the interview. Participants in research had the option to decline participation at any time, without consequence (Siegle, 2023). The researchers' obligation were to secure the identities of respondents and make it confidential. Their privacy were kept secured and concealed from the public except for the researcher and respondents.

The researchers did not pressure the participants during the interview, allowing them to express their actual thoughts, emotions and opinions. All the responses were recorded in order to not drop any important information given by the respondents. The study included all of the respondents' opinions, even though they differ from the researchers' perspective. The data is accurate and no manipulations were done with the outcomes. In every aspect of the study, the researchers were truthful and honest. Thus, no instances of plagiarism or deception was committed in the research.

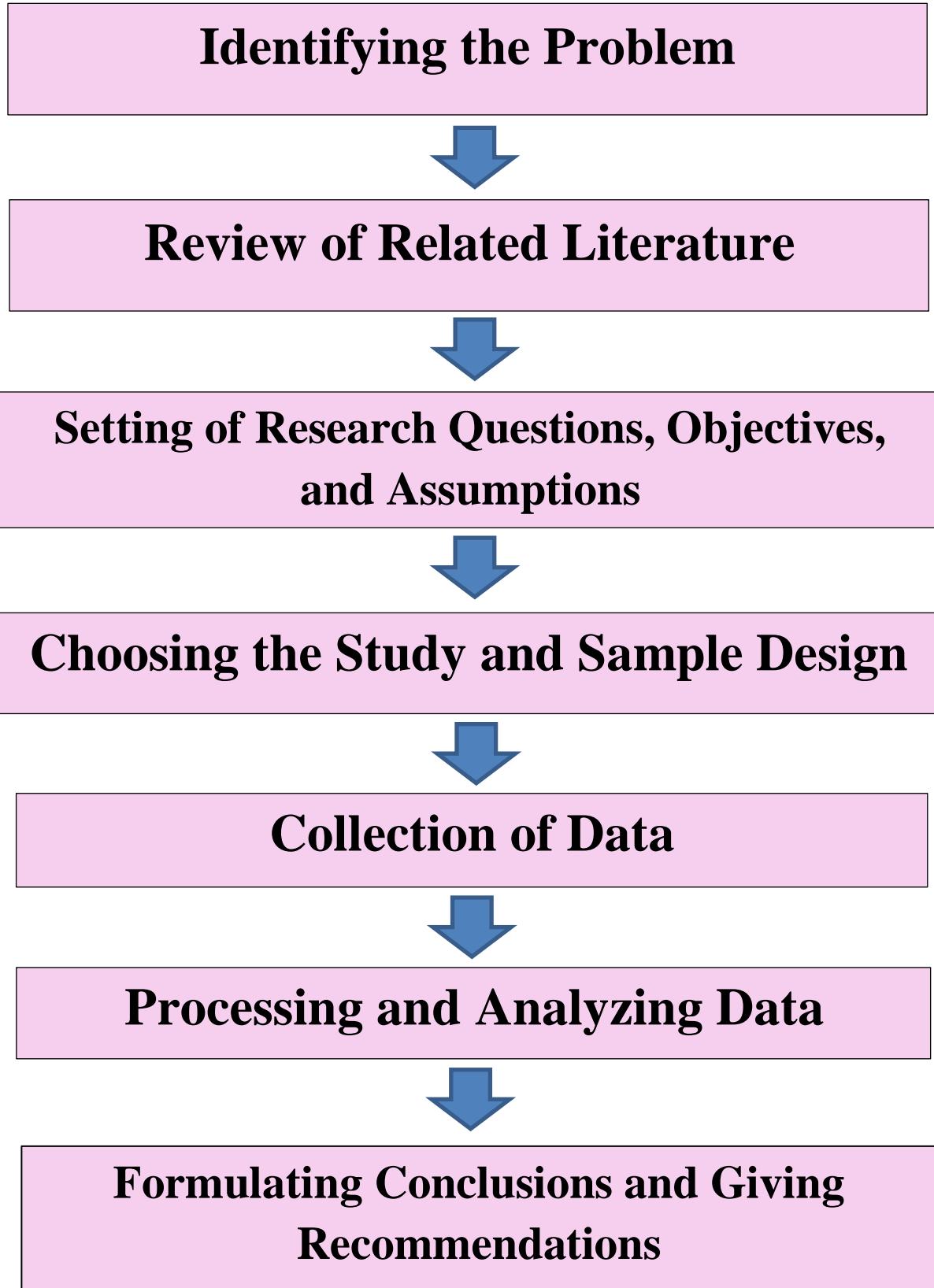


Figure 1. The Stages of the Research Process

CHAPTER III

FINDINGS AND DISCUSSIONS

Perceptions toward Artificial Intelligence (AI) display a great divide on where it stands in education and what could be its future as its current form - Limited Memory Artificial Intelligence - became more and more accessible for the “digital natives” and students of this generation, especially in their scholarly endeavors (Rainie et al., 2021).

In this research, three major constituents of the education sector which are students, teachers, and institution administrators or staff discussed about their views and opinions toward the rampant utilization of Limited Memory Artificial Intelligence in students’ academic works – their takes on its influence to their fields of practice, inquiries about adjustments to coexist with the said technology, their current practices with it, and their recommendations to leverage or address the issues circulating around it.

Compiled all together, the main information and points that emerged from Senior High School students, teachers, and Institution administrators and associates are entitled “A Double-Edged Sword,” “Grass Growing in Winter’s Eyes,” “Oh... What a World, What a World,” “Here to Stay,” “Ex Machina,” “House of Cards,” “Back to the Future,” “Prometheus, The Fire Bringer,” “Meet Me in the Middle,” “Gossamer in the Light,” “Silver Spoon,” “Through the Looking Glass,” and “Keep it in a Short Leash.”

A Double-Edged Sword

Artificial Intelligence is like any other invention and innovation created by and for humanity – it has its good and bad characteristics, like Yin-Yang, so to say. While the opportunities that AI offers are promising, its impact in the norms of the society, the connection between instructors and students, and expectations surrounding its behavior are still always on the move (Seo et al., 2021). This segment, “*A Double-Edged Sword*,” the perceptions of the respondents involved towards positive and negative possibilities in the stature of Artificial Intelligence is discussed in the workforce.

Some respondents gave responses regarding the convenience and risks that comes with using sites that incorporate Artificial Intelligence – citing that it can bring upon both disadvantages and advantages to people who are using it, a “double-edged” sword if one must say, that mostly causes short-term positive effects and unsatisfactory long-term consequences.

A particular respondent from students cited a recent and personal experience regarding the matter, “*There's this one friend na who uh... ano who used an AI to generate his whole research, all his research paper as of the moment. So, dahil doon stature of AI will be ano... will be a double-edged sword. In terms na it can bring about great advantages pero it can also bring... huge disadvantages also kasi for example sakanila hindi nila memories 'yung research nila kasi 'yung AI na 'yung gumawa. So bale, nakagawa ka nga ng research manuscript pero you don't know your research fully uhhh, 'yun 'yung example ng double-edged sword cause by AI.*

” (There's this one friend who used an AI to generate his whole research, all his research paper as of the moment. So because of that, the stature of AI will

be a double-edged sword. In terms that it can bring about great advantages but it can also bring huge disadvantages also because for example, they don't personally know their research because it is an AI that did it. So you've made a research manuscript but you don't know your research fully, that is an example of a double-edged sword caused by AI.”).

Accompanied by an answer that came from a teacher, “*As much we want to rely that much in AI, definitely we still need to double check information from credible sources not just from AI. Since we are in a digital world, it's not really... impossible to just rely on traditional methods but you also incorporate or have the mix of traditional or you do it on your own and at the same time, with the internet sources... the things you've searched there but as much as possible, we also know that we need to search again those information or facts that if it's really true or not because it may affect our scores if the teacher also is knowledgeable about the topic... ”*

In accordance with the respondents' answers, Artificial Intelligence has been stated as in fact, a part of the future and still can not be held permanently accountable to be imminently good or bad (World Economic Forum, 2023). As per the analysis and terminologies produced by Hintze (2018) - assistant professor in integrative biology and computer science and engineering at Michigan State University - in a research entitled “*The structure of evolved representations across different substrates for artificial intelligence,*” Type II Limited Memory Artificial Intelligence is still evolving and developing with a manner that even experts' perspectives disagree on each other as to how long and why. Meaning, the transformative aspect of Artificial Intelligence in changing the world and getting changed by the world is still in a limbo.

But in the current situation of Limited Memory Artificial Intelligence as a deuteragonist in the evolution of humanity, it appears that this form of technology lies on the extremes - as the late Stephen Hawking termed it, “either the best or the worst thing, ever to happen to humanity.” Through its recent performance with rising human demands in every sector of society, Kadtke and Wells (2015) stated that this technology’s future would now only depend on how humanity would use it in the present, thus encouraging the fact that people are and will be the leading reasons of a good (or bad) future with Artificial Intelligence. Either way, Artificial Intelligence as a double-edged sword that imposes or rocks over between the positives and negatives prove to be one of the respondents’ perspectives towards Limited Memory Artificial Intelligence. As humanity’s up-top and current apple of the eye, further development of Artificial Intelligence only sharpens up its blade - therefore, there’s a need for them to catch up with that too.

Grass Growing in Winter’s Eyes

This section entitled “*Grass Growing in Winter’s Eyes*” discusses one of the perceptions or thoughts of the respondents toward the emergence of Limited Memory Artificial Intelligence as a bridge to the preexisting gaps that were concurred in its predecessors which are the first-generation sites that are still a part of the widely utilized technologies in the present.

It is observed with the transcribed responses of the participants in this study, the researchers have seen that most of the respondents had comparisons on the characteristics of sites that incorporate Limited Memory Artificial Intelligence with that of sites such as Google, Yahoo, and KiCAD (for programming and simulation) – with striking similarities

such as its ability to procure more specific results for their inquiries, its interactive qualities, and its precise data production.

An administrator of an institution particularly concerning Cryptocurrency Business responded, *“With regards to my work, yeah, technology is considered also a big part of my work... ‘cause as of this moment, most of our clients rely on telecommunication which is a part of technology and we need that also in order to boost our business same goes with our industry. So yeah, I think that would have a big impact also when it comes to Gen Z nowadays because most of the people nowadays rely on those technology.”*

A recent study of Zhang and Aslan (2021) agree with these answers. The databases of advancing sites that incorporate Artificial Intelligence get its abundant information from the fast surge of online publications and open access resources, which are then combined along with fast, iterative processing, and intelligent algorithms that result in formulating responses that are far more refined than the raw data people get from the internet. With the presence of machine learning inside Limited Memory Artificial Intelligence, there is a lack of need for human intervention or added programming to improve its performance using added data – rather, the machine itself would use trial and error methods to reach closer and more accurate solutions or responses to users' inputs.

Additionally, Karandish (2022) reported that Machine Learning and Artificial Intelligence grew as “key drivers” of improvement in different sectors of the society – particularly in business and education. As an agreement to the statements of the students included in this segment, sites with Limited Memory Artificial Intelligence are now equipped with personalization that is deemed as fit for both students and teachers who seek

for a clearer and more specific picture regarding a certain topic or problem. Furthermore, Weitzman (2023) included in his article that current Artificial Intelligence can now assist and perform tasks from user commands that would usually require human intervention. From this, it is implied that AI can give sectors of the society to accommodate larger capacities of people without exhausting human resources.

Oh... What a World, What a World

Limited Memory Artificial Intelligence, despite being more advanced in today's world, seems to still hold an elusive reputation to users and those who have observed its advance in the lives of everyone. In this section entitled, "*Oh... What a World, What a World,*" another discussion for separate perceptions of students, teachers, and institution administrations are discussed – wherein possibilities of AI dominating the industry were similarly opposed to by most of the respondents from the three participating sectors. Particularly for students, who appeared to oppose the domination of AI in the classrooms or as their teachers.

When asked about the possibility of AI acting as teachers in classrooms in the future, a respondent said, "*AI kasi as a learning modality is hindi talaga ya'n mapapalit ng teachers since teachers can give their own interpretations and their own life values to the students themselves kaya it gives more meaning if teachers mismo yung person to person yung mag-teach, instead of an AI which is walang ego, walang self so magiging ano 'yun, negligible...*" ("AI as a learning modality cannot really replace teachers since teachers can provide their own interpretations and share their own life values with the students, which

gives more meaning. It is better if the teachers themselves teach person-to-person, instead of relying on an AI which lacks ego and self, making it insignificant.”)

As for teacher-respondents, a participant stated, “*AI can provide information but... when it comes to teaching the learners personally... I don't think so, the different strategies, the different teaching style, the different techniques on how to get attention of the learners and how to... intervene with what they are doing in order to make them... to improve them...to alleviate them... AI are still generate machines? I do not know if that is a machine but not a person... not people, not like us teachers who have brains, who have brains that can adjust, that can adapt, that can feel, that can understand the learners.*”

In the recent study of Zawacki-Richter, et al (2019), Artificial Intelligence proved to be the most adaptive tool, so far, utilized in higher forms of education - with this improving technology, teachers have started exploring its features that could assist them in gaining more engagement and addressing student-related needs such as performance evaluation. But it pales in comparison to what the psychological interaction and mending that a student and a teacher, both humans, have. More specifically, the psychology of constructivism (proposed by Jean Piaget) and humanism learning theories (proposed by Maslow, et al; Bugental) which in summary, centered to the abilities of teachers to establish socialization and a “real connection” to their students by fulfilling not only the cognitive but also the physical and emotional needs of a student.

As objects of the study, Artificial Intelligences’ possibility as future teachers is one of the things that the major part of the population is going against, that along with its domination with business and marketing sectors. Although, the study of Kopp and

Thomsen (2023), found out that Limited Memory Artificial Intelligence to be a form of technology that could best assist teachers and even transform the education system. This, also argued by Saraf and Ladda (2019), would help educators focus on developing their own abilities such as discussing, guiding their learners in topics, and form better engagement with them.

Here to Stay

Have these statements, “*Annihilate that AI thing,*” or “*We should already stop this madness before it goes around and kills us,*” been the rage recently? Although Artificial Intelligence has had its fair share of negative connotations (which seemed to have skyrocketed one time due to some people using it for ulterior motives), it is now everywhere and increasingly making its presence needed for humanity’s modern world needs (Varner, 2023).

“Byte” this chapter bit by bit, as this segment entitled “*Here to Stay*” talks about how Artificial Intelligence – currently in its most advanced form as Limited Memory AI – would also be a constant in the lives of respondents that participated in this study. With them, mostly institution administrators, disclosing their experiences or interactions with this form of technology, closely stating the ability of humans to adapt with its presence and maximize its advantages -- especially with the younger generation who can navigate through new innovations incorporating Limited Memory Artificial Intelligence.

Respondent no. 23 in particular provided this response, “*I believe ha, that AI is here to stay for a really long time but at the same time I don't think it's going to replace people, kasi 'yon yata yung debate ngayon eh. Every time na nagbabasa ako ng news about current*

trend, people are actually afraid na baka palitan na kami ng robot, na baka palitan na kami ng Artificial Intelligence pero para sa akin, parang we have adapted it most especially nung nagkaroon tayo ng pandemic so that's one na parang... ang mga tao has actually adapted a lot of digital advancements noong pandemic, now we are able to work from home, we are able to go back from classes et cetera, dahil do'n its proved that people can adapt and have it in their lifestyle na... right now, we are conducting na this interview through Google Meet. Ngayon people have adapted into it and I believe it is here to stay because it serves a purpose para mapadali 'yung buhay natin but at the same time it still requires 'yung human touch, human intelligence in rational thinking kasi kahit sabihin natin na it is indeed intelligent and based on mga data, bases on research and storage capacity niya, at the end of the day you still need rational being para iresolve 'yung mga glitches, para mag-input ng mga data into it or 'yung mga operations niya. So it is here to stay for a long time for the future generation but not to replace us people." ("I believe that AI is here to stay for a really long time, but at the same time, I don't think it's going to replace people because that seems to be the current debate. Every time I read news about the current trend, people are actually afraid that they might be replaced by robots, that they might be replaced by Artificial Intelligence. But for me, it seems like we have already adapted to it, especially during the pandemic. We have embraced a lot of digital advancements. Now we are able to work from home, attend classes online, and so on. This proves that people can adapt and incorporate these technologies into their lifestyle. Right now, we are even conducting this interview through Google Meet. People have adapted to it, and I believe it is here to stay because it serves a purpose in making our lives easier. However, it still requires the human touch, human intelligence, and rational thinking. Even

though AI is intelligent and based on data and research, at the end of the day, you still need a rational being to resolve glitches, input data, or operate it. So, AI will stay for a long time, serving future generations, but not to replace us as people.”).

Certain respondents commented that humanity - as long as it exists in this world - would at the end of the day, remain. Further noting that current Artificial Intelligence is still flawed and needs expert human intervention to produce desirable results whether on its functionality in studying or in being an assistant to professionals. This statement was agreed upon by the research Schultheiss (2023) conducted, wherein discourse promoting to pause and take a look on what Artificial Intelligence could be applied on amidst the clamor around it would severely help in making time to think on how to take the next step with it all the while formulating solutions to solve problems that has been formed with its existence.

Brustenga (2020) also noted that several AI forms such as chat bots and other technological resources would only act as a vehicle for professors and students in tackling educational tasks albeit its not intent is not primarily centered in education. Furthermore, it was also stated that AI could take on roles or replace repetitive tasks that requires low cognitive level. In accordance to the statement of Saraf in the segment “*Oh... What a World, What a World,*” this would help professors in devoting more time in high-cognitive level duties for their students.

Ex Machina

Mildly dystopian matters were discussed in the segment “*Oh What a World... What a World,*” regarding the potential “boom” of Artificial Intelligence’s (AI) influence towards the sector of education. But in “*Ex Machina,*” another perception given by the three sectors included in this research study showed another level of what AI could possibly do to mankind, especially with the information it is getting from the surge of online databases and publications.

Similar observations that displayed thoughts or feelings of alarm from the respondents across the three classifications were observed. Crimes such as cyberbullying and defamation were also mentioned as possible results from the increasing usage of Artificial Intelligence, especially with the lack of restriction on how it can be used in today’s world.

One of the respondents claimed that, “*Darating yung time na baka AI na magpapatakbo sa atin, kung magiging dependent na sa AI and AI na yung magtratrabaho, hindi na siya... useful sa atin but it will have a great effect sa atin. One of the examples na sasabihin ko sainyo is the unemployment... darating ang time na if you’re going to buy products online man or saan, hindi tao yung cashier mo kundi AI na, so imbis tao yung andon, trabaho na ng AI, unemployment talaga. Isa pa na magiging problema ng AI, paano yang AI na ya’n, will create his or her own AI, di’ba? Hindi malayong mangyari yo’n, nakikita natin ngayon na its narrow AI lang e, it will react only to sensory inputs, inputs lang siya, ibig sabihin kung ano yung tinype mo yo’n lang ibibigay niya, hindi muna siya nag-iisip na parang tao, e paano na kung dumating na yung time na mag-iisip na siya na parang tao, alam niya kung paano ka patayin, di’ba? Alam niya kung paano ka pabagsakin, alam niya kung paano ka siraan kasi parang tao din siya. Eh paano kung mas naging matalino siya sa mga tao?*” (“There will be a time when AI might be the one

running things, and if we become too dependent on AI and AI takes over our jobs, it won't be useful for us anymore, but it will have a great effect on us. One example I can tell you is unemployment. There will come a time when, whether you're buying products online or anywhere else, it won't be a person but AI that serves as the cashier. So instead of having a human there, AI will take over the job, resulting in unemployment. Another problem with AI is how that AI itself will create his or her own AI, right? It's not far-fetched to think that way. We see now that it's just narrow AI, which reacts only to sensory inputs. It only provides what you typed, without really thinking like a human. But what if the time comes when it starts thinking like a human? It knows how to kill, right? It knows how to bring you down, how to sabotage you because it's like a human. What if it becomes smarter than humans?"").

The emergence of Artificial Intelligence in the lives of people has been met with tremendous anxiety on what would become of it in the future. It lacks the concept of morality, and its creators are also morally gray. But is it really possible for humanity to die in those robotic hands? Cole (2023) turned down this statement, emphasizing that it is not going anywhere and the more humans learn about its nature or how to navigate it, the more that they realize that the developers behind this technology are the ones that should be held accountable and prevent it from... going berserk. Yes, ChatGPT and other developing sites are now getting clever but AI does not have inherent morality like its creators - it can be used for good or for evil (Johnson, 2019). Humanity just needs to leverage best practices in order to produce best results that Artificial Intelligence could give because looking at it in a narrow-sighted and single-handedly negative perspective would spare its users from getting a look at how useful it truly is (Oltsik, 2019).

Moreover, in the article of Edwards (2022), Artificial Intelligence is characterized to still be “not alive” or lacking spiritual awareness and it would take a lot of energy to flip things up with this technology that would make it do things beyond its initial purpose and that is to mimic low-cognitive perfunctory abilities. But this still does not mean that AI should be taken ever so lightly, as the statement of Hendlar and Bringsjord (2022) states that AI’s lack of morality could still impose risks that are entailed from something so intelligent but has no soul, like getting used as weaponry for potential wartime.

This implies that Limited Memory Artificial Intelligence - the current form of AI that humanity has right now - must be taken into serious consideration and practice of its safely efficient usage must also be observed in larger amounts. A larger focus, therefore, on its educational purposes could also potentially channel safer existence of this Limited Memory Artificial Intelligence along with further improvements for its future.

House of Cards

As a connection to the opinions regarding the increased usage of Limited Memory Artificial Intelligence, there has been answers that foresee potential degradation of the reliability they would hold in the near future, especially for Senior High School Students. In this section entitled “*House of Cards*,” researchers discuss the way society might doubt the true capabilities of their future leaders due to increased usage of Artificial Intelligence - reliability that may tumble down like a house of cards.

Specifically, a respondent has answered, “*Syempre, oh, “what’s the answer?” tanungan mo nalang... what if your cellphones would be voice activated na sa AI... yung AI na bahala sayo... nagiging reliant ka na. Like “okay na” kasi anjan yung AI e. ‘Yan na*

yo 'n! Paano nga kung mas naging matalino yung AI sa atin? That will be the effect! Paano nga kung nag-graduate siya [a student] sa Engineering ng ganito, pero kaya pala nagagawa niya is because of technology. When it comes na gagawin niya na yung trabaho niya, hindi na siya magagawa kasi nag-rely na siya doon. Naintindihan niyo? Kunwari nagpanggap siya na may pinanagaralan pero wala pala, yo 'n na yung magiging effect. Kaya ngayon, kung titignan mo, tatanungin mo kung "ginawa mo ba 'to?" oo nang oo pero if you're going to assess sa summative test wala naman kasi nagrely na siya sa AI. Magiging dependent na tayo sa technology. Reliability, integrity and honesty..and yung thinking capacity, bababa yo 'n. Kasi ang isang tao, if he will not use it [his brain] properly, masisira, tama?" ("Of course you can just ask AI, "what's the answer?" What if your cellphones become voice-activated with AI, and the AI takes care of everything for you? You become reliant on it because AI is there. That's it! What if the AI becomes smarter than us? That will be the effect! What if a student graduates in Engineering, but the reason they were able to do it is because of technology? When it comes to doing their job, they won't be able to do it because they have relied on AI. Do you understand? For example, pretending that they have studied something but they haven't, that will be the effect. So now, if you look at it, you ask, "Did you do this?" and they would say yes, but if you assess their performance in a summative test, they won't be able to do it because they have relied on AI. We will become dependent on technology. Reliability, integrity, honesty, and thinking capacity will decrease. Because a person, if they don't use their brain properly, it will deteriorate, right?")

To summarize the respondent's point among ones that have the similar answer, the reliability of what the learners produce, such as their academic works, their vocal

opinions or recommendations to inquiries, or even their future as professionals might be questioned due to the increased usage of Limited Memory Artificial Intelligence in today's world. In agreement with their sentiment, Bankins and Formosa (2023) discussed about the ethics associated with work meaningfulness - defined as the perception that one's work has worth or significance - that is affected by the deployment of Artificial Intelligence early on people's education. It was also observed by Bochniarz et al (2021) that the increasing cynical hostility of most people towards Artificial Intelligence directly affects their perception towards humans who use it - affecting those who utilize it as an assistance or those who derive ideas from it.

But it is contrasted by Jimenez and Boser (2021) that distrust towards human users of Artificial Intelligence only hinders objectivity in assessing their capabilities especially in today's world wherein AI has established itself even in education. Developing a negative perception towards its usage alone, according to them, would impose paranoia among citizens and decrease the confidence in incorporating technological advances that could immensely address existing gaps in education.

With this closer look, it could be implied that educators could already have a kick start in acknowledging negative perceptions towards Artificial Intelligence and disseminating this information to learners while assisting them in ethically conducting academic works with the aid of Artificial Intelligence, all the while finding ways to elevate independent performance of students without technology.

Back to the Future

Humanity has had its battle with clocks, or time to be more specific. As it flies by in a fashionable manner, it is up for those who have witnessed the changes to be able to compare the striking differences it has procured in society. In this section entitled, “*Back to the Future*,” albeit they still lack fascinating stuff that Doc and Marty has in the movie, answers of respondents (particularly teachers) who made comparisons with current technology and the ones that they had used in the past truly showed the perspective they have developed over time and how they gained learnings with these improving technologies.

“In my generation kasi, I would actually say na lucky siguro kami kasi we have a little bit of experience naman with technology pero hindi siya ganong kalalim but at the same time, we also grew up with computers, with technology. So meron kaming parang experience on both worlds, kumbaga. Syempre it’s really hard, for example, for us na mga MassCom students noon, we were able to experience yung mga old school na mga gamit like cassette tapes, ‘yung ‘pag magrerecord ka, dapat na sa recording studio ka, ‘yung mga voice over, ‘yung mga radio programs, ginegerate ‘yan manually but at the same time we also experience to... maggenerate through technology, it’s either generated siya ng mga sound effects.. ‘yung sine-save mo nalang siya Flashdrive or sa Cloud drive..so there’s really difference in terms of production, siguro? Mas mura na kasi high-tech na ang mga gamit and at the same time you don’t have to spend a lot of time sa process... also, in terms of yung pagod, efficient mong nagagawa yung kailangan mong gawin kasi merong technology. So ‘yon yung difference na na-experience ko personally.” (“In my generation, I would actually say that we are lucky because we have a little bit of experience with technology, although not very deep. But at the same time, we also grew up with computers,

with technology. So we have some experience in both worlds, so to speak. Of course, it's really hard, for example, for us Mass Communication students back then. We were able to experience the old-school equipment like cassette tapes, where if you wanted to record, you had to go to a recording studio, the voice-overs, the radio programs, they were generated manually. But at the same time, we also experienced generating them through technology, either with sound effects saved on a flash drive or on a cloud drive. So there's a real difference in terms of production, perhaps. It's more cost-effective now because the equipment is high-tech, and at the same time, you don't have to spend a lot of time in the process. Also, in terms of fatigue, you can efficiently accomplish what you need to do because of technology. So that's the difference I personally experienced.").

It appears that respondents have mostly mentioned a faster pace of doing their work, easier access and availability of these sites and devices as a resource of information or data, cheaper forms of educational materials to disseminate learnings, and a wider variety of options for their respective roles.

These statements have been given support by Jaakkola et al (2019) in their study entitled "*Artificial Intelligence Yesterday, Today and Tomorrow*," where practical applications of emergent technology such as Artificial Intelligence displays a "cyclical" manner on its bout to human civilization - drawing over an observation that technology also undergoes through maturity and now that humanity is adapting with it faster unlike before, with its young introduction. As an analysis of technology and Artificial Intelligence's history over time, it was observed that in the 2010-2020 year periods, it has been on a "peak wave" regarding its utilization and development in every sector of the society.

On the other hand, a closer prospect on students' stature with these forms of technology have shown that study materials such as books, blogs, videos have been increasingly available online. And this becomes the database for sites with Artificial Intelligence that use it to also give out information for the people who use it (Ezhova, 2021). The generation of students today now have sites like ChatGPT that gets its data from existing ones in the internet and use it to give out more specified and personalized answers to students' inquiries.

Although this is the case, it was also mentioned by some respondents that compared to what they have experienced before, human contact especially in students' vacant time seemed to have been lowered due to these technologies. As Jones (2020) cited, modern technology still needs conventional human contact in education in order to keep children eager to learn - balance between ample social contact and usage of modern Artificial Intelligence sets the sector of education in the right path. So, while Limited Memory Artificial Intelligence brought about elevation on the lives of those inside education, an equilibrium for conventional methods and modern technology is mostly what respondents seek.

Prometheus, The Fire Bringer

The withstanding myth of Prometheus, the Greek Titan who stole fire from the gods and giving them to humanity in form of civilization and knowledge bears huge resemblance to the titan of technology today we term as Limited Memory Artificial Intelligence. In this segment entitled "*Prometheus, The Fire Bringer,*" the researchers discuss the "limbo" of using Limited Memory Artificial Intelligence in terms of maintaining originality and the bout of plagiarism.

As per the responses of the participants in the study, some mentioned that sites with Limited Memory Artificial Intelligence help them in citing sources of information for their literary work, by paraphrasing paragraphs or generating citations for references but on the other hand, a group of respondents also questioned the authenticity of information that these sites dispense along with the lack of proper citations that must come along with these data.

One of the respondents who conformed in using AI to cite sources stated, “*Dito sa research ‘di ba... since it's hard to ano, manually cite or put in your reference... I used AI-generated software, sites na may AI to ano, to cite articles or books to make it easier for me to reference. Parang copy and paste na lang ba. ‘Yon. Google Docs, may AI ba yon? Google Docs tapos yon lang actually. TikTok counted ba? Oo, wen kasi sa TikTok ko nalaman kung pano gamitin ung google docs as a way to cite references.*” (“In terms of research, right... since it's hard to manually cite or put in your reference, I used AI-generated software, sites that have AI to cite articles or books to make it easier for me to reference. It's like a copy and paste system. That, and Google Docs, that does have an AI right? Google Docs and that's it actually. Is TikTok counted? Yes, because I've learnt how to use Google Docs as a way to cite references in TikTok.”)

In retaliation, a different respondent voiced out, “*For the sake of the students using those... sites, where they can produce a whole thesis, that's academic dishonesty. That's not beneficial to them, why? For the meantime it may give them an easier task, that would give them a better output? However in the long run, they will not really learn what they are supposed to learn, because example in writing research papers, yes they could download using those sites. However the learning that they would get from the experience*

because the best way to learn is through doing something, right? That's learning by doing... that's a theory, so if they will not do it themselves they will not really exert effort for it, they will not really learn."

It is still a dilemma for experts to determine where Artificial Intelligence truly stands in terms of plagiarizing intellectual property. To further elaborate, it was found through the investigation of Fazackerley (2023) that new AI models such as ChatGPT-4 can now produce better and “more human” outputs - where Thomas Lancaster, a computer scientist and expert on contract cheating at Imperial College London, even stated that the quality of these written documents is observed to be of higher quality than students themselves. Through this needle in a haystack situation, academics are now opting to assess the presence of citations in these written outputs to observe if it was machine-generated or not.

But, Peritz (2022) argues that using AI-generated content is not plagiarism - not in the traditional sense at least - because there is no original content in the first place rendering no original output for academics to catch. Yet it is accepted that AI or machines like this still promotes cheating as Hick and Yang (2023) that it deems students unaccountable for whatever knowledge the machine has generated. Although plagiarism is not new, these scholars worry about how humanity could keep up with AI’s fast growth in a short period of time.

With that mentioned, Limited Memory Artificial Intelligence is also utilized for a good cause - and that is, to detect plagiarism. Baffling, innit. But yes, as the proliferation of AI-generated content also flourishes, some tools have also emerged to battle this negative effect of automated technology (Izzo, 2023). Online, sites like GTPRadar,

Originally.AI, CopyLeaks, and ZeroGPT seemed to be keen in doing friendly-fire with their fellow machines.

Based on the aforementioned, these AI essay generators and AI “AI-detectors” appear to be on the same side of one coin; but with entirely different purposes. It is up to the users, especially students who now need their presence in studies as an assistance, on which side would they want to face upwards. It could be implied that this AI-proliferation has humanity as its dealers, sailors, the leader up on top; their on what to use in their scholarly works is on board a glass of wide-ranged buttons. Plagiarism is only one among all the choices that they could pick on.

Meet Me in the Middle

Artificial Intelligence is rapidly becoming a wide-ranging element in people’s lives, with nearly accessible characteristics that enables it to act as a digital assistant from workplaces, classrooms, and the like (Maedche, et al., 2019). With the theme entitled, “*Meet Me in the Middle*,” the researchers discuss the responses of the participants in accordance to the inquiry about AI’s benefits in their present lives, specifically as to how it acts as an aid for convenience to repetitive roles in workplace and education.

On the side of the institution administrators, one stated that current AI brings help in managing her employees or the juniors under her wing. “*Honestly sa work namin ngayon, we are being helped heavily of Artificial Intelligence. Not only yung mga ano ha... yung mindset natin, ‘yung mga auto-generated things like for example, in my team, I am managing a set of teams, na medyo malaki nga rin naman... we use databases, we use softwares para matrack ang performances, mattrack ang mga deliverables... because of*

contents everyday... so may mga contents kami, artists kami, may mga taga layout kami, mga photographers kami, may publishers kami and so on. So that's a very big team and me, myself I cannot really meet into each one of them that's why I am personally, heavily dependent a well to Artificial Intelligence. I use software and doon ko minomonitor kung nasaan na 'tong mga publishers na 'to. Na-publish na ba ito? Na-deliver na ba ito? Na exhibit na ba ito? So without that, it's gonna be very hard kasi I am going to ask them one by one, kung ano na 'ng status nito? Ano na 'ng update nito? And 'yung employees namin sa unit namin around 30, what if you're managing hundreds or thousands of employees these Artificial Intelligence are very useful to us most especially na do'n sa team namin we are composed of really young people so very ano pa, very adaptive pa with technological advancements." ("Honestly, in our work today, we are heavily assisted by Artificial Intelligence. Not only in terms of our mindset, but also in auto-generated things. For example, in my team, I am managing a large group. We use databases and software to track performances and deliverables because we have content every day. We have artists, layout designers, photographers, publishers, and more. It's a very big team, and personally, I cannot meet with each one of them individually. That's why I heavily rely on Artificial Intelligence. I use software to monitor the progress of our publishers. Has it been published? Has it been delivered? Has it been exhibited? Without that, it would be very difficult because I would have to ask each one of them individually about the status and updates. In our unit, we have around 30 employees. Imagine managing hundreds or thousands of employees. Artificial Intelligence is very useful, especially for us, as our team consists of young people who are very adaptive to technological advancements.")

It appears that student and professional respondents have already utilized Limited Memory Artificial Intelligence as an assistant in addressing idle work that normally disrupts their ability to focus more on their respective endeavors. In line with their responses, Klaus and Zaichkowsky (2021) have discussed the concept of Artificial Intelligence as a commodity or an intermediation technology that bridges gaps that arise during matters that usually require person-to-person interaction. The presence of these bots take convenience to a higher level especially when equipped with advanced algorithms designed to outsource necessary workplace decisions.

In another aspect, Artificial Intelligence has introduced a more personalized way of learning which is one of the similarly mentioned benefits by the students. Aside from giving explanations that make it easier for them to understand certain topics, it is through the study of Rouhiainen (2019) that one of the issues faced by the sector of education today - the ineffectiveness of a “one size fits all” approach - is addressed by the unique educational approach offered by Artificial Intelligence. On the other hand, repetitive routines performed by students in schools as part of requirements can also be addressed by this type of technology through certain commands or inputs typed in, showing instant result (Opacki, 2021).

Yet, Ziglar (2016) has iterated that certain instances in education still need to practice repetitive routines such as book activities and multisensory instructions to maintain holistic pathways to a learner’s brain. This, in relation to students’ conduct of their academic practices or performance tasks, would ingrain the importance of acceptable behavior of students inside the four-cornered rooms.

Gossamer in the Light

In this portion of the discussion, “*Gossamer in the Light*,” the respondents answer the question regarding the benefits given to them by Artificial Intelligence in terms of the new and elaborate information it provides to them when used. Students who have participated in this research mostly had provided information that accessible AI has helped them gain information that were utilized for various academic works such in research or in topics that they are having difficulties about.

Moreover, professionals in the field which took part in this study revealed that they have discovered new learnings from this emergent technology that was unknown to them before. As people who are still currently navigating ways on how to obtain information in the online realm, it was disclosed by some of them that Artificial Intelligence and other forms of advanced technology served as a “powerhouse” of formerly scarce and scattered information.

A student participant stated, “*Maaassist niya ako dahil sa online, marami kang information na makukuha na magagamit mo for reference, mga gano ’n... noong wala pang AI at mga technology, nagbabasa lang sila sa mga books, gano ’n. Ngayon sa online na, mas madali ka nang magreview, mga gano ’n... kumuha ng mga magagamit mo for college...*” (“It [AI] can assist me because in the online realm, you can get a lot of information that you can use as a reference, something like that. Because before AI and technology emerged, they were only reading books. Nowadays, you can just easily review online, like that... get what you need for college.”). Another similarly stated, “*Dakkel gamin nga tulong tatta ti technology para dagiti students lalo kuma nu marigatan da nga*

awaten dagijay activities nga ited ti teachers karkaro nu college... mabalin dan tu lattan nga agself study tun... ("It will give us, students, big help especially when we would have hard time [studying] and/or doing activities that will somehow be harder on college... this will enable them to self-study...").

Albeit some respondents showed skepticism towards Artificial Intelligence being a source of information for their scholarly works, their answers come across as similar when pertaining to more accessible forms of information that would be helpful to their existing endeavors. This brings Google DeepMind in particular, a state of the art AI technology that still utilizes data given by experts, especially scientists employed by Google, to predict and tackle protein-protein interactions in the medicine field. This feat particularly lead to it cracking the problem of protein-folding which stumped even researchers studying in that area (Callaway, 2020).

Also, as a part that goes side-by-side with personalized learning in Artificial Intelligence, differentiated instructions for self-studying or self-learning provided by AI adaptive tools can observe how a student proceeds through a given task. Adetunji (2023) cited that if a student is struggling, the AI program can offer help through explanations; if a student is doing well, then the program could provide more difficult tasks. Although it does not have the capability to go on par with a human teacher, it provides assistance for students to navigate their studies and themselves, too.

Implied from this, Limited Memory Artificial Intelligence has the capability to assist students when teacher-student classes are done; like when they are given assignments by teachers but in an enhanced way, LMAI appears to be keen on providing further

knowledge from the related topics coming from databases online to students; this is applicable especially in entertaining further inquiries that a student has before conducting their required tasks.

Silver Spoon

Benefits were discussed in accordance with the second question incorporated in this research, but most respondents have also identified downsides that come with the increased usage of Limited Memory Artificial Intelligence in education. As we slice through this portion entitled, “*Silver Spoon*,” the comments of respondents regarding the increased reliance or dependence of students and other members of the sector of education to LMAI, especially in doing their academic works, are elaborated.

“I think we must learn the value of hard work in a way that they can not just um, push or can not just let AI do everything for them because in the real world if you're going to have job in the future you just can not let an AI do the presentation, kunwari nagrepresent ka sa isang business company, hindi naman puwedeng AI ‘yung mag present so you must have that skills example oral communication, you must have that skills example in Mathematics and Basic Algebra. Because, although AI has become more and more advanced I believe that it will not, it [AI] still have lapses and still lack the kind of capacity that our brains would have.” (“I think we must learn the value of hard work in a way that they cannot just rely on AI to do everything for them. In the real world, if you have a job in the future, you cannot let an AI do the presentation, for example, when you are representing a business company. AI cannot be the one to present, so you must have skills like oral communication and mathematics, including basic algebra. Despite AI becoming

more advanced, I believe it still has limitations and lacks the capacity that our brains have.”)

Reliance or dependence. The researchers have observed that almost all of the respondents have provided this as an answer to what disadvantages Limited Memory Artificial Intelligence currently brings and might further promote through its increased utilization. According to Brantley (2023), even professionals have admitted to using ChatGPT with their paperwork and a huge chunk of them admitted to hiding this from their supervisors. From students using it to write or assist them in writing researches or essays to lawmakers even using it to write speeches; few have only considered the risk of long-term consequences that Artificial Intelligence usage causes. AI of today is only supposed to serve aid in formulating ideas and conducting idle work but with its incorporation with serious decision-making, the flawed process that it entails increases the harm of an imperfect execution (Meissner and Keding, 2021).

Although its adaptation provided favorable results to education and in workplaces, these sites offer varied developments to amateur users like students and for professionals. As McKendrick and Thurai (2022) of Harvard stated, it is still not ready to execute important decisions that severely influence the lives of its users - especially the youth or students.

Based on this data, it could be implied that the risk of over-dependence to Limited Memory Artificial Intelligence goes on the long run but could now even affect the quality of information it gives to the youth - the students - who use it excessively on their academic works. As one of the most prominent sectors to use Artificial Intelligence as an

aid to accomplish these tasks, it is essential for students to first develop their analytic and critical skills to filter out what they ask for with this technology.

Through the Looking Glass

“Humans are the most advanced technology that they, themselves could ever get.”

The nature of Artificial Intelligence is riddled by bounds set for them to follow, and follow does it do. As a response to what practices should currently be administered to students in order for them to efficiently and ethically utilize Limited Memory Artificial Intelligence, respondents have similarly reiterated the importance of individual human intelligence that could not be rivalled by Artificial Intelligence.

“We are not here to stop learners from Artificial Intelligence because that is part of our living world... since we are in modern technology world but just like what I’ve said, we have to follow the etiquette in using technology... so sometimes we should not fake the output. We should not plagiarize things for having a good grade... let’s just give... kumbaga learners should exert effort more than what the computer does... so ibig sabihin... they use the technology appropriately, correctly, wisely... without too much dependent to that because the main reason why there is learning is to make learners become more independent... in a sense that, you can work alone with or without the help of technology... so, always remember that technology is not part of the human body... and always prove that humans are far away better than technologies... so ‘yon lang.’” (“We are not here to hinder learners from using Artificial Intelligence because it is part of our modern world, considering the advancements in technology. However, as I mentioned earlier, we need to follow the etiquette in using technology. We should not fabricate the

output or engage in plagiarism just to get good grades. Learners should exert more effort than what the computer does. This means they should use technology appropriately, correctly, and wisely, without becoming overly dependent on it. The main purpose of learning is to make learners more independent, capable of working alone with or without the help of technology. Always remember that technology is not a part of the human body, and we should continuously demonstrate that humans are far superior to technology. That's it.")

Humans, by far, have more advantages in assessing situations that need critical thinking and can procure more perspectives that could help them in balancing out the pros and the cons that a certain decision could produce after (Lalonde, 2021). That, technology could not do with its bounds. And at its best, technology is all about humans. But sometimes, due to varied circumstances, they tend to dismiss these abilities in favor of trying out something new or the fact that technology has offered humanity comfort, convenience, and enjoyment in life (Aurora, 2022).

With this in mind, the current stature of students and their ability to learn things independently is one of the goals that teachers aim to augment. Their influence will still be revolutionary in instilling the idea that Artificial Intelligence is not the one that needs to gain knowledge, rather them as future leaders of the society (Tripathi, 2019).

It could be implied from this section that imbalance and the lack of adherence to professionals like teachers could prevent the installment of real knowledge in learner's minds - and their supervision would be of great help in making this generation and Artificial Intelligence successfully coexist.

Keep It In A Short Leash

This section entitled, “*Keep It In A Short Leash*,” talks about putting limitations not on the people, but Limited Memory Artificial Intelligence instead and its accessibility for people depending on their current stature in life and dividing what information fits them most from a student to a professional. This is in response to the inquiry as to how Artificial Intelligence could be efficiently used by the students in this current society.

One respondent in particular stated, “*Put limitations in AI lalo na siguro naman may statistics na... sila on the frequency of students on how they use AI siguro mga 80% no'n essay generation or poem, gano'n. Syempre, 'yun 'yung mga nagamit ko eh, so they... they should limit AI on how..., people can use them tapos they should... they should put AI on a leash talaga so dapat professionals can use the most of AI while amateur like students can only use a little bit of AI which I suggest na for checking purposes only 'yung AI, hindi 'yung generating answers ang purpose.*” (“Put limitations on AI, especially since there may be statistics on the frequency of students using AI, perhaps around 80% for essay generation or poetry, for example. Of course, those are the ones I have used. So, they should limit how people can use AI, and they should put AI on a leash. Professionals should be able to make the most of AI, while amateurs like students should only be able to use a small portion of it. I suggest that AI should be used only for checking purposes, not for generating answers.”)

As humans, we are accustomed to the idea of restrictions in human sense as being in jail for committing a crime and getting grounded for a week or so - and then gaining autonomy, which is like getting out of that jail or getting left unsupervised. After that,

humans around them are left thinking about what they might do next or if they go back to old habits. But with Artificial Intelligence - a marvel of technology that we created and now have little idea of (what a paradox) - have no goals or motivations of their own no matter how intelligent they are (Etzioni and Etzioni, 2017). It would be hard to see them protesting for, say, their rights after restriction. Easy, right?

But restricting Artificial Intelligence is a hard feat in today's world, no matter how appealing it might sound to authorities or persons linked to education. Although interventions from parents or from educators might be an effective way to slightly restrict students' usage of Artificial Intelligence, there would still be a time where it could diverge into other pathways where it could also be abused. Despite that fact, Candelon et al. (2021), tighter restrictions of Artificial Intelligence would now be possible in order to also address issues revolving potential abuse of personal data and people's fear of companies using them for ulterior motives.

As an addition, Marr (2021) stated that despite all Artificial Intelligence being near-impossible to just turn "off-switch," debates show that Artificial Intelligence could be governed the same way that humans are, with manufacturers being mandated to abide by policies that the government -international or national - could implement.

Even then, with the current behavior of Artificial Intelligence towards experiments that found out rampant release of biased data, sometimes hateful statements or misinformation that could affect the students' way of thinking or perceiving the world, regulating Artificial Intelligence itself would help ensure accountability and transparency to the society. Now that it is so widespread within the sector of education, it could be

implied that mitigating risky effects of AI to students and even their morals can withstand the test of time, both for humanity and bots themselves.

With Limited Memory Artificial Intelligence, although not at its peak yet, must be closely and constantly monitored if they are functioning as programmed - as it still remains as a work done by humans, said organisms have the upper hand for now.

DOWN THE MATRIX

Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence

LIMITED MEMORY ARTIFICIAL INTELLIGENCE

(Read; LMAI*); Type of Artificial Intelligence that gives a response that fits the input of a human user while learning over time (Marr, 2020). It is equipped with machine learning which uses algorithms to develop itself like a human does (Hurwitz and Kursch, 2018), and it is by far the most advanced type of Artificial Intelligence that humans freely use in today's world.

ADVANTAGES

- Source of new, instant, and more specific information
- Convenience for obsolete or large-scale management
- Paraphrasing and self-learning assistant

According to the thirty respondents from the educational sector that shared their sentiments for LMAI's impact.

DISADVANTAGES

- Overreliance or dependence towards LMAI sites
- Academic dishonesty or potential plagiarism
- Questionable information
- Risks of unemployment for students in the future

- Convenience for obsolete or large-scale management
- Paraphrasing and self-learning assistant
- Improvement of the quality of academic work.
- Increased and easily accessible options for studying
- Academic dishonesty or potential plagiarism
- Questionable information
- Risks of unemployment for students in the future
- Increased skepticism on ability of students
- Possible harm/violation to privacy

"SAY, WHAT CAN WE DO?"

1 Responsible and Ethical Student LMAI Navigation

Students have now gained a larger access to advanced technology; practicing appropriate utilization of LMAI must be done inside and outside of the school premises.



2 Monitored LMAI Accessibility

Information disseminated on the internet and by LMAI is now available for almost all that have it. It now lies on the suitability of the student's request; Constant monitoring by technological personalities on their complex program is the way.

3 Working Beside Teachers and Other Experts

In classrooms, teachers can assist and monitor students when using sites with Limited Memory Artificial Intelligence to ensure the credibility of data and prevent forms of academic dishonesty.



4 Further Research About LMAI

Know more about Limited Memory Artificial Intelligence in the future. It is now here to stay, so scouring more information, disseminating it to the general public, and making the scales heavier for its positive impact on education would be rad.



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Flipping Pages of AI's Future

Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence

Research Abstract Description - Purpose

Chapters From Introduction and All

Documentations Pictures, References, and Responses

Aim of the Study

The Precursor to New Voyages Towards Modern Technology

This research aims to explore and discover various perspectives regarding the rampant use of Limited Memory Artificial Intelligence, stemming from major stakeholders involved in education namely students, teachers, and members of institutions.

Bury your soul

Practical Research

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It's going to be interesting to see how society deals with artificial intelligence, but it will definitely be cool."

—Colin Angle

Get in Touch

Know more about the researchers or the research itself! They are enthusiastic about you!

Chapters of the Study



Introduction

Background backed with RRL, scope and delimitations, aim and inquiries, and terminologies are here.



Methodology

Discussing the research design, procedures, and all to accomplish the study.



Results and Discussion

The answers of respondents organized in themes agreed or disagreed upon are here.



Conclusion and Recommendations

A brief summary of the study's content with interventions will be included.

Practical Research



Abstract of the Study

This section includes **encapsulated form of the research**, which encompasses the **rationale to the conclusions and recommendations**.

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Chapters of the Study

This section includes the **Chapter I or Introduction of the study up to the Chapter 4 or Conclusion and Recommendations part**.

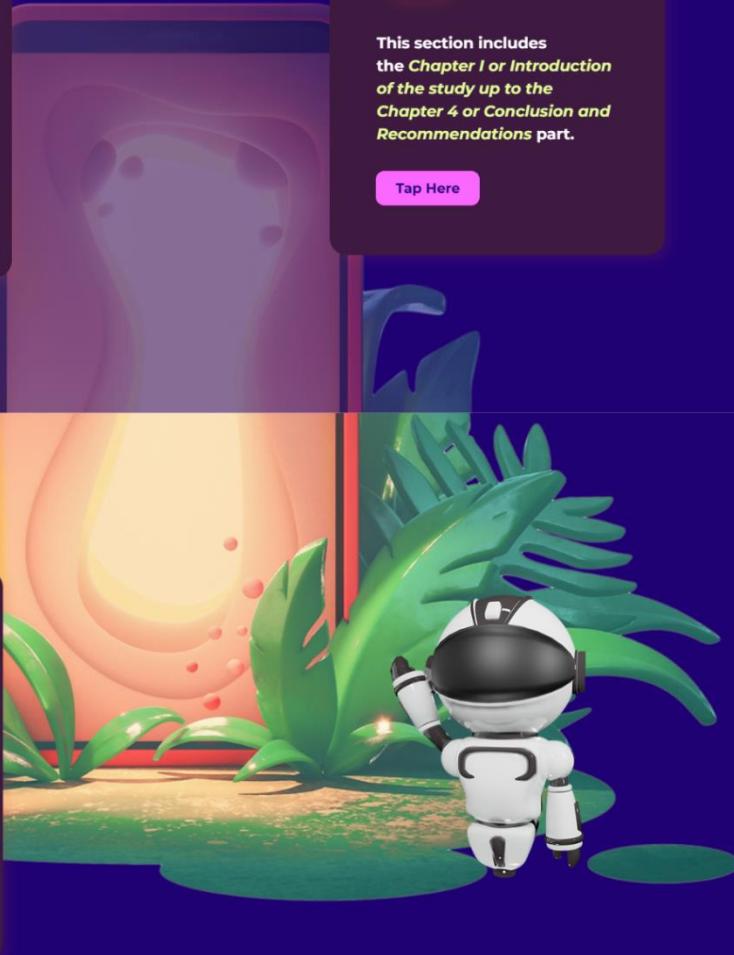
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Documentations

This section includes pictures, audio files, transcribed responses, repertory grids, and the references of the researchers.

[Tap Here](#)



CHAPTER IV

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Weaves of creativity bound together by time forged through paths for humanity's greatest inventions. Among them is Limited Memory Artificial Intelligence, which currently influences the minds and actions of society and its members, particularly in the education sector. As a result, students, teachers, and members of institutions brought out views, experiences, and opinions that relate and contrast with one another regarding its increased utilization. Per the research findings, most respondents mentioned how Limited Memory Artificial Intelligence introduced renewed convenience, producing more specific and modish responses, preventing accidental plagiarism, increasing and enhancing classroom engagement, and minimizing mundane tasks. Conversely, they have listed over-reliance, complacency, instances of academic dishonesty, possibility of future unemployment, and risks to human privacy. These were united by the idea of supervised and professional-assisted usage of this technology throughout its continuous adaptation.

As Limited Memory Artificial Intelligence persists, it now does not limit itself in only sharpening the edges of humanity, but also its own blades. As a double-edged sword, it poses both negative and positive effects that would now come down into humanity's own hands, especially the youth. The sector of education is now feeling its impact up on their work discipline that could resonate in a higher degree throughout the long run. Its usage, particularly, seeks to acquire a certain level of understanding into its nature to obtain the balance that its academic users need in order to leverage its benefits instead of its negative effects.

As these results illuminate the path toward the future, it is now a must for students to be educated through professionally-assisted symposiums about the negative and positive impact of Limited Memory Artificial Intelligence's presence in their academic work. Teachers and institution members can maximize their knowledge with this technology through seminars and utilize it to regulate Limited Memory Artificial Intelligence inside classrooms. The public and the government can count on this research to gain cross-disciplinary outlooks and address issues in the sector of education regarding this technology. The venture for this topic does not end here either, for further research or studies are what the authors recommend to delve deeper into the iceberg of Artificial Intelligence. Lastly, the infographics or videos produced in this study must be utilized to share knowledge about the positive and negative effects of Limited Memory Artificial Intelligence in the educational sector, especially to students.

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APPENDICES

Appendix A

Validation Tool for Interview Questions



REGIONAL SCIENCE HIGH SCHOOL FOR REGION I
Ma. Christina East, Bangar, La Union



April 07, 2023

Jerwin M. Telacas
Teacher
Bacnotan, La Union

Madam/ Sir:

We, the undersigned students are from the Regional Science High School for Region I. As part of our subject, **Practical Research I**, we are currently doing a research project entitled, **Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence.**

In this regard, may we humbly request for your time to please **validate our Data Gathering Tool – Interview Questions**. The result of this validity test will be reflected on our write-up of Chapter II which will be submitted before the Third Quarterly Test on April 20-21, 2023.

We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

RJM
ROGEELYN ANNE S. DELA PENA

DML
DIAN MARY S. LEDDA

RDO
RECHELLE DENNISE L. OGOY
Grade 11 Researchers

J
Noted:

ANTONIESTE G. PADUA
Research Adviser

→ ChatGPT
 AI that can store memory
 and use it to
 mathway → math
 → SymPylab
 → ChatGPT
 → machine



Region I
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I

**RESEARCH INSTRUMENT
 VALIDITY TESTING TOOL**

Research Title:	Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence
Proponents:	DELA PENA, Rogelyn Anne S. LEDDA, Diana Mary S. OGOY, Rechelle Dennise L.
Research Problem with Specifics:	<p>Research Problem:</p> <p>This research aims to explore various perspectives regarding the rampant use of Limited Memory Artificial Intelligence, stemming from major stakeholders involved in education namely students, teachers, and academic institutions.</p> <p>Specific Questions:</p> <ol style="list-style-type: none"> 1. What are the cross-academic perspectives towards the increased use of Limited Memory Artificial Intelligence (AI) given by the following educational stakeholders: <ol style="list-style-type: none"> A. Senior High School Students B. Teachers C. Academic Institutions (Representatives) 2. What are the areas relevant to education that Limited Memory AI surprisingly gave a big impact to? 3. What is the general level of trust with AI in the education space? How can it be made more accessible/transparent to the stakeholders under education? 4. What are the challenges and at the same time, benefits that could be observed towards the increased used of Limited Memory AI for educational purposes?

	<p>5. In what ways can Limited Memory AI be used as a tool to support deeper engagement with topics rather than just a shortcut to traditional learning outcomes?</p> <p>6. What are some current elements in education that could be kept going forward, and how can Limited Memory AI tools be used to further improve those foundational elements?</p> <p>7. What are current behaviors or actions that could leverage the potential of Limited Memory Artificial Intelligence for the future?</p> <p>8. What are interventions that could be recommended after the conduct of this study? (What ways could we properly address equity, ethics, and education with Limited Memory Artificial Intelligence?)</p>
--	--

Rate the Research Questionnaire according to its Construct Validity, Content Validity and Face Validity. Put a check (✓) mark as your rating for the instrument.

Criteria	5	4	3	2	1
	Very highly valid	Highly Valid	Valid	Somewhat Valid	Not Valid
Construct Validity	The test measures the concept that it intends to measure.	✓			
Content Validity	The test fully represents what it aims to measure.	✓			
Face Validity	The content of the test appears to be suitable to its aims and to the level of the targeted respondents.				

Comments & Suggestions:

Validator:

VERWIKH M. TELORI
Signature over printed name

04/10/2020

Date Validated

Dated: 04.10.2020

Interview Questions

To Students:

1. What are the examples of sites and applications that incorporate Limited Memory Artificial Technology that assist you in conducting academic endeavors? In what ways do they function in:
 - a. Research or Literary Works
 - b. Mathematics
2. What are the limitations that you set for yourself whenever using sites or applications that incorporate Limited Memory Artificial Intelligence?
3. What are the positive and negative outlooks you have regarding the production of Limited Memory Artificial Intelligence in accordance with your future career, specifically in college?
4. What are the interventions you can recommend after the conduct of the study?

To Teachers:

1. What are the challenges and advantages imposed by the use of Limited Memory Artificial Intelligence such as paraphrasing tools, essay generators, and mathematical problem solvers by students?
2. What situations or ways of learning have been changed significantly of technology, more specifically Artificial Intelligence, have you observed?
3. In what ways can you prepare yourself for the increasing modernization of the educational system when it comes to Limited Memory Artificial Intelligence?
4. What are the interventions that you can after the conduct of the study?

To Academic Institutions:

1. What are the advantages and disadvantages that Limited Memory Artificial Intelligence offers in academic institutions?
2. What are concerns you have observed among students increasingly using limited memory artificial intelligence in their scholarly works?
3. What are the areas you've interacted or worked with that are now applying significant amounts of Limited Memory Artificial Intelligence?
4. Students of today's society will be the employees or leaders of the future. With the use of Limited Memory AI, in what ways can it be efficiently incorporated into academic affairs?
5. What are the interventions that you could recommend after the conduct of the study?



REGIONAL SCIENCE HIGH SCHOOL FOR REGION I
Ma. Christina East, Bangar, La Union



April 07, 2023

Judith A. Amoyen
Teacher II
Sugpon, Ilocos Sur

Madam/Sir:

We, the undersigned students are from the Regional Science High School for Region I. As part of our subject, **Practical Research I**, we are currently doing a research project entitled, **Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence**.

In this regard, may we humbly request for your time to please validate our **Data Gathering Tool – Interview Questions**. The result of this validity test will be reflected on our write-up of Chapter II which will be submitted before the Third Quarterly Test on April 20-21, 2023.

We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

ROGEELYN ANNE S. DELA PENA

DIANA MARY S. LEDDA

RECHELLE DENNISE L. OGOY
Grade 11 Researchers

Noted:

ANTONIETTE G. PADUA
Research Adviser



**Region I
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I**

**RESEARCH INSTRUMENT
VALIDITY TESTING TOOL**

Research Title:	Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence
Proponents:	DELA PENA, Rogelyn Anne S. LEDDA, Diana Mary S. OGOY, Rechelle Dennise L.
Research Problem with Specifics:	<p>Research Problem:</p> <p>This research aims to explore various perspectives regarding the rampant use of Limited Memory Artificial Intelligence, stemming from major stakeholders involved in education namely students, teachers, and academic institutions.</p> <p>Specific Questions:</p> <ol style="list-style-type: none"> 1. What are the cross-academic perspectives towards the increased use of Limited Memory Artificial Intelligence (AI) given by the following educational stakeholders: <ol style="list-style-type: none"> A. Senior High School Students B. Teachers C. Academic Institutions (Representatives) 2. What are the areas relevant to education that Limited Memory AI surprisingly gave a big impact to? 3. What is the general level of trust with AI in the education space? How can it be made more accessible/transparent to the stakeholders under education? 4. What are the challenges and at the same time, benefits that could be observed towards the increased used of Limited Memory AI for educational purposes?

	<p>5. In what ways can Limited Memory AI be used as a tool to support deeper engagement with topics rather than just a shortcut to traditional learning outcomes?</p> <p>6. What are some current elements in education that could be kept going forward, and how can Limited Memory AI tools be used to further improve those foundational elements?</p> <p>7. What are current behaviors or actions that could leverage the potential of Limited Memory Artificial Intelligence for the future?</p> <p>8. What are Interventions that could be recommended after the conduct of this study? (What ways could we properly address equity, ethics, and education with Limited Memory Artificial Intelligence?)</p>
--	--

Rate the Research Questionnaire according to its Construct Validity, Content Validity and Face Validity. Put a check (✓) mark as your rating for the instrument.

Criteria		5	4	3	2	1
		Very highly valid	Highly Valid	Valid	Somewhat Valid	Not Valid
Construct Validity	The test measures the concept that it intends to measure.	/				
Content Validity	The test fully represents what it aims to measure.					
Face Validity	The content of the test appears to be suitable to its aims and to the level of the targeted respondents.					

Comments & Suggestions:

Interview question are related to the RI -
Kindly try to add some child-related question if it's possible to
concern change.

Validator:

JUDITH AMOYEN

Signature over printed name

04-12-2023

Date Validated

Dated : Mr. S. Dassan

Interview Questions**To Students:**

1. What are the examples of sites and applications that incorporate Limited Memory Artificial Technology that assist you in conducting academic endeavors? In what ways do they function in:
 - a. Research or Literary Works
 - b. Mathematics
2. What are the limitations that you set for yourself whenever using sites or applications that incorporate Limited Memory Artificial Intelligence?
3. What are the positive and negative outlooks you have regarding the production of Limited Memory Artificial Intelligence in accordance with your future career, specifically in college?
4. What are the interventions you can recommend after the conduct of the study?

To Teachers:

1. What are the challenges and advantages imposed by the use of Limited Memory Artificial Intelligence such as paraphrasing tools, essay generators, and mathematical problem solvers by students?
2. What situations or ways of learning have been changed significantly of technology, more specifically Artificial Intelligence, have you observed?
3. In what ways can you prepare yourself for the increasing modernization of the educational system when it comes to Limited Memory Artificial Intelligence?
4. What are the interventions that you can after the conduct of the study?

To Academic Institutions:

1. What are the advantages and disadvantages that Limited Memory Artificial Intelligence offers in academic institutions?
2. What are concerns you have observed among students increasingly using limited memory artificial intelligence in their scholarly works?
3. What are the areas you've interacted or worked with that are now applying significant amounts of Limited Memory Artificial Intelligence?
4. Students of today's society will be the employees or leaders of the future. With the use of Limited Memory AI, in what ways can it be efficiently incorporated into academic affairs?
5. What are the interventions that you could recommend after the conduct of the study?



REGIONAL SCIENCE HIGH SCHOOL FOR REGION I
Ma. Christina East, Bangar, La Union



April 07, 2023

Jerome Marquez
Teacher
Bangar, La Union

Madam/ Sir:

We, the undersigned students are from the Regional Science High School for Region I. As part of our subject, **Practical Research I**, we are currently doing a research project entitled, **Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence**.

In this regard, may we humbly request for your time to please validate our **Data Gathering Tool – Interview Questions**. The result of this validity test will be reflected on our write-up of Chapter II which will be submitted before the Third Quarterly Test on April 20-21, 2023.

We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

R.A.Pena
ROGEELYN ANNE S. DELA PENA

D.Mary S. Ledda
DIANA MARY S. LEDDA

D.Denisse L. Ogo
RECHELLE DENNISE L. OGOKY
Grade 11 Researchers

Noted:

A.G.Padua
ANTONIETTE G. PADUA
Research Adviser



DepED

Region I

La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I



**RESEARCH INSTRUMENT
VALIDITY TESTING TOOL**

Research Title:	Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence
Proponents:	DELA PENA, Rogelyn Anne S. LEDDA, Diana Mary S. OGOY, Rechelle Dennise L.
Research Problem with Specifics:	<p>Research Problem:</p> <p>This research aims to explore various perspectives regarding the rampant use of Limited Memory Artificial Intelligence, stemming from major stakeholders involved in education namely students, teachers, and <u>academic institutions</u>.</p> <p>Specific Questions:</p> <ol style="list-style-type: none"> 1. What are the cross-academic perspectives towards the increased use of Limited Memory Artificial Intelligence (AI) given by the following educational stakeholders: <ol style="list-style-type: none"> A. Senior High School Students B. Teachers C. Academic Institutions (Representatives) 2. What are the areas relevant to education that Limited Memory AI surprisingly gave a big impact to? 3. What is the <u>general level of trust</u> with AI in the education space? How can it be made more accessible/transparent to the stakeholders under education? 4. What are the challenges and at the same time, <u>benefits</u> that could be observed towards the increased used of Limited Memory AI for educational purposes?

	<p>5. In what ways can Limited Memory AI be used as a tool to support deeper engagement with topics rather than just a shortcut to traditional learning outcomes?</p> <p>6. What are some <u>current elements</u> in education that could be kept going forward, and how can Limited Memory AI tools be used to further improve those foundational elements?</p> <p>7. What are current behaviors or actions that could leverage the potential of Limited Memory Artificial Intelligence for the future?</p> <p>8. What are interventions that could be recommended after the conduct of this study? (What ways could we properly address equity, ethics, and education with Limited Memory Artificial Intelligence?)</p>
--	---

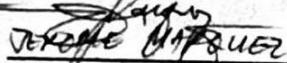
Rate the Research Questionnaire according to its Construct Validity, Content Validity and Face Validity. Put a check (✓) mark as your rating for the instrument.

Criteria	5 Very highly valid	4 Highly Valid	3 Valid	2 Somewhat Valid	1 Not Valid
Construct Validity	The test measures the concept that it intends to measure.		✓		
Content Validity	The test fully represents what it aims to measure.	✓	X ^{xx}		
Face Validity	The content of the test appears to be suitable to its aims and to the level of the targeted respondents.		✓		

Comments & Suggestions:

- Reduce the number of RQ or just ask it during interview.
- Add more questions to answer your RQ
- Organise your questionnaire acc. to the arrangement of your RQ.

Validator:



Signature overprinted name

04/19/23

Date Validated

A.T.S: Mr. Aguirre

r challenges

Interview Questions

To Students:

1. What are the examples of sites and applications that incorporate Limited Memory Artificial Technology that assist you in conducting academic endeavors? In what ways do they function in:
 a. Research or Literary Works
 b. Mathematics SOP 4
2. What are the limitations that you set for yourself whenever using sites or applications that incorporate Limited Memory Artificial Intelligence?
- (SOP) 3. What are the positive and negative outlooks you have regarding the production of Limited Memory Artificial Intelligence in accordance with your future career, specifically in college?
- SOP 4. What are the interventions you can recommend after the conduct of the study?

To Teachers:

- SOP
1. What are the challenges and advantages imposed by the use of Limited Memory Artificial Intelligence such as paraphrasing tools, essay generators, and mathematical problem solvers by students?
 2. What situations or ways of learning have been changed significantly of technology, more specifically Artificial Intelligence, have you observed?
 3. In what ways can you prepare yourself for the increasing modernization of the educational system when it comes to Limited Memory Artificial Intelligence?
 4. What are the interventions that you can after the conduct of the study?

To Academic Institutions:

- (SOP)
1. What are the advantages and disadvantages that Limited Memory Artificial Intelligence offers in academic institutions?
 - (SOP) 2. What are concerns you have observed among students increasingly using limited memory artificial intelligence in their scholarly works?
 - (SOP) 3. What are the areas you've interacted or worked with that are now applying significant amounts of Limited Memory Artificial Intelligence?
 - (SOP) 4. Students of today's society will be the employees or leaders of the future. With the use of Limited Memory AI, in what ways can it be efficiently incorporated into academic affairs?
 5. What are the interventions that you could recommend after the conduct of the study?
- (SOP)

Appendix B

Level of Validity of Interview Questions

Point Value	Statistical Range	Descriptive Equivalent Rating
5	4.51-5.00	Very High Validity (VHV)
4	3.51-4.50	High Validity (HV)
3	2.51-3.50	Moderate Validity (MV)
2	1.51-2.50	Poor Validity (PV)
1	1.00-1.50	Very Poor Validity (VPV)

Validator 1 score: 5

Validator 2 score: 5

Validator 3 score: 5

Average Validity Score: 5

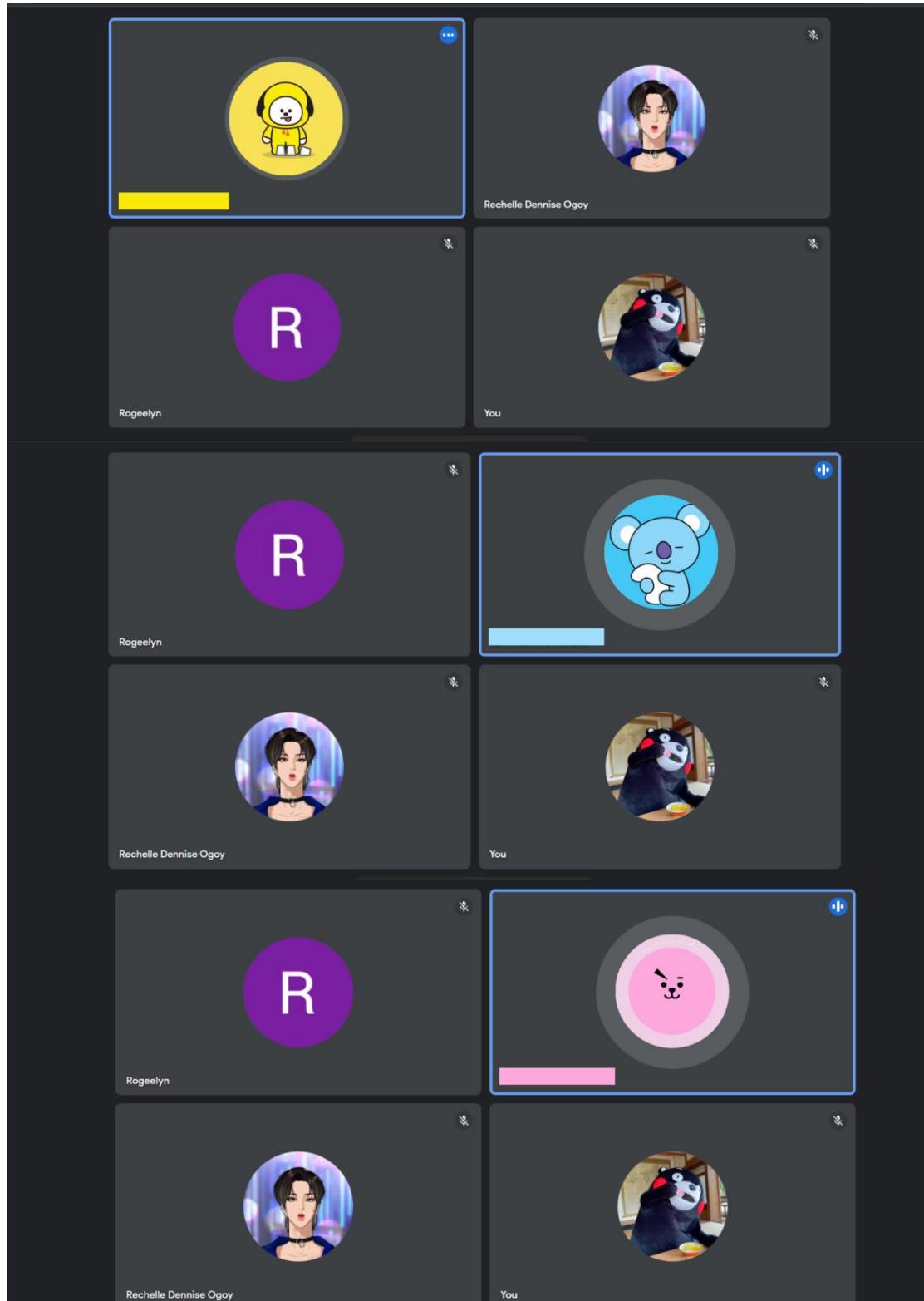
Appendix C

Interview Process Documentation









Appendix D

Communication Letters



Region 1
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I
 Ma. Christina East, Bangar, La Union

May 3, 2023

NANCY G. HOGGANG
 Secondary School Principal II
 Regional Science High School for Region 1
 Maria Cristina East, Bangar, La Union

Madamme:

Greetings of love and peace!

We, the undersigned students are from the Regional Science High School for Region I are currently doing a study entitled, **Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence** as part of our subject, **Practical Research I**.

In this regard, may we humbly request your permission as we **conduct our data gathering** that involves a **one-on-one interview** with the participants deemed relevant with our study which are the **Senior High School students and teachers** of the Regional Science High School for Region 1.

It is assured that none of the students or teachers will be subjected to ill-intent, distress, or disrespect as we venture through the interviews. Confidentiality of any sensitive information will also be kept in mind. We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

P. Marapita.

ROGEELYNN ANNE S. DELA PENA

D. M. S. L.
DIANA MARY S. LEDDA

P. Dennise O.
RECHELLE DENNISE L. OGOY
 Grade 11 Researchers

Approved:

Antoniette G. Padua
Noted: Antoie G. Padua Data Permit But

Noted:

J.

ANTONIETTE G. PADUA, MAEd-Math
 Research Adviser



Region 1
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I
 Ma. Christina East, Bangar, La Union



May 3, 2023

DR. JOVITA Y. LOPEZ
 Office of the School Principal
 Luna National High School
 Barrientos, Luna, La Union

Madamme:

Greetings of love and peace!

We, the undersigned students are from the Regional Science High School for Region I are currently doing a study entitled, **Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence** as part of our subject, **Practical Research I**.

In this regard, may we humbly request your permission as we **conduct our data gathering** that involves a **one-on-one interview** with the participants deemed relevant with our study which are the **Senior High School students and teachers** of the Regional Science High School for Region 1.

It is assured that none of the students or teachers will be subjected to ill-intent, distress, or disrespect as we venture through the interviews. Confidentiality of any sensitive information will also be kept in mind. We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

R. Mayon
ROGEELYN ANNE S. DELA PENA

Diana Mary S. Ledda
DIANA MARY S. LEDDA

R. De Leon
RECHELLE DENNISE L. OGOY
 Grade 11 Researchers

Noted:

ANTONIETTE G. PADUA, MAEd-Math
 Research Adviser



Region 1

**La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I
Ma. Christina East, Bangar, La Union**



May 3, 2023

JOEL NAVA

Office of the School Principal
Castor Z. Concepcion Memorial National High School
Antonino, Balaoan, La Union

Sir:

Greetings of love and peace!

We, the undersigned students are from the Regional Science High School for Region I are currently doing a study entitled, **Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence** as part of our subject, **Practical Research I.**

In this regard, may we humbly request your permission as we **conduct our data gathering** that involves a **one-on-one interview** with the participants deemed relevant with our study which are the **Senior High School students and teachers** of the Regional Science High School for Region 1.

It is assured that none of the students or teachers will be subjected to ill-intent, distress, or disrespect as we venture through the interviews. Confidentiality of any sensitive information will also be kept in mind. We look forward for a favorable response regarding this humble request in the name of noble cause of research.

Thank you and may the Lord bless you with thousand folds.

Very truly yours,

Rogelyn Anne S. dela Pena
ROGEELYN ANNE S. DELA PENA

Diana Mary S. Ledda
DIANA MARY S. LEDDA

Rechelle Dennise L. Ogo
RECHELLE DENNISE L. OGOY
Grade 11 Researchers

Noted:

Antoniette G. Padua
ANTONIETTE G. PADUA, MAEd-Math
Research Adviser

Maria Lourdes T. Ortiz
MARIA LOURDES T. ORTIZ
Head Teacher III
OIC - Office of the Principal

Appendix E

Informed Letter of Consent for the Respondents



Region 1
La Union Schools Division Office
REGIONAL SCIENCE HIGH SCHOOL FOR REGION I
Ma. Christina East, Bangar, La Union



Informed Letter of Consent

This informed consent form is from the Grade 11 students of the Regional Science High School for Region 1 who are inviting for you to participate this research project entitled, “Cross-Academic Perspective Towards Rampant Limited Memory Artificial Intelligence”.

The primary aim of this study is to explore various perspectives regarding the rampant use of Limited Memory Artificial Intelligence, stemming from major stakeholders involved in education namely Senior High School students, teachers, and institutional administrators and/or associates. This research further pursues a deeper understanding behind the actions or behavior of academic personalities around and with the blooming production of artificial intelligence.

If you verify taking part in this endeavor, you agree to answer questions incorporated in a one-on-one interview formulated by the researchers accompanied by potential follow-up inquiries that are connected to the topic of interest. You are encouraged to share your insights freely with the researchers as long as you are comfortable, and can interrupt the process anytime that it places you in a negative space. It is assured that your answers will not be utilized to ill intent or defamation.

Moreover, the researchers will be sure to keep your identity or background information (if available) confidential perpetually. As you share your lived experiences in accordance to our study, the researchers will only incorporate it for you, education, and the society's benefit- a better world cohabitating efficiently and ethically with Limited Memory Artificial Intelligence (LMAI).

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it. I consent voluntarily to be a participant in this study.

Signature of the Participant over Printed Name

Appendix F

Plagiarism Detection Process

"By far, the greatest danger of Artificial Intelligence is that people conclude too early that they understand it," declared by Eliezer Yudkowsky, one of the researchers to first examine the imminence of emergent Artificial Intelligence. It sparked wonder, a question as to how deep is the understanding of humanity with the Artificial Intelligence iceberg. An uncertain future is what it holds - especially for the youth. The world has officially entered a new age of automation, redefined by heightened roles of technological innovations in the society. Similar to former civilizations, the 21st century has and still continues to repurpose breakthroughs from the past. Yet an even faster technological revolution is observed in this generation and is affecting every aspect of the society – its culture, economy, and even critical thinking (van Laar et al., 2020). Simply put, people cannot get enough of technology.

This rapid technological change entails the emergence of Artificial Technology or simply termed as AI. Defined as development and theory of programming technology to solve problems that usually require human intelligence such as speech recognition, decision-making, visual perception, and problem assessment (European Parliament, 2021), Artificial Intelligence (AI) and its algorithms stem from human intervention and design. The aforementioned reaffirms that although AI has the capabilities to learn and adapt in its environment, it is still limited to what it was programmed to think and do.

As an observation, it is concluded from these examples that limited memory artificial intelligence prevails on top – a type of AI that gives a response that fits the input of a human user while learning over time (Marr, 2020). Equipped with machine learning which uses algorithms to develop itself like a human does (Hurwitz and Kursch, 2018), it is by far the most advance type of Artificial Intelligence that humans freely use in today's world.

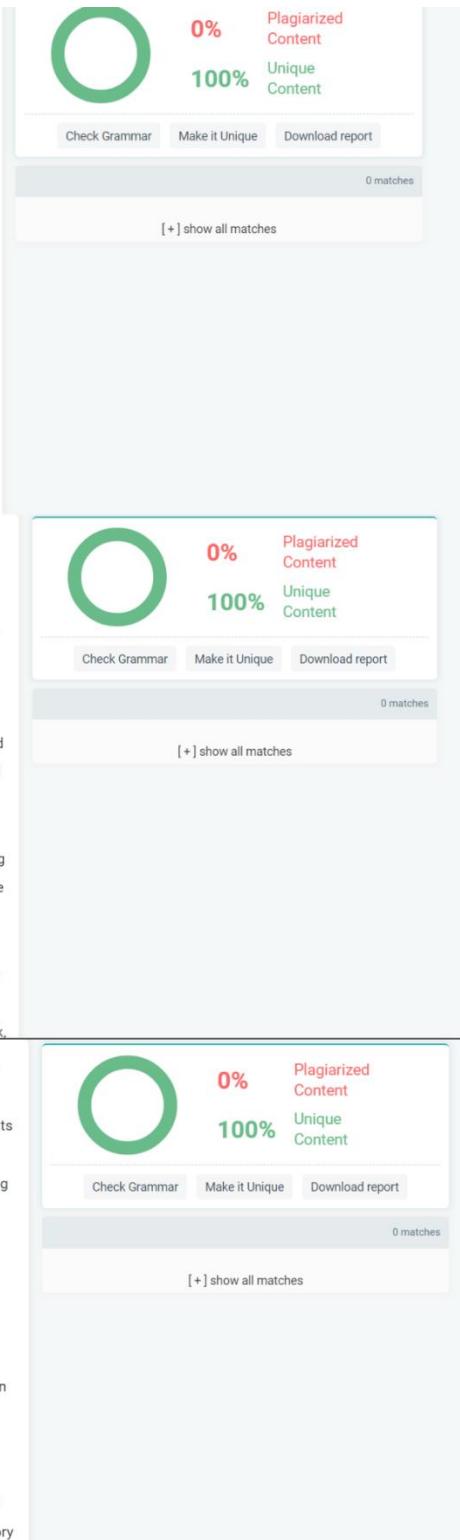
Although it is a fact that Limited Memory Artificial Intelligence (LMAI) offers new and often accessible features that could elevate the quality of modern education, increased mainstreaming of these sites, equipment, or applications with this particular asset find themselves quite in a predicament; highlighting trends and developments set a divide on how it can be stably maintained as ethical throughout its coexistence with humans (Rainie et al., 2021). With its constant improvement and incorporated machine learning assisted by human usage, reports regarding unethical usage of LMAI in education have been increasing in an alarming rate (Klimova et al., 2023).

To elaborate about these concerns, it is important to mention observations that has been gained over time connected to Limited Memory Artificial Intelligence. Namely the paradox of improvement in student performance (Agrawal, 2020; Redley, 2022; Ward, 2023), lack of transparency in data resources of AI (Hern, 2022; Haasdijk, 2020; de Valk,

The research methods incorporated in this study to congregate requisite information about the cross-academic perspectives regarding rampant utilization of Limited Memory Artificial Intelligence (AI) are stated in this chapter. This chapter also consists of the research approach, research design, the background information about the respondents and their qualifications, and sampling method. In addition, data gathering procedure and data analysis procedure were also discussed. Finally, the ethical considerations entailed in this research project were accounted for in this chapter. Qualitative research is defined as a research that provides in-depth exploration and insights into real-world events. It seeks to gather, know, and understand people's experiences, behaviors, and perceptions rather than collecting, manipulating, and introducing treatments which quantitative research does (Tenny et al., 2022).

Qualitative research also utilizes interviews, usually open-ended, to gather information and inductive approaches to generate comprehensive and novel descriptions of the gathered data (Curry, 2015).

In conducting this study, the researchers employed a qualitative approach due to its methods' capability in supplying answers regarding the cross-academic perspectives of students, teachers, and academic institutions on the rampant use of limited memory



The figure consists of three vertically stacked screenshots of a plagiarism detection software. Each screenshot shows a large green circle icon on the left, followed by two percentage values: '0%' in red and '100%' in green. To the right of these percentages, the text 'Plagiarized Content' is in red and 'Unique Content' is in green. Below this section are three buttons: 'Check Grammar', 'Make it Unique', and 'Download report'. At the bottom of each screenshot is a grey bar with the text '0 matches' and a link '[+] show all matches'.

A research instrument is essential in obtaining and interpreting data relevant to a study, particularly in qualitative research. Under the classifications of research instruments lie interviews. Interview, as defined by Oltmann in 2016, is a staple method in qualitative research as it serves to be one of the ideal ways in entering the perspective of a person regarding a phenomenon of interest.

Furthermore, interviews provide more detailed data due to in-person interactions required for conducting the said activity, with heightened attention and the capability to derive main ideas from categorized viewpoints (Singh and Shareef, 2022). Examples of interviews include face-to-face interviews and distance-induced interviews. Upon further classifications, interviews can be classified as structured (rigid), unstructured (on the spot), and semi-structured (a mixture of structured and unstructured interviews).

In conducting this study, the researchers chose semi-structured interviews as their research instrument. Semi-structured interviews are effective in gathering open-ended data from key participants that can provide their own perspectives, experiences, perceptions, and beliefs toward a particular phenomenon. This type of interview also consists of a more flexible interview protocol that allows the researchers to inquire follow-up questions relevant to prior inquiries guided by a dialogue between researchers and their interviewees (De Jonckheere and Vaughn, 2018).

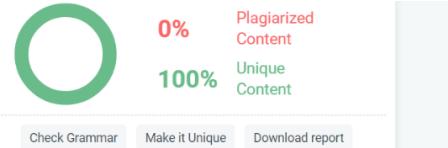
Plagiarism Result

Phenomenology, as defined by Nicholls (2019), serves as both methodological and philosophical basis for undertaking qualitative research to which the lifeworld - comprised by the lived experiences of individuals or asserted by Husserl (1999) as humanity's natural attitude - acts as its central focus and foundation. The general goal of phenomenology as a research design is to comprehend, characterize, and capture the essence of participants' lived experiences of a particular occurrence.

Furthermore, it also permits the researchers to use flexible activities that can serve as an aid to understand and explain complex phenomena such as various aspects of human experience (Alhazmi and Kaufmann, 2022). This research aimed to explore various perspectives regarding the rampant use of limited memory artificial intelligence, stemming from major stakeholders involved in education namely students, teachers, and administrators or associates that are working in various institutions.

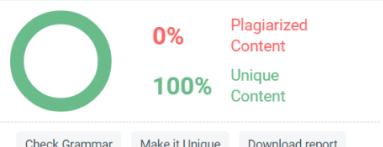
Therefore, a phenomenological research design is utilized.

Due to the fact that this study determined to know cross-academic perspectives towards Limited Memory AI, its participants are divided into three (3) sectors, namely students, teachers, and academic institutions. Firstly, this study involved students from the Regional Science High School for Region 1, Luna National High School, and



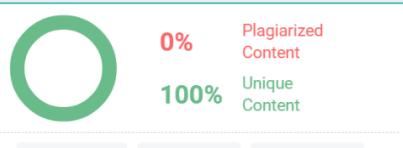
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Plagiarism Result

The respondents' consent and permission were obtained by the researcher before conducting the interview. Participants in research had the option to decline participation at any time, without consequence (Siegle, 2023). The researchers' obligation were to secure the identities of respondents and make it confidential. Their privacy were kept secured and concealed from the public except for the researcher and respondents.

The researchers did not pressure the participants during the interview, allowing them to express their actual thoughts, emotions and opinions. All the responses were recorded in order to not drop any important information given by the respondents. The study included all of the respondents' opinions, even though they differ from the researchers' perspective. The data is accurate and no manipulations were done with the outcomes. In every aspect of the study, the researchers were truthful and honest. Thus, no instances of plagiarism or deception was committed in the research.

But in the current situation of Limited Memory Artificial Intelligence as a deuteragonist in the evolution of humanity, it appears that this form of technology lies on the extremes - as the late Stephen Hawking termed it, . "either the best or the worst thing, ever to happen to humanity." Through its recent performance with rising human demands in every sector of society, Kadtko and Wells (2015) stated that this technology's future would now only depend on how humanity would use it in the present, thus encouraging the fact that people are and will be the leading reasons of a good (or bad) future with Artificial Intelligence. Either way, Artificial Intelligence as a double-edged sword that imposes or rocks over between the positives and negatives prove to be one of the respondents' perspectives towards Limited Memory Artificial Intelligence. As humanity's up-top and current apple of the eye, further development of Artificial Intelligence only sharpens up its blade - therefore, there's a need for them to catch up with that too.

This section entitled "Grass Growing in Winter's Eyes" discusses one of the perceptions or thoughts of the respondents toward the emergence of Limited Memory Artificial Intelligence as a bridge to the preexisting gaps that were concurred in its predecessors which are the first-generation sites that are still a part of the widely utilized technologies in the present.

It is observed with the transcribed responses of the participants in this study the Have these statements, undefinedundefined Although Artificial Intelligence has had its fair share of negative connotations (which seemed to have skyrocketed one time due to some people using it for ulterior motives), it is now everywhere and increasingly making its presence needed for humanity's modern world needs (Varner, 2023).

. "Byte" this chapter bit by bit, as this segment entitled "Here to Stay" talks about how Artificial Intelligence – currently in its most advanced form as Limited Memory AI – would also be a constant in the lives of respondents that participated in this study. With them, mostly institution administrators, disclosing their experiences or interactions with this form of technology, closely stating the ability of humans to adapt with its presence and maximize its advantages – especially with the younger generation who can navigate through new innovations incorporating Limited Memory Artificial Intelligence.

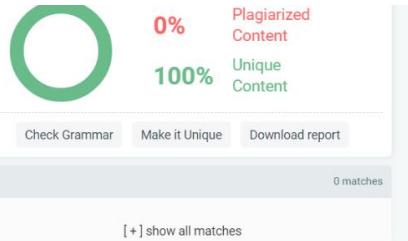
Certain respondents commented that humanity - as long as it exists in this world - would at the end of the day, remain. Further noting that current Artificial Intelligence is still flawed and needs expert human intervention to produce desirable results whether on its functionality in studying or in being an assistant to professionals. This statement was agreed upon by the research Schultheiss (2023) conducted, wherein discourse promoting to pause and take a look on what Artificial Intelligence could be applied on amidst the clamor around it would severely help in making time to think on

Plagiarism Result

Have these statements, "Annihilate that AI thing," or "We should already stop this madness before it goes around and kills us," been the rage recently? Although Artificial Intelligence has had its fair share of negative connotations (which seemed to have skyrocketed one time due to some people using it for ulterior motives), it is now everywhere and increasingly making its presence needed for humanity's modern world needs (Varner, 2023).

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Plagiarism Result

In another aspect, Artificial Intelligence has introduced a more personalized way of learning which is one of the similarly mentioned benefits by the students. Aside from giving explanations that make it easier for them to understand certain topics, it is through the study of Rouhainen (2019) that one of the issues faced by the sector of education today - the ineffectiveness of a "one size fits all" approach - is addressed by the unique educational approach offered by Artificial Intelligence. On the other hand, repetitive routines performed by students in schools as part of requirements can also be addressed by this type of technology through certain commands or inputs typed in, showing instant result (Opacki, 2021).

Yet, Ziglar (2016) has iterated that certain instances in education still need to practice repetitive routines such as book activities and multisensory instructions to maintain holistic pathways to a learner's brain. This, in relation to students' conduct of their academic practices or performance tasks, would ingrain the importance of acceptable behavior of students inside the four-cornered rooms.

In this portion of the discussion, "Gossamer in the Light," the respondents answer the question regarding the benefits given to them by Artificial Intelligence in terms of the new and elaborate information it provides to them when used. Students

Plagiarism Result

Implied from this, Limited Memory Artificial Intelligence has the capability to assist students when teacher-student classes are done; like when they are given assignments by teachers but in an enhanced way, LMAI appears to be keen on providing further knowledge from the related topics coming from databases online to students; this is applicable especially in entertaining further inquiries that a student has before conducting their required

Benefits were discussed in accordance with the second question incorporated in this research, but most respondents have also identified downsides that come with the increased usage of Limited Memory Artificial Intelligence in education. As we slice through this portion entitled, "Silver Spoon," the comments of respondents regarding the increased reliance or dependence of students and other members of the sector of education to LMAI, especially in doing their academic works, are elaborated.

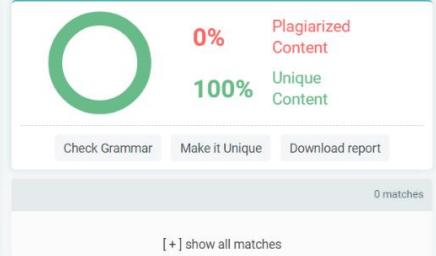
Reliance or dependence. The researchers have observed that almost all of the respondents have provided this as an answer to what disadvantages Limited Memory Artificial Intelligence currently brings and might further promote through its increased utilization. According to Brantley (2023), even professionals have admitted to using

Plagiarism Result

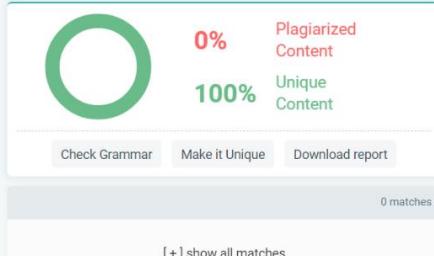
Weaves of creativity bound together by time forged through paths for humanity's greatest inventions. Among them is Limited Memory Artificial Intelligence, which currently influences the minds and actions of society and its members, particularly in the education sector. As a result, students, teachers, and members of institutions brought out views, experiences, and opinions that relate and contrast with one another regarding its increased utilization. Per the research findings, most respondents mentioned how Limited Memory Artificial Intelligence introduced renewed convenience, producing more specific and modish responses, preventing accidental plagiarism, increasing and enhancing classroom engagement, and minimizing mundane tasks. Conversely, they have listed over-reliance, complacency, instances of academic dishonesty, possibility of future unemployment, and risks to human privacy. These were united by the idea of supervised and professional-assisted usage of this technology throughout its continuous adaptation.

As Limited Memory Artificial Intelligence persists, it now does not limit itself in only sharpening the edges of humanity, but also its own blades. As a double-edged sword, it poses both negative and positive effects that would now come down into humanity's

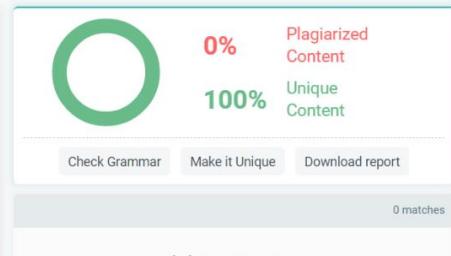
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Appendix G

Transcribed Data

Questions	Responses	Descriptive Codes
1. What are the thoughts that you have in mind towards students increasingly incorporating sites with Limited Memory Artificial Intelligence in their scholarly works?	<p><i>Respondent no. 1: "For me... heavy yung cons... sa mga ganitong sites kasi parang mas nagiging dependent tayo sa ganitong sites..hindi na natin ginagamit yung sarili ating intelligence to actually produce yung mga essays..yung mga aansweran natin...and I think meron naman siyang pros, its just that nowadays kasi nagiging dependent talaga tayo sa mga ganitong bagay and I think it will not help us physically and mentally sa pag-improve sa ganitong aspect kasi hindi tayo nadedevelop as a person. On the other hand naman, I think yung makukuha ko lang sa mga sites niya.. dadagdag ng information saakin and I think it will be helpful naman at some point pero I will not depend on what I learn from those sites...parang ngay mag-rerely pa rin ako sa applications physically, kung ano yung nakikita ko, kung ano yung</i></p>	Risks of excessive dependence with LMAI LMAI as source of additional information LMAI as an assistant

	<i>naririnig ko, hindi lang kung yung ano yung nababasa ko..so, I think..it will help but I will never depend on it, parang gano'n..."</i>	
	<i>Respondent no. 2: "Mas nakakabenefit kasi mas pinapadali neto yung mga trabahong tatapusin... na..nagulat kasi nakita mo kung paano nag-iimprove yung technology ng mundo..marami ng mga sites na kayang sagutin lahat ng tanong... maaassist niya din ako dahil ano... sa online, marami kang information na makukuha na magagamit mo for reference, mga gano'n... uhh... noong wala pang AI at mga technology, nagbabasa lang sila sa mga books, gano'n. Ngayon sa online na, mas madali ka nang magreview, mga gano'n..kumuha ng mga magagamit mo for college.."</i>	LMAI as an aid for convenience (SOP 2) LMAI as a bridge for existing gaps in education Comparison of an experience before and during LMAI
	<i>Respondent no. 3: "Generating new ideas and as well as enriching yung ano..yung information... since may database naman sya.. it's basically an all in one encyclopedia, dictionary and so on... parang Google na din... pero in a way na mas precise at mas accurate kaysa sa Google..."</i>	LMAI as a bridge for existing gaps in education/technology

	<i>Respondent no. 4: "Instant yung output... yung intelligence ng AI... parang I am having a conversation with myself... in my sense kasi it's like having a conversation with another person..."</i>	LMAI as an aid for convenience (SOP 2)
	<i>Respondent no. 5: "Well in a certain extent kasi ang alam ko, well from my knowledge. AI, 'yung mga nalalaman ng Ai parang nakuha nila lahat yan from a certain data base which they uhm, copied or they traced from real human answers from real human publications. So parang they are just like imitating what has been done by humans. So i think that it will be hard to discern between works made by AI and works made by men in the future. "</i>	LMAI as a near-human companion
	<i>Respondent no. 6: "There's this one friend na who uh... ano who used an AI to generate his whole research, all his research paper as of the moment. So uhm dahil doon stature of AI will be ano will be a double-edged sword. In terms na it can bring about great advantages pero it can also bring uhm... huge disadvantages also kasi for example sakanila hindi nila</i>	LMAI as harbinger for both positive and negative consequences

	<i>memories ung research nila kasi ung ai na ung gumawa. So bale nakagawa ka nga ng research manuscript pero you don't know your research fully uhhh, yun yung example ng double edge sword cause by AI."</i>	
	<i>Respondent no. 7: "Most likely some of the students also most likely us. We abuse the power of or we abuse the usage of more likely Quillbot and ChatGPT like that to just create essays for running out of time and just you know, just to cope up with you know uhh unfinished requirements so that even if in such a short time mapapasa din namin kaagad. Sa future, with society naman... AI is most likely a...actually a workplace... kinda generality..in the workplace, some of the workers or probably future workers can be replaced. As we've seen the example of Jollibee, they actually created an AI that can serve and pick up orders that just come and go. Even in Japan, they just... in the main cities of Japan, basically they have stores where there's no people and there's only AI. Probably in the future, it will cut</i>	LMAI as a tool for both positive and negative consequences Possible domination of AI in workplaces

	<i>off some jobs.”</i>	
	<i>Respondent no. 8: “Parang ano, naaabuse siya if tinatamad na yung students na ano, out of time na siya. Tapos parang naghahabol siya ng sa study nya.”</i>	Risks of excessive dependence with LMAI
	<i>Respondent no. 9: “Lahat naman po ng subjects naming especially sa mga.. tab... minsan po kasi yung nasa module, yung mga nakalagay po doon hindi po naming naiintindihan kaya mas naiintindihan po naming ‘pa nagsesearch po kami... yung mga topics namin... maganda po ngayon kasi mas advanced... mas sakto na ‘yung sinasabi na pantulong sa ano, research ganun...”</i>	LMAI as a bridge for existing gaps in education/technology
	<i>Respondent no. 10: “Nagamit talaga ng sobra kasi hindi kami ganoong natuturuang ng teacher kaya ginagamit naming ‘yon as support para maintindihan naming yung mga lessons... ginagamit naming yung Google. Pero ngayon kasi eh... sa tingin ko magrereply lahat sa internet ng information... like lahat. Yung education mas magiging easily accessible na siya ta’s lalayo na yung students and teacher interactions...”</i>	LMAI as a bridge for existing gaps in education/technology Risks of excessive dependence with LMAI

	<p><i>Respondent no. 11: "Well, for me, in the side of the students, it is helpful in doing their projects, assignment and their school works in total..and sometimes it also helps them to at least review in their other subjects, of course... I cannot really say a negative..well...there is a downside or disadvantage of AI because it makes them lazy somehow..because in the case that there's an internet... there's an AI... tinatamad ka na din na mag-translate on your even though 'yun yung need mo because you just think na better naman yung AI.yung itratranslate mo..and easier access naman... 'yun yung mas madali, mas mabilis..ganu'n siya... it will definitely affect them because..umm..as much..umm..we want to rely that much in AI, definitely we still need to double check information from credible sources not just from AI. Since we are in a digital world, it's not really..umm..impossible to just rely on traditional method but you also incorporate or have the mix of traditional or you do it on your own and at the same time, with the..."</i></p>	<p>LMAI as a bridge for existing gaps in education/technology</p> <p>Risks of excessive dependence with LMAI</p> <p>LMAI as a source of all sorts of information, whether true or false</p> <p>*Iteration of human touch in LMAI-produced information</p>
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	<p><i>uhh... internet sources na din... yung mga nasesearch mo do'n pero as much as possible, we also know that we need to search again those information or facts that if it's really true or not because it may affect our scores if the teacher also is..uhh..knowledgeable about the topic..or even if not, if the teacher is..let's say, if the teachers wants to know more about the topic, he or she may double check that info for your project..the content of your project, then he or she may be shocked about the content if it is not true, if it is not reliable and it is not even from a credible source then your score will be affected..if the content meets his/her works, that's it."</i></p>	
	<p><i>Respondent no. 12: "Ako personally, hindi ako familiar sa site na yon, and ewan ko, 'di ko rin sure kung gumagamit yung mga bata ng kwan..kase..well, sa ICT naman kasi..yung ginagawa naming ket, hindi naman siya under sa gano'n since programming naman kami..hindi naman nagcome up yung topic regarding do'n...pero I am familiar that they</i></p>	LMAI as a bridge for existing gaps in education/technology Risks of excessive dependence with AI *The future consequences of using LMAI leaning on a more negative way

	<p>are using yung mga basic na..naeedit ng Quillbot, yung ginagamit nila para sa research, yu'n! Yung familiar ako..pero I am not really with..ano yu'n ulit? Cha-? (Researcher: "ChatGPT po") yo'n din yung..main na..iwe-weigh mo din talaga e...as a teacher..uhh..how would you make the lives of your learners..yung tipong mas madali pero magiging..reliant sila do'n..kasi meron akong naririnig minsan na..."i-quillbot munto lattan para hindi tayo magkaparehas" pero basically uh..same lang din yung output nila, ininput lang sa site na yo'n or what..so yo'n naman yung magiging problem lalong lalo na sa research...being a research teacher before ket... umm... malaking bagay yung pagbabasa talaga, hindi pwede yung copy paste, copy paste nalang kasi hindi mo din talaga maiintindihan yung research mo kung 'di mo nabasa tapos hindi mo personally ginawa, so sa tingin ko..ummm...sa convenience wise, madali talaga, mas pro tayo do'n pati din naman tayo, malaking katulungan sa atin pero do'n sa, in</p>	
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	<p><i>the long run, yung effect siya sa bata magiging reliant na siya sa gano'n, hindi na siya magiisip tapos since magkakaroon na rin ng culture ng cramming, lahat nalang 'gawin nalang 'to later, later, later' hanggang at the ed eto na lang din yung ginagawa kaya at the end, wala din..trash nalang din..hindi na napagisipan kasi nga, yun nga meron na silang maasahan na AI na gagawa para sakanila..so I think, mas mabigat pa rin yung consequences niya in the long run pero kung yung ngayon lang na hindi nila ganoong iniisip, okay siya pero yung consequences tapos yung susunod pa na masasanay sila..magiging practice na sakanila yo'n and wala na..hindi na sila mage-effort."</i></p>	
	<p><i>Respondent no. 13: "Well... I have actually speak to them about AI.. .I have actually opened... opened the..what do you call that? The under AI... the ChatGPT that was last month... because I was just curious about this ChatGPT and then I tried also searching a...or typing different topics only to find out that you can search a complete</i></p>	LMAI as a bridge for existing gaps in education/technology LMAI as a source of all sorts of information, whether true or false *LMAI as an eye-opener for new information

	<i>information regarding a certain topic.. .another is some of the information that I can search..for example in Google... is... or from the internet or from different websites..can be seen also..or can be read also at ChatGPT. In the ChatGPT, its more complete and you can choose different resources, different..umm..references, that's ChatGPT."</i>	
	<i>Respondent no. 14: "When it comes to advantages naman... it will make your job easier, but the problem now is yung pagiging ano natin..nagiging dependent na tayo do'n, wala na tayong sarili pag-isip...Isa pa, darating yung time na baka AI na magpapatakbo sa atin, kung magiging dependent na sa AI and AI na yung magtratrabaho, hindi na siya..useful sa atin but it will have a great effect sa atin. One of the examples na sasabihin ko sainyo is the Unemployment....darating ang time na if you're going to buy products online man or saan, hindi tao yung cashier mo kundi AI na, so imbis tao yung andon, trabaho na ng AI, Unemployment talaga. Isa</i>	Risks of excessive dependence with LMAI Possibility of unemployment of human workers in the future due to increased use of LMAI Foreseeing dangers of LMAI or AI achieving a higher level of intelligence than humans

	<p><i>pa na magiging problema ng AI, paano yang AI na ya'n, will create his or her own AI, di'ba? Hindi malayong mangyari yo'n, nakikita natin ngayon na its narrow AI lang e, it will react only to sensory inputs, inputs lang siya, ibigsabihin kung ano yung tinype mo yo'n lang ibibigay niya, hindi muna siya nag-iisip na parang tao, e paano na kung dumating na yung time na magiisip na siya na parang tao, alam niya kung paano ka patayin, di'ba? Alam niya kung paano ka pabagsakin, alam niya kung paano ka siraan kasi parang tao din siya. E paano kung mas naging matalino siya sa mga tao, recently may binalita, nag-resign sa isang kumpanya kasi yung fear niya is yung development ng AI na, naforesee na yo'n noon pa, ngayon nangyayari na. CHATGPT that's one, tignan mo nagiging matalino siya, hindi na siya yung dati. It keeps improving but dapat hindi siya mapunta do'n sa worse na pwedeng mangyari... ”</i></p>	
	<p><i>Respondent no. 15: "Well, in the field of technology, number one is the positive or the advantage of</i></p>	LMAI as a bridge for existing gaps in education/technology

	<p><i>using technology is you can gather more information because...a wide range of sources..another is, easy to access at the same time..it broadens your knowledge in a particular topic..and the disadvantage is that people become more dependent to technology..uhh...in a sense that even simple questions that are given to them to give their personal opinion, they just use the internet and let the internet do it work which is supposed to be the job of the students since you are here to learn. So..uhh..maybe the majority of the learners, I must say, dependent to..uhh..technologies..during their vacancy they're holding their cellphones, that is already a sign that they are dependent..so much more with the field of education. So an observation, when you conduct for example a...instant interview with the learners, they cannot communicate well but when it comes to written, when it comes to technology, "wow", you can just observe that the way they make their essay..kumbaga..it's better what I am doing as teacher..we can see that see that there is already a</i></p>	<p>LMAI as a source of new/additional information regarding a certain topic</p> <p>Risks of excessive dependence with LMAI</p>
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	<i>help coming from the internet or so called Artificial Intelligence. So 'yon, that is the disadvantage actually, we became dependent to technologies in a sense that..we just let the technology..give answers for us, parang gano'n."</i>	
	<i>Respondent no. 16: "I could say, sa klase ko... base a klase ko, average pa lang, hindi sila masyadong gamay sa paggamit no'n..kasi yung evidence, eto yung mg activities nila, maraming faulties talaga, mapapansin mong hindi sila ganoong gumagamit..kumbaga hindi pa sila ganoong familiar sa sinasabi niyong gano'n na sites. 'Yung topic kasi namin, hindi sila yung gagawa, more on critique kasi yung ginagawa namin, so parang hindi ko masasagot directly yung tanong about topics about environment..more on..since ang guide namin is more on critique, magbibigay ako ng literary piece like that or article, more on critique kasi yung ginagwa nila kaya maybe that one reason na hindi nila magamit yung Artificial Intelligence kasi magbibigay ako ng guide question to critique and</i>	The current importance of higher amounts of human application to rival negative LMAI influence to students

	<i>magbabase lang talaga sila sa binigay ko na sasagutin, kaya hindi nila masyado nagagamit.”</i>	
	<i>Respondent no. 17: “Uhm... students rely more on gadgets, if the gadgets failed it seems they are lost already parang wala nang plan B parang ganon. The show will not go on anymore parang ganon. They're like uh indispensable pag wala na silang mga applications pero syempre ako uh I still make use of the old style.”</i>	Risks of excessive dependence with LMAI *Students as indispensable without LMAI's presence *Importance of combining current methods of teaching and traditional methods
	<i>Respondent no. 18: “I believe that students will be more dependent to technology already because if that app or what do you call that app na assisted technology na ginagamit nila na ganyan. The more they will no longer think they will, di na nila nadedevelop ung skill nila in writing in reading and specially in their critical skills, thinking now more because in just a split of seconds or minutes they already have what they wanted to. The more they will not read the more they will not write and learn kasi andyan na eh kumbaga kung spoon feeding, isusubo mo nalang. Yun na ready</i>	Risks of excessive dependence with LMAI *Spoon feeding of instant output/information with LMAI *Decreased application of own intelligence

	<p><i>na lalong ung mga bata hindi na nila maiaaply what ever learnings they will learn in school. Especially one of the problems this time is reading, comprehension even if they're good in reading no comprehension at all pareha lang din. Nag dedecrease ung ano ng bata and even the interest of learners will be affected already, why should I listen to the teacher while infact if he or she will give activities like this then I could get the answer from the app from the internet, why should I learn why should I read the lesson. Yon na ung matatatatak sa isip nila. That's why nagiging ano na ung mga bata ngayon studyante ngayon so supposedly wala sanang ganon ano. yun lang nagiging dependent na sila.</i>"</p>	
	<p><i>Respondent no. 19: "AI most likely do the work for you..so it doesn't affect much the creativity of students because as they use ChatGPT or other websites or apps... it will just activate laziness or procrastination of the students because they have the assurance that "ah, this app will create essays</i></p>	Risks of excessive dependence with LMAI *Spoon feeding of instant output/information with LMAI *No significant effect in

	<i>for me, stuff for me, math problems or even assignments”..so creativity does not come up with those apps.”</i>	creativity, only in effort exertion
	<i>Respondent no. 20: “Okay, so on the brighter side... so... I can see that AI would help as better in..as teacher..in engaging our students specifically in a classroom setting, in teaching tem..also in the proper usage of AI to better search those...uhh..content..or the context of their projects if it is necessary..and then the other thing that I am actually worried if the future would just rely on this AI site or AI apps, we teachers..we want our students to be independently learning, can learn on their own..so they should not..uhhh..fully rely on these sites so they can still learn and use their critical thinking or critical minds.”</i>	LMAI as a bridge for existing gaps in education/technology *LMAI’s potential in increasing classroom participation/engagement Risks of excessive dependence with LMAI *Harm on individual improvement of students
	<i>Respondent no. 21: “Mas napapadali nya ung trabaho namin. Minsan nga parang maiisip mo narin baka later on mawalan na kami ng trabaho HAHAHHHA.... ng gagawin sa mga ganong klaseng AI. Tapos ang, may mga experience pako bukod sa ChatGPT sa Canva ngayon kung, alam niyo ung</i>	LMAI as a bridge for existing gaps in education/technology Risks of Unemployment with Increased Usage of LMAI

	<i>bagong AI do'n. Ung text to image yon nakakatulong talaga kasi kapag soon sa katulad long graphic designer kapag may mga kailangan akomg image ganon minsan doon nalang po ako nag-a-ano, 'yun nalang ginagamit kong stock image."</i>	
	<i>Respondent no. 22: "It makes my work easier like when it comes to designing uhm in designing we have Photoshop illustrator so AI. Yon lang like sa designing diba yung mga materials na gagamitin namin is madali namin idedesenyo ung mga request ng clients."</i>	LMAI as a bridge for existing gaps in education/technology
	<i>Respondent no. 23: "I believe ha, that AI is here to stay for a really long time but at the same time I don't think its going to replace people, kasi 'yon yata yung debate ngayon e. Everytime na nagbabasa ako ng news about current trend, people are actually afraid na baka palitan na kami ng robot, na baka palitan na kami ng Artificial Intelligence pero parang sa akin parang we have adapted it most especially nung nagkaroon tayo ng pandemic so umm..that's one na parang ang mga tao has actually</i>	LMAI as a bridge for existing gaps in education/technology AI already as a constant in everyday lives *People adapting to the existence of AI and using it for every day situations *LMAI not as a replacement but as an assistant/aid to solving

	<i>adapted a lot of digital advancements noong pandemic... now we are able to work from home, we are able to go back from classes etc, dahil do'n its proved that people can adapt and have it in their lifestyle na..right now, we are conducting na this interview through Google Meet. Ngayon people have adapted into it and I believe it is here to stay because it serves a purpose para mapadali yung buhay natin but at the same time it still require yung human touch, human intelligence in rational thinking kasi kahit sabihin natin na it is indeed intelligent and based on mga data, bases on research and storage capacity niya, at the end of the day you still need rational being ara -iresolve yung mga glitches, para maginput ng mga data into it or yung mga operations niya. So it is here to stay for a long time for the future generation but not to replace as people."</i>	real-life problems
	<i>Respondent no. 24: "Advanced technology is made of humans din naman e..its not prohibited to use naman e... para sa akin,</i>	Going back to AI's roots as a Human Creation *Addressing

	<i>nakakatulong din naman sa tao or sa kahit kanino as a guide not a answer, guide lang..so..I mean ginamit ko din naman 'yan yng mga advanced AI as a guide... mali lang talaga is nag... masyado tayong nagpapakampante na gamitin yung mga 'yan as a answer, 'yon."</i>	Imperfections of AI *LMAI as an assistant/aid to solving real-life problems *People getting too comfortable with LMAI outputs as a problem
	<i>Respondent no. 25: "Mas nakakatulong nga lalo eh lalo ngayon sa office kasi namin dati talagang hard copy lang, base sa mga records na kwan. Ngayon mas mapapadali ung trabaho kasi nakacomputerize na halos lahat tapos sa ngayon ata nag uundergo palang ng kwan transition ng mga records doon sa amin kaya malaking tulong ung computerize na system. parang mas napabilis lang naman ung mga application na ginagamit tsaka ung UI mismo ung mismong napaganda. User interface mas napadali. Yon lang naman tsaka mas mabilis."</i>	LMAI as a bridge for existing gaps in education/technology *Smoothen transition of data production that was formerly produced in hard copies
	<i>Respondent no. 26: "I, myself, may instances na gumagamit ako ng Quillbot to paraphrase... and based on that experience naman, I could say na AI... technology ngayon, has</i>	LMAI as a bridge for existing gaps in education/technology Comparison of an

	<i>come to this point na ano... advanced na compared to what we're used to..."</i>	experience before and during LMAI
	<i>Respondent no. 27: "AI.. indeed ano 'yan, sobrang timely na topic na usually dinidiscuss namin ngayon sa workplace most especially when we talk about students kasi nga umm..we also see this daily. Kasi in my field of work kasi, we are very much into information, we are very much into the different platforms na nagdisseminate tayo ng information, meaning online..na sa office. With that, we also noticed yung paggamit ng students natin most especially those na nakikita natin online sa mga Artificial Intelligence...umm..meaning to say, yung mga....umm..mga kino-comment nila sa online, yung mga contents na pino-post nila hindi lang sa sa social media as well sa mga other platforms online. Nakikita natin yung dominance ngayon ng contents na generated by Artificial Intelligence. Hindi nalang ako magugulat kung ganun din 'yon</i>	LMAI as a source of all sorts of information *Aid in keeping up with recent news/recent events, especially in gaining insights of Gen Z students. *Facing the reality of modern-day students using LMAI for their scholarly works *LMAI aiding in professional workplaces Risks of excessive dependence with LMAI *Decreased ingenuity of modern-day students towards their outputs

	<p><i>in terms po sina-submit nila under scholarly works or sa academics nila....and as someone who is related to a family of teachers, that's a very dominant na..umm...experience in observation ng mga teachers sa family namin... so malaki yung impact na ngayon ng Artificial Intelligence most especially in the recent times, if yung discovery ng mga bata sa ChatGPT, that's among it. Other than that, in my field of..tho hindi ko pa naman siya ganoong naencounter yung..umm yung on the machine side..on other aspect siguro...hindi pa masyado e..in terms of content, in terms of generating of ideas, siguro do'n ko napapansin mostly yung pagiging dependent ng students natin sa Artificial Intelligence."</i></p>	
	<p><i>Respondent no. 28: "Kung continue siyang maiimprove, maganda and masama din... yung magandang ano siya... like sa computation, sa solution... magiging accurate na if magiimprove siya... sa masama lang, tatamarin yung mga tao... hindi na sia masyadong magsosolve, wala na yung</i></p>	LMAI as harbinger for both positive and negative consequences *Risks of excessive dependence with LMAI *LMAI as a bridge for existing gaps in

	<i>pinakaway na pagsosolve ng mga tao unlike before na kailangan mo talagang magsolve using calculator, sa papel gano'n."</i>	education/technology
	<i>Respondent no. 29: "This AI, AI technology kung makikita, or maoobserve niyo naman... even as students, malaki talaga 'yung naging effect niya... even sa country like this... Philippines so, by impact kasi what I mean is it is both good... both bad. Alam naman natin na.. uh... napapadali na niya 'yung trabaho 'di ba? Based kasi sa uhh... news reports... online, everywhere, marami talaga siyang tulong, gaya na nga 'nung sa mga restaurant... pati sa hospital gumagamit na rin sila ng ganyan... pero sa ano naman, I can say na bad side niya is... hindi pa siya gaanong metikuloso... wala pa gaanong restriction around it, kasi 'yung AI ngayon halos lahat may access na eh... so that makes it uh.. vulnerable sa mga hindi magandang motibo ng ibang tao... kahit man ayaw niya o kung nakakapag-isip siya, wala, it still remains as ah... uhh... a tool, kahit pa in a good or a bad way 'yan..."</i>	LMAI as harbinger for both positive and negative consequences *LMAI aiding institutions in delivering service to the people *LMAI as a free tool for any purpose a human deems it to be *AI as stationary (no inherent morality)

	<p><i>Respondent no. 30: "Ako kasi before, one common na issue ng mga teachers or educators dati is... baka magrely 'yung mga students sa AI. So I guess I could say na different features na ngayon from what I have observed are the options, between automating things and doing things manually... kasi ngayon 'di ba may AI na? So before, huh, we don't have that much option but I think it's a good thing ngayon na students have an option din to... actually do things automatically... Only thing is... hindi pa ano, it's still under the ano.. works so, still needs us, humans, and um, like kung mag-checheck pa rin... we're still here, still needed... 'yun"</i></p>	LMAI as harbinger for both positive and negative consequences *Teachers expressing alarm over students utilizing (excess) AI in their academic works Comparison of an experience before and during LMAI *Wider variety of options for students nowadays Risks of excessive dependence with LMAI *Overlooking the faults/mistakes that LMAI might commit
Main themes: " <i>A Double-Edged Sword</i> ," " <i>Grass Growing in Winter's Eyes</i> ," " <i>Oh... What a World, What a World</i> ," " <i>Here to Stay</i> ," " <i>Ex Machina</i> ," " <i>House of Cards</i> ," and " <i>Back to the Future</i> "		
2. What are the benefits that sites incorporating Limited Memory Artificial Intelligence	<p><i>Respondent no. 1: "Yung sa akin..ket yung..Grammarly and Quillbot..yun yung isa sa mga ginagamit naming for research"</i></p>	LMAI to avoid plagiarism LMAI as a tool for

has offered to you in your field of practice or studies?	<p><i>purposes..and I myself too, use yung mga sites na 'yon for the development of my work. Uhh... yung mga essays din... lalo na nung Junior High School..since napakaraming essays..nahihirapan kasi akong humingi ng tulong sa aking mga kaklase during that time..lalo na sa grammars..kaya nagrereley ako sa mga sights na 'yon..lala na yung Grammarly..yung Quillbot to paraphrase...para na rin mas easy yung work at mas mabilis. "</i></p>	convenience
	<p><i>Respondent no. 2: "Lalo na pag ano... Research.. 'pag may sinacite ka kailangan mong pinaparaphrase...na ginagamitan mo ng AI... nakakabenefit kasi mas pinapadali neto yung mga trabahong tatapusin.."</i></p>	<p>LMAI to avoid plagiarism LMAI as a tool for convenience</p>
	<p><i>Respondent no. 3: "The program itself will be more advanced kasi dito is linear naman yung interactions or either back and forth lang.. like, it produces information that you ask for, usually without the ano... additional hassle... additional keywords..."</i></p>	LMAI as a tool for convenience
	<p><i>Respondent no. 4: "'Yun, like what I said nga, instant na na nabibigay</i></p>	LMAI as a tool for convenience

	<i>'yung information na... na needed especially kung urgent na, o emergency mo na kailangan... parang hindi mo na kailangan magkalkal ng, ng links o sites kasi nasabi na niya lahat..."</i>	
	<i>Respondent no. 5: "Of course it could relieve them of perfunctory functions, meaning uhm parang ano lang parang madadali na ngay di mo na kailangan gawin kasi parang ilelessen kasi nga yon pwede namang gawin ng AI lang. So medyo cliche pero yes uhm, syempre ilelessen nya yung burden mo as a student sa mga schoolworks mo and it will also help you in a way na have an idea example kapag meron kang hindi naiintindihan after the lecture you could ask an Ai to explain it properly in a more simple terms so yeah it could to better understand the knowledge and uhm, uhhh, at education grow beyond the four corners of the classroom."</i>	LMAI as a tool for convenience
	<i>Respondent no. 6: "Ano dito sa research diba kwan since it's hard to ano, manually cite or put in your reference I used AI generated software, sites na may AI to ano to</i>	LMAI to avoid plagiarism LMAI as a tool for convenience

	<i>cite articles or books to make it easier for me to reference. Parang copy and paste na lang ba. Yon. Google Docs, may AI ba yon? Google Docs tapos yon lang actually. TikTok counted ba? Oo, wen kasi sa TikTok ko nalaman kung pano gamitin ung google docs as a way to cite references.”</i>	
	<i>Respondent no. 7: “Chatgpt, Jennie.AI tapos... uhhh... Google scholar. Nakakatulong sila gumawa ng essay, gumawa ng mga kwan more like poem ganon, any type of kwan, written works pwede ka nilang tulungan with... uhh... sa ideas gano'n...”</i>	LMAI as source of new information LMAI as a tool for convenience
	<i>Respondent no. 8: “Quillbot po, it can help us uhm to paraphrase some informations to avoid plagiarism I'm creating research.”</i>	LMAI to avoid plagiarism
	<i>Respondent no. 9: “Guide you in achieving for example the grades or it can even improve your skills in communication lalo na ngayon... give ideas to you on how to properly communicate with other people.”</i>	LMAI as a tool for convenience LMAI as an assistant for study/workplace improvement
	<i>Respondent no. 10: “Nasabi na po haha...” (part of the group interviewees)</i>	LMAI as a tool for convenience
	<i>Respondent no. 11: “Sites sa</i>	LMAI to avoid

	<i>internet that I am using... unang una si Google, na-try ko na ring gamitin si ChatGPT pero once lang, Quillbot din..yung mga Canva..dagjay, Researchgate... yung mga about sa Hindawi.com sa mga researchers..Google Scholar..."</i>	plagiarism LMAI as source of new information
	<i>Respondent no. 12: "Meron naming prino-provide yung sites na yo'n sa iisang lugar lang, hindi na sila magahanap ng sobrang dami , hindi na nila kailangang mag library work, possible na yung limited nalang yung magiging sources nila kasi andun na lahat..even the things they search online, hindi naman lahat lahat ay reliable tapos magpipile up yo'n sa fine-feed ng sites or yung AI na ginagamit nila..possible a not totally ngay na reliable yung makukuhang information do'n...so sa tingin ko, possible na maging source ng ano, hindi naman siguro fake pero not entirely reliable."</i>	LMAI as a tool for convenience LMAI as source of new information
	<i>Respondent no. 13: "Searching information regarding different topics especially the topics that I am not yet..uhh..expert enough helps me a lot in understanding and</i>	LMAI as source of new information

	<i>in delivering the topic to my learners."</i>	
	<p><i>Respondent no. 14: "One of the AI na technology na nagamit ko sa online is..I believe you already know that one...the ChatGPT..ginagamit ko sa ano..its very useful... kasi ano you're going to interact not only sa ano... parang nakikipagusap ka sa tao e, as in isang click mo lang nanjan na yung reply, nanjan na lahat kahit i-search mo, yung lessons, yung types ng ganito, types ng ganyan, kaya niyang sagutin..ang problema lang is kapag confidential yung data hindi niya pwedeng ibigay sayo, kunware do you know me?, yung location mo, hindi niya pwedeng ibigay yo'n..kasi when it comes to privacy hindi niya pwedeng ibigay yo'n but yes very useful siya not only for us teachers but also to you students kasi anything na pwede mong iask sakanya, sasabihin niya. Next one is, aside from CHATGPT, we have the Jenni.ai... yung ibibigay mo lang yung topic, i-elaborate mo lang, bibigyan ka na ng two-three paragraphs ng essay, siya na ang bahala. Although</i></p>	LMAI as a tool for convenience LMAI as source of new information LMAI to increase learner engagement and/or class interaction

	<p><i>sabihin natin na plagiarized, meron namang mga Quillbot e..Quillbot! It will paraphrase kahit sa research pwede....Meron pang Text to AI..ay..Text to Image AI, meron pa yo'n! You are going to type yung gusto mo, kunware yung cage... pwede ka niyang bigyan ng ano, ng image kunware yung rat magsstay sa isang cage. Meron pa, yung Text to Video AI, ibigsabihin, you're going to type your text, meron ng video kang madownload..."</i></p>	
	<p><i>Respondent no. 15: "In my teaching, of course..actually during the pandemic, there are technologies introduced to us... number one is the ClassPoint..where we make lessons more interactive most especially distance learning..and at the same time of course, to make our presentation more appealing to our learners for them to become more motivated to learn..and then we incorporated technologies like Google Form..until now, even its not distance learning but we sometimes incorporate that in our lessons."</i></p>	LMAI as a tool for convenience LMAI to increase learner engagement and/or class interaction
	<p><i>Respondent no. 16: "I, myself, may</i></p>	LMAI to avoid

	<i>instances na gumagamit ako ng Quillbot to paraphrase... ”</i>	plagiarism
	<i>Respondent no. 17: “I've been acquainted because I came from lorma. So even though I'm not that young I'm acquainted with it. It [AI] makes it easier then syempre uhm mas maraming senses which are involve the better would be the learning right.</i>	LMAI as a tool for convenience
	<i>Respondent no. 18: “Bago mag pandemic, we are already using technology pero nung during mas along technology ang ginagamit then post eh sa post kasi it's just like a transition period gumagamit parin kami, if I were to compare pre and post, we use more technology this time post pandemic. so mas maraming na integrate na. We tend to adopt online learning ung mga ginagamit naming activities to encourage the participation of our learners we could also use that in the classroom at the present. And its an advancement for our learners because they have their own tablets and phones over the regular learners.”</i>	LMAI as a tool for convenience LMAI to increase learner engagement and/or class interaction
	<i>Respondent no. 19: “Helper apps or helper AI like paraphrasing..like</i>	LMAI to avoid plagiarism

	<i>Quillbot and Jenni.ai which create more simpler essays or simple creation of essays..and you just study it wrong and revise it afterwards.”</i>	
	<i>Respondent no. 20: “Uh... in my work as a teacher, of course I can uh... browse these sites, um... especially when I gather for additional information, additional explanation, for examples, or even pictures na pwedeng idownload. Uh... pwede ring magdownload ng PowerPoint presentations that I can modify. Regarding the use of Artificial Intelligence, uh.. sometimes, if there are reports that I need to prepare, and I think... uh.. there is... there is a better way to express my report or my narrative about something, then I sometimes use Quillbot.com because it translates it... also paraphrases sentences or paragraphs. So that is useful.. umm... I only use that, I don't use anything else.”</i>	LMAI as source of new information LMAI to avoid plagiarism
	<i>Respondent no. 21: “Ako actually natry ko na sya isang beses ano, for page na eh parang may emergency kasi ako and kailangan kona makagawa ng caption so gumamit</i>	LMAI as a tool for convenience

	<i>ako ng AI na gumawa ng copyright yon, okay naman sya. Mas napapabilis.”</i>	
	<i>Respondent no. 22: “It makes my work easier like when it comes to designing uhm... in designing we have Photoshop illustrator so AI. Yon lang like sa designing diba yung mga materials na gagamitin namin is madali namin idedesenyo ung mga request ng clients. Like kasi mas... uhm... mas... uhm, ‘yung quality din ng gawa ng AI is high quality na din then mas mabilis ung pag generate nila.”</i>	LMAI as a tool for convenience LMAI as an assistant for study/workplace improvement
	<i>Respondent no. 23: “Sa current work ngayon... uhh... honestly sa work namin ngayon, we are being helped heavily of Artificial Intelligence. Not only yung mga ano ha..yung mindset natin, yung mga auto generated things..ummm..like for example, in my team, I am managing, umm.. A set of teams, na medyo malaki nga rin naman..umm..the we use databases, we use softwares para matrack ang performances, mattrack ang mga deliverables..because of contents everyday..so may mga contents</i>	LMAI as a tool for convenience LMAI as an assistant for study/workplace improvement

	<p><i>kami, artists kami, may mga taga layout kami, mga photographers kami, may publishers kami and so on. so that's a very big team and me, myself I cannot really meet into each one of them that's why I am personally, heavily dependent a well to Artificial Intelligence. I use software and doon ko minomonitor kung nasaan na 'tong mga publishers na 'to. Na-publish na ba ito? Nadeliver a ba ito? Na exhibit na ba ito? So without that, it's gonna be very hard kasi I am going to ask them one by one, kung ano nang status nito? Ano ng update nito? And yung employees namin sa unit namin around 30, what if you're managing hundreds or thousands of employees..umm..these Artificial Intelligence are very useful to us most especially na do'n sa team namin we are composed of really young people so very ano pa, very adaptive pa with technological advancements. So 'yon, namamaximize talaga. And syempre, management is on top of it and others syempre yung teammates ko ngayon, writers</i></p>	
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	<p><i>namin, we use softwares para mas mapadali na yung paggawa namin ng news, speeches, articles... mas madali siya with AI kasi ginagawa na namin siya through cloud..umm..cloud sharing..Hindi na siya kailangang iflashdrive..so 'yon readily available na siya everytime, anywhere. Gano'n din, layout artists, syempre ang creation na nila digital. Ano na lang yung drawing, if it's really required but most of the time everything na is created sa Cloud and digitally. So that's how it is sa workplace namin in terms of utilization of AI."</i></p>	
	<p><i>Respondent no. 24: "Mas nakakatulong nga lalo eh lalo ngayon sa office kasi namin, dati talagang hard copy lang, base sa mga records na kwan. Ngayon mas mapapadali ung trabaho kasi nakacomputerize na halos lahat tapos sa ngayon ata nag uundergo palang ng Kwan transition ng mga records doon sa amin kaya malaking tulong ung computerize na system."</i></p>	LMAI as a tool for convenience LMAI as an assistant for study/workplace improvement
	<p><i>Respondent no. 25: "'Yung pinakabenefit niya na masasabi ko... in the workplace, is ano, AI na</i></p>	LMAI as an assistant for study/workplace improvement

	<p><i>'yung gumagawa 'nung mga datiket... usually paulit-ulit na work or not work pero 'yung mga idle roles lang naman gaya 'nung nag-enumerate ng data na iniinput... pero 'yung mga mag-aanalyze talaga, 'yun na 'yung nagreremain na trabaho ko..."</i></p>	
	<p><i>Respondent no. 26: "It [AI] serves as an additional help in... say.. when you're starting to think about a new idea right, but there are... instances? Gaya nga sa Quillbot, what I've mentioned, it may not look like much pero... it really incites or... or lightens up that idea na parang nakastuck sa brain natin..."</i></p>	LMAI as source of new information
	<p><i>Respondent no. 27: "Ano naman, as someone na... hindi naman entirely away... pero still learning about this new technology, compared sa ano namin dati, I can attest naman na it offers ano, more accessibility... kahit minsan na nagpapaassist ako... its presence.. what can I say, its presence naman is pleasant and it actually gives fast solutions... lalo na 'nung nagtetest-run kami, nagtry-out ng mga ganito with... with younger fellows,</i></p>	LMAI as a tool for convenience LMAI as source of new information

	<i>I found it fascinating... lalo na 'yung ability niya na mag-generate agad-agad... kahit for example, may flaws na nakita sa information, medyo minimal naman... nakakaano nga eh, parang thrilling siya but at the same time, AI still remains intriguing to someone like me..."</i>	
	<i>Respondent no. 28: "I know that Filipinos are... uhm... are quite skeptical when it comes to technology, but at some point there are still a good means to it. Just like right now we all know that there's a problem with uhm for example payments so most of the people are relying to cash payments something like that of we can just implement also like a hard cash list payment I think that contributed also uhm that contributes also or a great impact to how should we adopt also technology."</i>	LMAI as a tool for convenience
	<i>Respondent no. 29: "With regards to my work yeah technology is considered also a big part of my work cus uh as of this moment most of our client relying on telecommunication which is a part of technology and uhm... we need</i>	LMAI as a tool for convenience LMAI as an assistant for study/workplace improvement

	<i>that also in order to boost our business same goes with our industry. So uhm yeah I think that would be a big impact also when it comes to Gen Z nowadays because most of the people nowadays uhm rely to those uhm... technology."</i>	
	<i>Respondent no. 30: "Okay so, sometimes kasi may mga activities dati sa school na... I'm not sure if makakarelate kayo but may mga activities sa school na parang... uh... too unnecessary. Like uhh, let's say gagawa ka ng essay but the essay needs to... a lot of thousand words to be done. So minsan, parang lumalagpas na siya sa ano, being creative na activity. So 'yun, having an option to automate it minsan... in my perspective could really help in relieving that kind of work."</i>	LMAI as a tool for convenience LMAI as a new option for modern-day students
Main themes: " <i>Prometheus, The Fire Bringer,</i> " " <i>Meet Me in the Middle,</i> " and " <i>Gossamer in the Light.</i> "		
3. What are the disadvantages or negative effects that LMAI imposes in your field of practice or studies?	<i>Respondent no. 1: "I think questionable 'yung results na ipinapakita kasi not all naman ng mga nakikita sa Google is all facts... alam naman natin na may mga articles na hindi gaanong... parang naso-source? Parang hindi</i>	LMAI as an unreliable source of information No self-improvements with LMAI usage

	<p><i>pa siya gaanong..ummm..well crafted..minsan kasi para sa'kin..yung sarili mong gawa, 'yun yung magpapatunay ng sarili mong intelligence kaysa yung intelligence ng computer..kaya I think mas maganda na ikaw na lang 'yung nag-sosource..para alam mo mismo yung sinasabi mo, alam mo kung paano mo siya ica-categorize, gano'n..."</i></p>	
	<p><i>Respondent no. 2: "Uhh..para sa'kin ket pwedeng masyadong magrely 'yung students... uhh... 'yung pinakamagandang gawin nalang ng mga gumagamit ng AI is matuto sa kanilang nakikita, gano'n... uhh... imbis na nilalagay lang yung umm... nilalagay din nila sa utak nila yung information na nakuha nila..."</i></p>	Humans developing excessive dependence with LMAI
	<p><i>Respondent no. 3: "Sometimes parang hindi reliable yung mga binibigay na answers kasi walang sources.."</i></p>	LMAI as an unreliable source of information
	<p><i>Respondent no. 4: "In my case naman, sa novelty kasi most of classmates..they rely on AI kaya wala silang chance na ma-exercise yung creativity nila and such kaya yung challenge para sa'kin is yung</i></p>	Decreased creativity with LMAI usage

	<i>creativity and novelty.”</i>	
	<p><i>Respondent no. 5: “Syempre ung algoritm. Syempre kasi minsan ung mga sinisearch mo tapos ‘yung binibigay na answer sayo ket parang ‘di tugma and since Brainly and for example Quora, ang mga nag-rerespond doon parang mga ano, uhm ,mga totoong tao din. So parang it is like a... uhm... an avenue where it could share your ideas so pwede na yung gusto mong malaman or ung.. uhm... ideas na gusto mo sanang I-extract within that uhm.. conversation eh iba or hindi tugma kasi iba rin ‘yung ung nalalaman ng AI or ung uhm... nag-respond doon sa tanong.”</i></p>	LMAI as an unreliable source of information
	<p><i>Respondent no. 6: “Disadvantages, ay uhm, lalo ‘nung pandemic na walang ano, hindi strict ngay... uhm... sa essays namin, ay lagi akong nag-aano eh, nag se-search gano’n. AI generated essays kaya uh, like so when I came back from grade 10 or... uhm, this year na ano senior high medyo my writing skills degraded because of ease of AI na binibigay ng AI. It downgraded my ano... my, my writing skills and ano</i></p>	Humans developing excessive dependence with LMAI Decreased creativity with LMAI usage

	<i>it greatly affected my vocabulary."</i>	
	<i>Respondent no. 7: "Umm... some of the CHATGPT essays are not reliable because some of the information are completely biased and not entirely true..so I also revised it and check its content then if it is not true and I'll change it using another website or app to actually make it more reliable"</i>	LMAI as an unreliable source of information
	<i>Respondent no. 8: "Parang naabuse siya if tinatamad na yung students..out of time na siya and parang naghahabol siya sa study niya."</i>	Humans developing excessive dependence with LMAI LMAI promoting cram culture
	<i>Respondent no. 9: "Nagiging tamad daw [kami] kasi nagrereley na lang kami sa mga nase-search namin."</i>	Humans developing excessive dependence with LMAI
	<i>Respondent no. 10: "Syempre there is certain level of academic dishonesty there so example, ikaw you stayed up all night searching for the facts and then 'yung isang kaklase mo uhm, chinat niya lang sa chat bot tapos na. So sometimes AI promotes indolence lack of creativity all in the sake of getting things done quickly. So it is</i>	Decreased creativity with LMAI usage No consideration of ethics with LMAI excessive usage

	<i>essentially compromising uhm, creativity and the depth of uhm, the details na kunwari na ipapasa mo in lecture in the name of uhm let's say uhm speed. Speed of getting things done.</i>	
	<i>Respondent no. 11: "It is nearly impossible to say there is no plagiarism...just by thinking that most of the students will know AI apps or sites, since these students want to have an efficient or effective works, so lesser time doing their assignments, their projects, let's say, 'no? So we cannot really that it's an original work..if that's an original work, maybe he has..uhh..edited again the content her/his just to have a new... uhh... outlook of her project so that it will not be the same with the other classmates..."</i>	Humans developing excessive dependence with LMAI No consideration of ethics with LMAI excessive usage
	<i>Respondent no. 12: "Usually ba meron pa ring nai-sacite yung sources na yo'n?....ay hindi siya nasa-cite?..Kasi wala naman siyang sariling pagiiisip e, kasi lahat naman ng nakukuha from the AI is actually is from somewhere else, so meron at meron pa rin</i>	No consideration of ethics with LMAI excessive usage LMAI as an unreliable source of information

	<p><i>dapat makikitang sources, so do'n tayo magkakaproblema..so okay naman siguro nan a-gegeneralize niya yung information na nakukuha or yo'n na, at the end ket it is stil from somewhere else..na nakukuha niya rin from somewhere else..e yo'n naman yung main na concern na "if you took something from someone, kailangang i-credit mo yung nagkuhanan na yo'n" ..so yo'n naman yung main na..hindi mo naman owedeng i-cite doon na ChatGPT as yung source mo di'ba? Kasi si ChatGPT mismo is kinukha niya rin mismo sa iba..so yes, I think it would be an issue dun sa plagiarism kasi walang proper na citing..kasi nirere-word lang din niya so same source lang din yo'n."</i></p>	
	<p><i>Respondent no. 13: "I'm a teacher, teachers are observants, I opened... when I opened and used ChatGPT in my classes.. in my class I observe learners... I observe learners..I've seen the expression of the learners... kumbaga, its through their expression I know that... they also use this CHATGPT... Another is... umm... there is this instance, isn't it I am giving you difference</i></p>	No consideration of ethics with LMAI excessive usage Humans developing excessive dependence with LMAI Decreased creativity with LMAI usage

	<i>texts... umm... example, I gave you the “Importance of breakfast” , something like that..actually I copied that from the internet..and that sample essay is..also used by one of you classmates when I asked you..when I tasked you to make a persuasive essay..this ChatGPT or other programs can be used as instrument for cheating, instrument for.. for unreliable resource... can be source of making the learners more lazy...because... more lazy in the sense that they will not think any information... or they will not think... umm...write anymore... they will just search...then copy it from any programs and applications and any sources...”</i>	LMAI as an unreliable source of information
	<i>Respondent no. 14: “It will have an effect not only on our psychosocial, meron na e kasi nga, imbis na makikibonding pa kayo sa mga kaklase niyo, nagtatanungan kayo as your bonding, wala na. “Magsearch nalang ako sa ano, hindi ko na siya kakausapin” di’ba? Sa cognitive naman nain, hindi na tayo magiisip, search nalang. Mentally, yung mata mo magkakaeye bags, hindi ka na</i>	No self-improvement with LMAI usage Humans developing excessive dependence with LMAI

	<i>matutulog, di'ba? Physical yo'n, mentally yung pagiisip, socially yung pakikitungo natin so yo'n may mga aspcts siyang naapektuhan."</i>	
	<i>Respondent no. 15: "The disadvantage is that people become more dependent to technology..uhh...in a sense that even simple questions that are given to them to give their personal opinion, they just use the internet and let the internet do it work which is supposed to be the job of the students since you are here to learn. So..uhh..maybe the majority of the learners, I must say, dependent to..uhh..technologies..during their vacancy they're holding their cellphones, that is already a sign that they are dependent..so much more with the field of education. So an observation, when you conduct for example a...instant interview with the learners, they cannot communicate well but when it comes to written, when it comes to technology, "wow", you can just observe that the way they make their essay..kumbaga..it's better what I am doing as teacher..we can see that see that there is already a</i>	Humans developing excessive dependence with LMAI No self-improvements with LMAI usage

	<i>help coming from the internet or so called Artificial Intelligence. So 'yon, that is the disadvantage actually, we became dependent to technologies in a sense that..we just let the technology..give answers for us, parang gano'n."</i>	
	<i>Respondent no. 16: "So behavior.. about the performance... ahh, yung mga sina-submit nila? Ang napansin ko instead of gumamit sila ng mga AI... halimbawa yung cheating, mapapansin mo nalang na pare-pareho sila, yes, yo'n yung ginagamit nila, yung siguro may GC sila na hindi involved yung teacher tapos mapapansin mo nalang na "Ay parang nabasa ko na ito ah" gano'n, "ah eto na ang grade niya" gano'n..hahaha.."</i>	No consideration of ethics with LMAI excessive usage No self-improvements with LMAI usage
	<i>Respondent no. 17: "I don't know yet meaning I'm in the position to say, 'di ko naman nakita lahat ng topic under my major kung anong ibibigay ni AI kung meron siyang misinformation. So most likely it could 'di ba 'yung AI kung ano lang naman ung nasa net dba ung mga information doon, doon na siya magrereally kung ano ung gagawin niya. So kung ano ung available</i>	LMAI as an unreliable source of information

	<i>doon yun lang yon. So meron paring loop holes siguro. Uh... so parang wala parin ako sa posisyon kasi haan ko pay met na try."</i>	
	<i>Respondent no. 18: "When it comes to their outputs with essays, articles that they're submitting. If I were to compare andaming flaws especially sa grammar and their are times that they tend to copy and paste already whatever they search without editing there are students like that. And if you would read their outputs you will notice they just copy and pasted. Nagiging reliant and dependent na sometimes with technology na talagang wala silang nagagawa kung wala silang pinagbabasehan. Lalong increasing ung problems when it comes to grammar and mechanics in writing."</i>	Decreased creativity with LMAI usage No self-improvements with LMAI usage Humans developing excessive dependence with LMAI
	<i>Respondent no. 19: "Tatta gamin generation ket agdepdepent da iti internet kaysa jay dadduma nga agisursuro sunga dajay umm... information nga kakasta ket ag-grow..mas paniwalaan dan ton ti kakasta kaysa dagijay agisursuro."</i>	Humans developing excessive dependence with LMAI
	<i>Respondent no. 20: "For the sake of the students using those... sites,</i>	No consideration of ethics with LMAI

	<p><i>where they can produce a whole thesis, that's academic dishonesty.</i></p> <p><i>Uhh, that's not beneficial to them, why? Uhh... for the meantime it may give them uhh... an... easier task, that would give them a... better output? However in the long run, they will not really learn what they are supposed to learn... because example in writing research papers, yes they could download using those sites... however the learning that they would get from the experience because uh... the best way to learn is through doing something, right?</i></p> <p><i>That's learning by doing... that's a theory, so if they will not do it themselves they will not really exert effort for it, they will not really learn. They may pass a requirement for the subject but in the long run, if they are already in the college years or in the field of work, they will have difficulty doing it because they were not able to master what they are really supposed to learn and master... because they relied on Artificial Intelligence."</i></p>	<p>excessive usage</p> <p>No self-improvements with LMAI usage</p> <p>Decreased reliability with students excessively using LMAI</p>
	<p><i>Respondent no. 21: "Ano, kasi meron din akong napapanood and</i></p>	<p>LMAI as a potential threat on personal</p>

	<i>nababasa na ai's na ung kinukuha lahat ng ano, data lahat ng parang ano, kinukuha niya lahat ng mga voice mo parang gagayahin niya ung voice mo tas tatawagan parents mo. Gamit ung voice mo parang igagather lahat ng info about sa voice mo then gagayahin. Siguro isa yon sa safetiness din....:</i>	security
	<i>Respondent no. 22: "AI is like is mas mahirap hindi mo makukuha yung gusto mong output... hindi pa rin kasi sila gaanong developed or... gaanong nakakapantay sa abilities natin eh, pero kapag person kaya mo silang, sabihin 'yung gusto mong ilagay sa output then ung mga materials na pwede nilang ilagay."</i>	LMAI as still an underdeveloped technology for humans
	<i>Respondent no. 23: "Kung napapansin niyo dati wala naman tayong mga cybercrime law because the time back then but now we do have the cybercrime law which protects us from different cases that are being done online. So siguro parang something like that..to that effect in terms the usage of AI..siguro if we would have government interventions with it para kapag may mga taong</i>	Humans developing excessive dependence with LMAI Abuse of online sites with LMAI/advanced technology LMAI as a potential threat on personal security

	<i>nangabuso, hopefully not, but it's sometimes its human behavior that induces that kung gano'n man, kung mangyari man 'yon, policies should be in place kasi people should also be protected kasi 'yon nga "Good things are being abused" and people needs to be protected from that."</i>	
	<i>Respondent no. 24: "Sa ChatGPT..there's a lot of failure..I mean dahil nga sa AI siya hindi siya lagging accurate, so you need to read and analyze the..yung binigay na ano sayo..for example may pinagawa ka like code, you need to analyze it pa para mafinalize yung answer mo..do'n sa mga Stack Overflow naman kasi nag-aask ako do'n sa..professionals kasi 'yon e..professionals yung mga nagbibigay..so wala naman gano'ng problema do'n. Do'n naman sa W3school, self ano naman kasi yunga ndon..ano lang siya..its a site para sa mga beginner na nagprogram gano'n. So sa akin yung W3school, walang problema. Self study lang talaga. Sa ChatGPT, madami yung mali... minsan pare-pareho yung</i>	LMAI as an unreliable source of information Bleak uniformity of work produced by LMAI

	<i>binibigay... kaya sinasabi ko nga yung CHATGPT, guide lang siya, hindi siya pwedeng gamitin as fully answer.”</i>	
	<i>Respondent no. 25: “Minsan kasi... this is through my observation lang ha, pero parang, parang mas nagkakaroon ng clamor ba? O confusion sa mga statements na binibigay ng ChatGPT halimbawa... hindi kasi, minsan kasi hindi siya tugma doon sa mga nasearch kong article online, like... understandable naman siguro kapag ganun... pero minsan kasi naoobserve ko na ginagamit na ‘yun sa mga research paper, mga legal na ano... paper, kaya ‘yun parang nadedecrease na reliability ng mga gumagawa...”</i>	LMAI as an unreliable source of information Decreased reliability with students/people excessively using LMAI
	<i>Respondent no. 26: “Malaking risk yon sa security tsaka sa ‘yung parang sa personal din lalo na kung sikat din ung ginamit sa mga ganong activity. Lalo sa decision making, yon... pansin ko kasi sa ibang relatives ko din, medyo kampante sila when it comes to those... things na nagdedepend na lang sila don, ganon...”</i>	LMAI as a potential threat on personal security Humans developing excessive dependence with LMAI False sense of security with LMAI

	<p><i>Respondent no. 27: "We can see naman sa ano, news 'di ba... minsan may mga narereport na ano, security concerns regarding this technology, this AI... for example is yung balloons... balloons ng China, allegedly may AI 'yun na pangbreach ng security ng... ng malaking masses. Pero sa ano siguro, part ng education, 'yun sigurong comfort? 'Yung comfort or... how do I say this, fast and instant na response ng AI sa tanong ng mga estudyante natin. Kasi us humans eh, usually kung napepresent sa atin mga ganito, we usually forget our limitations, our boundaries eh... ganun... I am not saying na, amin na students or sorry, lahat ng students ganito 'yung practice, pero kasi noong time din namin... may concerns na rin sa usage natin... kaya ganon, reliance and as a result, result 'nung reliance na nun, hindi na nagagamit kung anong meron tayo, tayong tao... which is our brains."</i></p>	LMAI as a potential threat on personal security Humans developing excessive dependence with LMAI Decreased creativity with LMAI usage No self-improvements with LMAI usage
	<p><i>Respondent no. 28: "Uhh... AI, that Artificial Intelligence, very popular amongst the youngsters na kasi di 'ba? I am glad, I am okay naman</i></p>	Decreased reliability with students excessively using LMAI

	<i>with their ano... kung gagamitin nila sa uh... ano... as an assistant lang. But as you have... ano, mentioned, uh... it is indeed alarming ano? Kung hindi ganon, ganon kaguided? Yung students natin, yung mga kabataan ngayon on the ethics... sa mga sinusunod nating norms around such things... mas mag-eend-up lang na wala, wala silang matututunan... wala silang mareretain pag, for example, nasa mismong field na sila where they have to, you know? Apply what they have or... should have learned sa school. Like that."</i>	No self-improvements with LMAI usage
	<i>Respondent no. 29: "I think, obviously sa paggamit naman ng AI ngayon... for the bad ways naman, for example, meron na ngayong mga AI bot para sa mga songs... mga ginegenerate na songs, so... a lot of people right now are uh... like making cover songs using a certain actor's... ah, uh, a certain artist's voice and then ginagamit 'yun to sing another song without the uh... actual artist's permission... so, for that, it could be a great deal to people na marinig 'yung kanta na 'yun pero in some way,</i>	No consideration of ethics with LMAI excessive usage Deeming professional work in every field with little to no regard Humans developing excessive dependence with LMAI

	<i>nagkakaroon din siya ng parang, not a good thing para sa artist kasi in a way it could also, ayun, it could also, make them less... less needed na? Kasi ang parang dating, if this AI technology could do this, alam mo yun, diba... why would I still need to listen to this artist or get permission kung pwede... kung pwede ko namang gawin 'to?"</i>	
	<i>Respondent no. 30: "Sa paperwork ko siguro masyadong... uh, kind of? Naoobserve na may abuse na nangyayari with this, this kind of technology kasi minsan... minsan I have these observation na if we, we have to mention the ano... where we got 'yung sources... eh sa AI, my colleague admitted, minsan sa AI niya kinuha and... in this site, I'm sure naman na ano, um, familiar kayo with ChatGPT? Like 'yun.. I've mentioned it nga... when doing essays, doing paperwork... back to this colleague, they uh... used it for a, uh... this certain paperwork, parang essay kasi... so 'yun, ang concern ko lang naman is.. baka kasi, baka mawili tayo, we might get uh.. addicted, reliant to it, although maganda siya, getting</i>	Abuse with LMAI in workplaces Humans developing excessive dependence with LMAI No consideration of ethics with LMAI excessive usage

	<i>info in a snap, it still feels off, that's about it...</i>	
Main themes: “ <i>Gossamer in the Light</i> ,” “ <i>Prometheus, The Fire Bringer</i> ,” “ <i>Silver Spoon</i> ,” and additionally/similarly, “ <i>Oh... What a World, What a World</i> ,” and “ <i>House of Cards</i> .”		
<i>Follow-up Question (part of SOP 1): What are the thoughts or the opinion that you have towards reports stating that Artificial Intelligence potentially dominating the workplace or as an educator inside the classroom?</i>	<i>Respondent no. 1: “As an answer to that is no, Artificial Intelligence kasi is hindi pa gaano... gaanong kaperfect? Kahit pa gano’n, or maging advanced siya in the near future, AI or technology kasi can not establish that natural connection eh... that, the human touch as they call it. Like I said hindi pa siya well-crafted... although malaki na ‘yung help niya with us, with us students.. at the end of the day, teachers or humans ah, in general, would still be humans and learning is something that is mostly shared between humans.”</i>	LMAI as still an underdeveloped source of information Lack of natural connection between AI and students/people
	<i>Respondent no. 2: “Nawawalan na ng trabaho yung mga teachers ngayon. Nababawasan na yung mga pinagkukunan ng pera ng mga tao, gano’n..kasi ay AI na...technologies na... Kagaya ngayon na naapektuhan yung trabaho nila kasi may mga machines na silang nagagamit... para sa’kin, mas..hindi ako okay</i>	Risks of unemployment with emergence of LMAI in the workplace Lack of natural connection between AI and students/people Incomprehensible information from LMAI

	<i>kasi baka yung mga information na binibigay niya is malalalim... is mas advance na..hindi na yung talagang napapaintindi kagaya ng ibang teachers..yung tao talaga yung nagsasalita or nag-iinteract sa mga tao. Iba kasi yung...syempre kung ikaw kinakausap ko..is parang hindi ko feel na.... kasla naghanda nga kasao kasi haan nga tao..kasi maapektuhan na jay pang-adal ti estudyante..."</i>	
	<i>Respondent no. 3: "AI kasi as a learning modality is hindi talaga ya'n mapapalit ng teachers since teachers can give their own interpretations and their own life values to the students themselves..kaya it gives more meaning if teachers mismo yung..person to person yung mag-teach, instead of..uhh..an AI..which is walang ego..walang self..so magiging ano 'yun..negligible..."</i>	Teachers with personal experiences to mix with lessons Lack of humanity inside LMAI
	<i>Respondent no. 4: "Yu'n..person to person... face to face... parang understanding ng teacher..mas madaling ipatindi sa mga bata yung mga lesson..</i>	Further attention to student performance provided by teachers
	<i>Respondent no. 5: "I think no, because well from what I've</i>	Lack of natural connection between AI

	<p><i>observed I think it is a part of human nature that humans tend to approve more of people or species that are similar to them. So of course kung tao ka, syempre mas papanigan mo ung kapwa mo tao kaysa sa robot, kaysa sa AI. So to that uhm, in that way uhm, uhm, na, hindi na cocompromise kasi there is still, I think sa future, although AI will be more advanced, will be more intelligent but uhm, it will still of course lack the talent, real talent and skills that humans natural have because talents and skills are the things you improve, cultivate when as you age. Eh 'yung mga parang AI syempre dba their knowledge only stems from a certain data base which is directly and virtually copied or aligned from its algorithm thru the online publication na nakikita at nababa natin na pinublish din naman ng mga tao. So although the uhm... AI could provide alternative I don't think it will be viable or a very good replacement into real human talent. As for the teachers naman... I don't think so, because I believe that education comes in two ways,</i></p>	<p>and students/people Lack of humanity inside LMAI LMAI as still an underdeveloped source of information Teachers' provision of holistic improvement vs. cognitive-focused LMAI</p>
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	<p><i>education comes of course in uhm, grading in a child's mind and putting knowledge. The normal form of education and number two of course is the social interaction. An AI couldn't provide that kind of interaction because if you want real education to happen there must be two you must consider. First is knowledge, syempre dapat may natututunan 'yung bata and pangalawa, that child is growing physiologically and emotionally with the guide of his teacher kasi kung ai lang, yes you're indeed gaining knowledge but you're not gaining necessary values of what a decent human is expected a, example discipline, you're not taught discipline by an AI because you're, ito ung nag seserbisyo sayo, alangan namang sitahin ka niya. Where as a teacher, teacher would want the best to come out from you so from that although AI could be sometimes better in terms of teaching it couldn't provide the kind of more subtle uhm... and more... uhm intrapersonal skills that teachers offer inside a real classroom and real human world.</i></p>	
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	<p><i>Respondent no. 6: "Actually nga... sabi ko nga double-edged sword pero syempre na it can give you ease and convenience pero in terms of everyday living na generated by AI 'di ba uhm it's quite sad, quite depressing na everything you do may AI. Lalo na sa sinabi mong teaching ganon when you look into ano kapag for example nanonood ka lang sa TV ta's AI na 'yung nagsasalita doon nag tuturo sayo that's quite sad, quite depressing. Oo, I particularly don't like that kasi I love uhh... teachers as profession... I respect them. Kaya AI taking over teachers and the teaching staff or education facility is a no for me."</i></p>	Lack of humanity inside LMAI Risks of unemployment with emergence of LMAI in the workplace
	<p><i>Respondent no. 7: "Students might become more lazy plus the AI does not actually check you, doesn't entirely check or look for your problems or activities outside from the teaching thus it does not form a good teaching experience for an AI teacher but sa face-to-face teacher, he or she can monitor to your any activities you'll be provided by grades. You have more motivation to do the actual work and to learn"</i></p>	Teachers' provision of holistic improvement vs. cognitive-focused LMAI Further attention to student performance provided by teachers

	<i>from it."</i>	
	<p><i>Respondent no. 8: "Uhm... I think it is better parin talaga yung teachers natin na magturo satin kasi if we rely ourselves sa AI pwedeng 'yung mga informations na binibigay nila is not that hindi masyadong reliable so it's better parin na assist tayo ng mga teachers kasi if naaassist tayo pwede nilang sabihin ung mistaken, pwedeng icorrect ung mga mistakes na unlike sa AI is they're just giving informations uhm kung nakareceive na ng information ung mga students from AI parang hindi na nila chinicheck dinidiretso nalang nilang ipasa so it's better parin na may teacher na mag guiguide sa students para sa ganon if there's mistake and error teachers would correct them para sa ganon may mag guiguide sa students. Unlike kung sa AI lang sila nagbabase."</i></p>	<p>LMAI as still an underdeveloped source of information</p> <p>Teachers' provision of holistic improvement vs. cognitive-focused LMAI</p> <p>Further attention to student performance provided by teachers</p>
	<p><i>Respondent no. 9: "In actual workplaces, some of the workers probably in the future can be replaced as for example the as we seen the Jollibee they actually created and AI that can serve and pick up orders from customers that</i></p>	<p>AI limited to low-cognitive level jobs</p>

	<i>come and go even if in Japan basically they have a store or convenient store without people only AI so I'm probably in workplace probably in the future it will cut off some jobs."</i>	
	<i>Respondent no. 10: "Mas better pa rin na may teacher relationship... teacher kasi umm..ineexplain kasi nila yung topics gano'n.. 'pag sa AI naman, kukuha ka lang ng information tapos it depends pa sa'yo kung maiintindihan po or hindi. Syempre, 'pag may teachers, parang yung mga experiences nila ket ie-example nila gano'n..ta's syempre sa AI, ipapakita lang sayo tapos iintindihin mo pa gano'n..so what if hindi po siya ganoong maintindihan."</i>	Lack of natural connection between AI and students/people LMAI as still an underdeveloped source of information Teachers' provision of holistic improvement vs. cognitive-focused LMAI
	<i>Respondent no. 11: "I think... umm... they can't really replace us because humans in nature have their own feelings and emotions even though they can... uhhh... be more intelligent than us the robots or the human robots, let's say. They can have feelings and emotions to understand their learners holistically. They can understand the mind and at the time,</i>	Lack of natural connection between AI and students/people Lack of humanity inside LMAI Teachers' provision of holistic improvement vs. cognitive-focused LMAI

	<i>understand the heart of the learner trying to understand the lesson, then it is sufficient.”</i>	
	<p><i>Respondent no. 12:</i> <i>“umm....marami kasing..ummm...well..kapag siguro information wise lang, pwede, pwede na maging source ng information lang..pwede pero iba pa rin kasi yung kwan..yung input ng teacher mismo, yung human part ng pagiging teacher, ‘pag teacher kasi hindi lang naman instructions, hindi lang naman information ang bagay na binibigay ng teacher.. ‘pag sinabi kasing teacher dapat holistic e, it’s not only the mind but you also have to know your learners para malaman mo na “ay medyo nagkukulang ‘tong bata na ‘to, ditto sa part na’to”, so kailangan magreciprocate o kailangan mong punuan yung part na yo’n..and everytime nga.. ‘pag gagawa ng exam, it’s not always kung anong exam niyo last year, hindi totally hindi lang yo’n yung ginagawa kasi we try to innovate... ta’s kailangan dapat lagging merong... uhhh... something kang idadagdag, kung yung galling lang</i></p>	<p>LMAI as a source of cognitive-related information alone</p> <p>Further attention to student performance provided by teachers</p> <p>Teachers’ provision of holistic improvement vs. cognitive-focused LMAI</p> <p>Lack of natural connection between AI and students/people</p>

	<i>sa moduld, kulang yo 'n dun sa part na ituturo mo... kasi yo 'n nga, yung human part mo as a teacher would still be, would still make a difference compared to just giving information just living the lesson..pero kung if..the learner would actually be evolving as well at kaya na rin nilang mag-independent learning, yo 'n siguro... pero I still think a... machines or AI's cannot totally replace the role of a teacher in nurturing a student kahit ano 't ano pa man, iba pa rin na may human interaction.</i>	
	<i>Respondent no. 13: "AI can provide information but...when it comes to teaching the learners personally... I don't think so... the different strategies, the different teaching style...the different techniques on how to get attention of the learners and how to..intervene with what they are doing...in order to make them..to improve them...to alleviate them..AI are still... ummm... generate machine ba? I do not know if that is a machine but not a person...not a people.. not like us teachers who have brains...who</i>	LMAI as a source of cognitive-related information alone Lack of humanity inside LMAI Further attention to student performance provided by teachers

	<i>have brains that can adjust, that can adapt, that can feel, that can understand the learners.”</i>	
	<i>Respondent no. 14: “I believe na it cannot be an effective one or in some cases, pwede. For example, teachers are not present physically but..he will at home or yung may sakit, pwede. Through the use of this AI or teacherless classroom, hindi ibig sabihin na kapag teacherless, wala nang teacher, hindi po kasi kapag teacherless yung classroom parang asynchronous activity. Siguro ang magiging trabaho lang ng AI is to check or to monitor the students but in teaching, I believe mas okay pa rin yung teacher. The difference of AI and sa tao, meron silang same function, they can think but the emotions itself? Kaya bang maawa ng AI sa estudyanteng naghihikahos? Hindi. Magseset siya ng deadline sa ganito, compare sa teacher na it will set a deadline then kunware may nangyari sayo or may problema sa fam mo, a teacher can adjust because it has ano e, meron tayong emotions, pwede nating intindihin, pwede tayong</i>	AI as a substitute/assistant but not an entire replacement to teachers Teachers' provision of holistic improvement vs. cognitive-focused LMAI Lack of humanity inside LMAI AI as a progenitor of procrastination among students

	<p><i>magmahal, di'ba? Pwede tayong magtampo, ganyan, emotions yung meron sa atin e pero sa AI wala. Okay, so sa akin hindi siya magiging effective kung teacherless classroom unless asynchronous na mode, okay yo'n pero tignan niyo yung naging effect no'n sainyo, nung pandemic. Yes, may tulong kasi you can use your time sa pag-aaral at your own pace di'ba? But the problem is, nagiging "sa susunod na", yun! Procrastination. Yun a, kasi nagrerely na tayo sa kwan like "mamaya na, asynchronous naman", "wag mo na gagawin ya'n". Yung iba nga sainyo no'n, hindi nagtatake ng summative, matutulog muna mamayang gabi muna nila gagawin. Kaya kung tatanungin niyo'ko, effective pa rin na dapat may teacher pa rin. Kung ang AI and technology ngayon, it will not replace the role of a teacher but it will help the teacher enhance the teaching strategy niya. So para lang siyang support, not to replace the role of a teacher."</i></p>	
	<p><i>Respondent no. 15: "Okay, so... actually... yes, although technology</i></p>	LMAI as still an underdeveloped source

	<i>is constantly improving, it gets faster but I don't think it would get to a point that it would substitute a teacher... number one is, of course, despite of so many information that we get, there are cases that, we get wrong information, for example... even Artificial Intelligence sometimes gives inaccurate data and umm..at the same time, it is a different setting if there is a person to person interaction rather than the computer one..so I think it will not happen that a computer will substitute a teacher... uhh... because computers in the first place has no personal experience di'ba? And then the teacher would inject their personal experience and sometimes would go beyond the topics that are discussed formally..so 'yon lang naman sa'kin."</i>	of information Lack of natural connection between AI and students/people Teachers with personal experiences to mix with lessons
	<i>Respondent no. 16: "Maybe AI can help teachers but yung talagang work ng teacher, hindi marereplace, siguro mga 30% lang siguro ang marereplace niyang work ng teacher pero yung AI kasi talaga subjective yung mga work e 'no? Not totally, for me ha</i>	AI as a substitute/assistant but not an entire replacement to teachers

	<i>hahahah.”</i>	
	<p><i>Respondent no. 17: “Even though it's very intelligent ano the teacher could use the AI but never an AI will replace a teacher because as for emotions how can you relay we have different types of learners it's not only cognitive because in AI more or less parang cognitive lang yan how about the emotion aspect the rate of the how will you going to facilitate the learning well although there is another ways of learnings when AI could make the questions easier until uhh... a certain... kasi 'yung AI kung ano 'yung input mo yun ung ilalagay niya eh so still the person it will input what should the AI will do. Pwede nyang hindi niya ma-cater lahat ng type of learners.”</i></p>	<p>Teachers' provision of holistic improvement vs. cognitive-focused LMAI</p> <p>AI as a “one size fits all” educational program</p>
	<p><i>Respondent no. 18: “I believe human person is still the best to teach learners though we have technologies available there are kung meron mang darating na mga ganyang pagkakataon I always believe na teacher is the best... uhh, the best person the best technology in front or in the four walls of the classroom. No one could replace the importance of a teacher inside a</i></p>	<p>Further attention to student performance provided by teachers</p> <p>Teachers' provision of holistic improvement vs. cognitive-focused LMAI</p>

	<p><i>classroom. Because not everything is learned inside or eve technologies iba pa rin ang impact ng teacher inside the classroom. ‘Yun lang I always believe na that hindi yon mairereplace though if meron mang pagkakataon na ganon we're open with that iba parin talaga ang presence of a teacher. Ang affected dito if ever na ganon ang mangyayari, the discipline the values integration of the learnings wala na, mawawala na. At yun ‘yung sad part kapag may mga pagkakataon na in the future na gano’n ang mangyayari. I am not in favor of that actually...’</i></p>	
	<p><i>Respondent no. 19: “AI... AI kasi as the man, the man behind all those scenes? In education and sa industry in general? Never could I ever imagine that kasi... won’t it feel bizarre o... or uncanny sa mga tao? Like meron kasi ‘yung feeling ng... ng familiarity sa tao eh, kahit ‘di mo siya kilala, it’s like... kasama na sa ano, nature nating tao na maging comfortable with fellow people... pero kung AI, for me parang creepy ‘yung experience</i></p>	Lack of humanity inside LMAI Lack of natural connection between AI and students/people

	<i>eh... what more if surrounded ka na by it? In your everyday life, in what you normally do... sa places kung saan tao usually nakikita mo or nakaka-interact mo... lalo na 'yung mga robot na parang tao or at least nagtry silang gawin na... na parang kasama natin, katulad natin... then you would not feel that usual connection... it would be really weird, really hard to accept in our reality, and I would not want that type of reality to be honest..."</i>	
	<i>Respondent no. 20: "The teacher, as a human person, uh... has the capability to not just teach the learners but to also inject the values like... iba rin kasi pag ano, pag tao 'yung teacher compared to the AI... is the connection between the teacher and the kids, of course you also feel that from your teachers, right? Na even if na... even if there is... the lesson is not already connected inside the classroom, but they will learn different aspects of life. Of course the teacher is a far, way better tool, tama? The... the human teacher would teach the learners... not only how to know something but also how to live with</i>	Teachers' provision of holistic improvement vs. cognitive-focused LMAI Lack of natural connection between AI and students/people

	<i>other people. And I think that AI could not teach that, right?"</i>	
	<i>Respondent no. 21: "Tulad nga ng sinabi ko kanina sa 'yo feeling ko marerestrict din malilimitahan tayo sa mga ano eh, kasi ngayon bago palang sya parang free na free tayo lahat gamitin eh. Naalala niyo ba ung unang labas ng cryptocurrency di'ba wala pang limit yon pero ngayon parang na rerestrict sya. Feeling ko ganon din magiging takbo ng ano sa AI..."</i>	Possible limitations/restrictions with AI usage
	<i>Respondent no. 22: "Dapat sa AI... dapat meron paring person na mag ooperate and guide parin para it's truly balanced. It can act or give assistance but not as replacement."</i>	AI as a substitute/assistant but not an entire replacement
	<i>Respondent no. 23: "Sa tingin ko 'yung mga AI na robotics parang katulungan lang dapat pero ung main task parang hindi dapat sana sa mga robotics. Okay lang basta 'yung mga basic task lang, ung mga hindi masyadong Kwan, like printing orally recording. Parang voice command lang."</i>	AI limited to low-cognitive level jobs
	<i>Respondent no. 24: "Ganito kasi eh... ChatGPT gaya nga ng sabi ko, it's still on the works eh... so for us na nagseself-learn and at the same</i>	LMAI as still an underdeveloped source of information

	<p><i>time tinuturuan or nangunguha ng information... hindi naman nangunguha but nabibigyan ng information ng professionals, we have developed capabilities like... 'yung paggamit ng logic and pag-analyze sa mga certain problems na kung icocompare man sa AI ngayon... no matter how advanced kasi 'yung AI, the things na naituro sa amin in a very elaborate or very detailed way is para sa AI, directly lang na kinukuha sa internet... sa online... kaya I don't think it would be effective, lalo na with jobs na kailangan talaga ng masinsinang attention... the detail, 'yung mga nacorrect na fault sa projects, hindi pa closely naoobserve o... uh... nadetect ng AI 'yun eh... if meron mang gumawa or magprogram ng ganon na type of AI... then very good... pero still 'di ako keen with it uh... replacing jobs in the future."</i></p>	<p>Lack of personal skills/learning experience with LMAI</p> <p>Further attention to details provided by humans</p>
	<p><i>Respondent no. 25: "In ano nga... as what I've mentioned, hindi pa gaanong tugma 'yung info ng AI sa uh, sagot ng mga professional, mga totoong tao... sila kasi are what, what the product of years of... years</i></p>	<p>LMAI as still an underdeveloped source of information</p> <p>Lack of personal skills/learning</p>

	<p><i>of training, years of hardwork... those are teachers, kahit mga waiter sa restaurant 'di ba? May training 'yan, may experience 'yan... unlike sa IA.. sorry AI ahaha, kahit pa iprogram lahat ng skills... skills na ano, or 'yung mga quote and quote, dapat niyang gawin? Wala silang experience... wala pang emotion, hindi gaanong kawarm compared sa human talaga... but this does not ano... mean naman na I am entirely opposed sa AI, just that... um, as ano, kinda like us in the future? Wala, medyo sad siguro... medyo depressing..."</i></p>	experience with LMAI Lack of humanity inside LMAI
	<p><i>Respondent no. 26: "AI as entire replacements will, I think... will be not effective... hindi pa gaanong magandang decision, although it could help us with uh... say, coding, or doing programs or even sa essays sa schools, it is still made up of, offlaws... since it does not learn, does not learn in a sense that ano, uh... a human or a person does... sa program siya usually nagdedepend, so what if hindi gaanong maganda 'yung program? Or kung hindi professional 'yung gumawa ng uh,</i></p>	AI as a substitute/assistant but not an entire replacement LMAI as still an underdeveloped source of information

	<i>program? It will be faulty, hindi siya properly makakatend ng... ng tao, the people na kailangan ng service..."</i>	
	<i>Respondent no. 27: "Well, uh, if sa teachers, how could they ano... like, tend sa needs ng students? Ano nga eh, we have what you call the, connection? Second, um... parents na natin sila eh... they have been there, always there, and would stay there... plus hindi naman sila ano, limited lang inside classrooms... hindi sila nakaprogram to just do this, just do that, just um... make knowledge grow sa youth... constant na presence ng teachers in our lives... and um, with um, AI it will help for sure, pero it is for ano rin eh... not just for students would it help, teachers din... I don't think it could uh... carry all the job a teacher does, the learnings..."</i>	Lack of natural connection between AI and students/people Teachers' provision of holistic improvement vs. cognitive-focused LMAI
	<i>Respondent no. 28: "Crew servers, mechanics or builders will be replaced by AI... so the advancement of technology is unknowable because before we predicted that in the future will have more intelligence or more reliable but we don't have the</i>	Risks of unemployment with emergence of LMAI in the workplace Risks in the programming/performa nce provided by AI

	<i>future of it..but it would probably be just... umm... the replacement of some jobs, 'yun nga but that would cause ano 'di ba... loss of jobs, loss of manpower na magtatagal talaga... there is this bot nga, may AI din ata siya, and hindi niya ano... hindi niya nacarry 'yung hustle, the hustle of the job and parang nag-ano, self-destruct? Nag-reboot ata eh ahahah but yes, loss of jobs would be the bad effect of that, tas dysfunctional na ano... robots..."</i>	
	<i>Respondent no. 29: "Replacement? In certain jobs siguro... siguro, I can see it ano.. happening pero, 'yun na nga, paano naman... how about the human employees 'di ba? Like, uhm... if magiging ano man, widespread 'yan... AI as employees is.. very ano eh, may maaano talagang mga tao, although up na sa company 'yun.. if they will choose AI over humans... entertaining man sila tignan if gano'n, um, it will not be as, as good? Or as ano, as natural to see them... parang sci-fi na kasi eh ahahah pero 'yun, 'di ba meron nang ganun? Siguro ano... like</i>	AI limited to low-cognitive level jobs Risks of unemployment with emergence of LMAI in the workplace Lack of humanity inside LMAI

	<i>example sa restaurant, they can only deliver the food lang siguro, the rest... humans pa rin maganda..”</i>	
	<i>Respondent no. 30: “Uh, yeah actually that’s a good question... when it comes to AI actually, I think, so far kasi for example.. if you have, sa McDo, you have... common example at the moment, so hindi naman siya magiging 100% na replacement but I think it certainly helps uh... ano ba tawag do’n, to do things much faster... for example since ito na nag-eencoding mga ano, error and, and at the same time mas mabilis na ‘yung interactions since you need to, alam mo ‘yun, typing what you need... and minsan pwede kang naplagiarize dito, so personally, I think it’s... it’s a good thing for us... I’m all for it as long as yeah, it will not be used in the wrong way.”</i>	AI limited to low-cognitive level jobs AI as a substitute/assistant but not an entire replacement LMAI as a provider of a fast-paced communication/service
Main themes: <i>Under the themes “Oh... What a World, What a World,” and “Ex Machina.”</i>		
4. What can you recommend to students or to the people whom you work with that are using or are looking	<i>Respondent no. 1: “I think, don’t abuse it..be responsible enough when you use AI...hindi yung palaging AI nalang yung sagot..AI nalang yung ganito..yung</i>	Self-Control or Self-Responsibility

forward to use Limited Memory Artificial Intelligence in their academic or professional work?	<p><i>ganyan..ummm..and then sa abuse, don't abuse it..hindi naman palaging AI na lamang yng kukuhanan natin ng sources..marami pa rin naman experiences outside internet that we can rely on... and I think maging responsible enough tayo in using this kind of sites, hindi yung..ano na 'yun? Parag ngay magiging abusive tayo na internet users..hindi ko alam kung may sense pa ba 'yung sinasabi ko..hahahaha"</i></p>	
	<p><i>Respondent no. 2: "Uhh.. gano'n, 'wag nila itong abusuhin and umm...ano pa ba? 'wag nila itong abusuhin and uhh..gamitin sa bad ways like nirerely nalang nila yung ano..ginagawa nila sa technology o nawawalan na yung essence yung totoong ginagawa nila na nag-aaral..gano'n..e gusto ko lang iremind na, hindi naman sa grades 'yon... kailangan din naman na may matututunan ka... na dun talaga nag-aano..nagrereflect yung ano... yung grades na kukuha mo.."</i></p>	<p>Self-Control or Self-Responsibility Reminder of Learning's Real Essence</p>
	<p><i>Respondent no. 3: "Just don't rely on it too much siguro, you are a person naman and you have what</i></p>	<p>Self-Control or Self-Responsibility</p>

	<i>they call a brain so... 'yun, always remember to use it pagdating sa paglimit ng sarili mo sa AI... it's a good innovation naman so use it wisely and as an aid lang... "</i>	*Use it only as an aid
	<i>Respondent no. 4: "'Yun nga... umm.. masyado nang umaasa yung mga mag-aaral do'n kaya hindi na naiimprove yung sariling knowledge..gano'n..hahaha"</i>	Self-Control or Self-Responsibility
	<i>Respondent no. 5: "I think we must learn the value of hardwork in a way that they cannot just uhm, push or cannot just let AI do everything for them because in the real world if you're going to have job in the future you just cannot let an AI do the presentation, kunwari nagrepresent ka sa isang business company uhm, hindi namna pwedeng AI 'yung mag present so you must have that skills example oral communication, you must have that skills example in mathematics and basic algebra. Because although AI has become more and more advanced uhm, I believe that it will not uhm, still have lapses and still lack kind of capacity that our brains would have. So I believe that every student must, I mean another</i>	Self-Control or Self-Responsibility *Use own knowledge School Policy Implementations

	<i>policy siguro na pwedeng implement is that uh, kapag merong gagawin na example activity na pwede namang gawing na sariling utak mo lang without use of AI pwede namang sa school nalang gawin wag na sa bahay kasi there is risk or it is prone to academic dishonesty and uhm, cheating nga which is being a currently aided by AI technology.”</i>	
	<i>Respondent no. 6: “Anoo, humm, put limitations in AI lalo na siguro naman may statistics na kwan sila on the frequency of students on how they use AI siguro mga 80% non essay generation or ano poem ganon. Syempre ‘yun ‘yung mga nagamit ko eh... so, they... ano, they should uh... limit AI on how, uh ... people can use them tapos they should uhh they should put AI on a leash talaga so dapat professionals can use the most of AI while amateur like students can only use a little bit of AI which... uhm, I suggest na for ano lang, checking purposes only ung AI hindi ung generating answers purpose but yon lang naman...”</i>	Put Policies/Restrictions on AI itself Self-Control or Self-Responsibility *Use it only as an aid
	<i>Respondent no. 7: “Well I believe</i>	Self-Control or Self-

	<i>that nakadepende sa taong gumagamit no'n if social media is use for good I believe naman malolower niya ung risk of cyber bullying so it means nalang talaga na sa mga taong gumagamit ng social media if they will use it uhm for better or sa hindi maganda. So I think social media would be helpful if people will use it in a good way and I believe din na uhm... social media would a bad effect if people will use it in cyber bullying nga."</i>	Responsibility *Depends on the person using it already
	<i>Respondent no. 8: "For me naman is we shouldn't rely on AIs kasi sabi nya kanina ung information galing sa is not or hindi naman masyadong reliable so I believe parin na we could consult our guidance counselor or sa school kasi I think they could better help us in choosing our future, ung mga future na course na pwede nating kunin sa college kasi marami tayong nakuhang mga informations sa internet na for example maganda ung trabaho 'yung job na ganto ung course na ganto but talaga bang maganda yon kasi it's better pa rin talaga na ung may live experiences ung pagkuhanan natin ng</i>	Self-Control or Self-Responsibility *Use own knowledge Assistance/Consultation of Professionals/Teachers required

	<i>information para kasi sila na yung naka experience kung talaga bang maganda yung course na ganto para sayo or maganda ba ung trabahong toh para sayo kasi if mag babase lang tayo sa nakikita natin sa internet for example ako nagpost ako sa internet tas sabi kong maganda ung ganitong trabaho tas d ko naman kilala yung mga nakakabasa ng post so baka ma ka affect yung pagpost ko sa kanila in a wrong way so I believe na mas maganda nlng na mag consult tayo sa ating guidance counselor kasi sila nakikita nating face to face and they could recommend better kasi nga they are the living testament na ganito Yung certain na force.”</i>	
	<i>Respondent no. 9: “I believe met nga if AI will, uhm... is magagamit in good way I think AI would help the world even more better na parang ngay mahehelp nya ung mga tao sa mga gawain nila mas mapadadali ung mga gawain nila ng mga tao kasi nga mas marami ng taong tamad talaga aminin man natin at hindi so AI, if AI is magegenerate ng maayos eh it will come use in a good way I think it</i>	Self-Control or Self-Responsibility *Focus on using AI in a good way

	<i>will help the world even more better.”</i>	
	<p><i>Respondent no. 10: “Sa studies nalang mas nagiging beneficial yung phones natin kapag pumapasok siya mga sa mga interest natin... sa studies talaga. Ipakita na lang po siguro natin ‘yung... ‘yung good side ng AI and ‘yung potential niya sa pagpapaganda ng buhay natin... imbes naman na ano, iexploit o abusuhin natin siya kasi mas lalo naman... lalo naman tayong ano, uh, malolook down ng society kung go lang tayo nang go sa ganitong technology...”</i></p>	<p>Self-Control or Self-Responsibility</p> <p>*Focus on using AI in a good way</p>
	<p><i>Respondent no. 11: “So..based on my observations... since we are... uhh... continuously using AI, the students should know how to search for credible sources, for example, ResearchGate, like those, especially those sites that researchers have joined already, it’s not a editable page just like Wikipedia, so we better search the sites before saying that it is credible..so read it all over again your output, if it’s also necessary and then you also check the</i></p>	<p>Deeper analysis with results dispensed by AI</p>

	<i>grammar...but more importantly... umm.. the content should always matter since we are still looking..or still one of the rubric that you are trying to assess as your teachers, is the content..especially if it is about research..so it is important for us to have factual and informative content."</i>	
	<i>Respondent no. 12: "Umm... dapat ano... pagiging masyadong nating reliant or dependent dun sa paggamit ng Artificial Intelligence kasi..parang..kung ako, when delaying with machines or AI parang meron at meron pa ring part or time na possible na magkaron ng dysfunction or ng problema, hindi naman sa paraang gusto mong mangyari yo'n pero you are always cautious na what if hindi mag-work 'tong laptop ko , what if ma-virus, what if ma-ganto kaya until no, kahit hindi kami ganoong ka-required na..dapat sinusulat mo yung grades..dapat meron kang handwritten na records, I still keep a handwritten records of lahat lahat ng records ng mga bata kasi what if one of these days hindi gagana 'tong laptop ko,</i>	Self-Control or Self-Responsibility *Increased cautiousness with AI *Use own knowledge Mix modern technology with traditional methods

	<i>saan ko kukunin yung mga scores ng mga batang ‘to? So the thing is, hindi ka dapat 100% na nakadepende sa AI, dapat meron parin, yung ngay magbaback up ka parin in a traditional way kasi hindi mo lang alam what if one time tratradydurin ka ng machine na ‘to, na hindi na siya magwowork, so satingin ko, yung pagiging dependent e hindi siya 100%, meron pa ring part na magiisip ka parin na “what if?”</i>	
	<i>Respondent no. 13: “Ummm... well, I cannot control the learners... but by giving them constant reminder to always cite the different resources and references that they used and then another is..they have to try also to... uhh... or they will just treat those information as their references... as their reference... not just by copying those information. It’s only the learners that can answer that..ang masasabi ko lang...its because of the pandemic..more than 2 years... you stayed in your houses with your families, and I know pretty well that you spend time more on gadgets and that affected</i>	Self-Control or Self-Responsibility *Increased cautiousness with AI *Use it only as an aid Assistance/Consultation of Professionals/Teachers required

	<p><i>you, learners... especially the Senior High school to be dependent in using your gadgets..that is why I answered you... that it is already your control, not us teachers."</i></p>	
	<p><i>Respondent no. 14: "AI is very useful, sinasabi ko yo'n but do not rely...uhh..much more to technology..'wag masyado. Sabi ko nga, it will not replace our role as a learners, as teachers but to enhance our..our process na ginagawa namin, teaching strategies na ginagawa namin, sa estudyante, yung learning naman kung paano kayo matuto, okay. We can search but please we have to think also, if you're going to copy, yung sariling pag-iisip mo, wala na but kung ano ginawa is nag-search ka "ah idea ko lang 'to" then I'll make my own, edi mas maganda e 'no? Kasi ang hirap na you don't have the resources then you're going to answer some questions na wala ka namang pagbabasehan, just like in research. If you're going to search or research and you're going to answer specific questions para mapagtibay mo yung theory, kung ano man yung sasabihin mo..yung</i></p>	<p>Self-Control or Self-Responsibility</p> <ul style="list-style-type: none"> *Use it only as an aid *Use own knowledge *Balance out AI usage with own thinking *Think of the long-term consequences

	<p><i>magiging sagot mo doon, di'ba nga nagsasabi tayo ng according to..di'ba? Now, for you to have an idea on how you;re going to answer the questions, you have to search that topic para mapatunayan mong "ay okay pala 'tong source ko na 'to". Sabi ko nga, AI should be used as supplemental for enhancement but not to replace kung ano mang meron tayo ngayon, okay. Yes, very helpful ang technology. Sabi ko nga halos anjan pwede na natin isearch e, anjan na sa internet but y'on nga as a citizen na buhay dito, don't rely on that one, too much. Pwede namang magrely but not too much. So ang payo ko siguro sainyo is you have to balance yung paggamit ng AI tsaka yung thinking natin. Kung alam natin na "a okay tama 'to" just don't copy it in total. You have rephrase, you have to check also if correct kasi hindi naman ibigsabihin na bigay na ni AI "ay tama na 'to" binigay ni ChatGPT," tama na 'to" kailangan mo siyang pag-aranan, yo'n nga emotions are there, kunware you're going to search for true or false na questions meron yung mga para sakanya</i></p>	
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	<p><i>false, para sayo true kasi wala nga siyang emosyons. Do not rely too much on those technologies kasi kayo din ang mapapasama later on. It will have an effect not only on our psychosocial, meron na e kasi nga, imbis na makikibonding pa kayo sa mga kaklase niyo, nagtatanungan kayo as your bonding, wala na. “Magsearch nalang ako sa ano, hindi ko na siya kakausapin” di’ba? Sa cognitive naman nain, hindi na tayo magiisip, search nalang. Mentally, yung mata mo magkakaeye bags, hindi ka na matutulog, di’ba? Physical yo’n, mentally yung pagiisip, socially yung pakikitungo natin so yo’n may mga aspcts siyang naapektuhan. So yo’n lang. Don’t rely too much on those technologies.”</i></p>	
	<p><i>Respondent no. 15: “Just like what you have mentioned, we are not here to stop learners from Artificial Intelligence because that is part of our living world... since we are in modern technology world but just like what I’ve said, we have to follow the etiquette in using technology... so sometimes we should not fake the output... we</i></p>	<p>Self-Control or Self-Responsibility *Follow existing ethics/norms surrounding technology *Use own knowledge Reminder of Learning’s Real Essence</p>

	<p><i>should not plagiarize things for having a good grade...let's just give... kumbaga learners should exert effort more than what the computer does... so ibig sabihin... uhh... they use the technology appropriately, correctly, wisely..uhh..without too much dependent to that because.. uhhh.. the main reason why there is learning is to make learners become more independent... in a sense that, you can work alone with or without the help of technology... so, always remember that technology is not part of the human body..and always prove that humans are far away better than technologies...so 'yon lang."</i></p>	
	<p><i>Respondent no. 16: "Actually, this is my advice... okay, so... kung gagamit man sila ng gano'n, ng AI... it is better also that they're going to, for instance, essay, they need to proofread also kasi diction... kasi may mga word na applicable sa isa pero hindi applicable so they to proofread also..I, myself, may instances na gumagamit ako ng Quillbot to paraphrase but I think may mga</i></p>	Increased cautiousness with AI Self-Control or Self-Responsibility *Use own knowledge *Mix modern technology with traditional methods

	<p><i>words din na hindi appropriate, isn't it? Okay, ano na ulit yung question? Hahaha... so yun, for them to proofread.. and yung sabi ko sakanila, "Human beings are not perfect, technology are built by human beings... so therefore, technology is not also perfect" tama ba ako? So meron pa rin..although magaling talaga ang technology, it is not 100% perfect. "</i></p>	
	<p><i>Respondent no. 17: "Everyone could make use of AI, yes we could pero kailangan parin nating facilitator, merong regulator meron paring confirmation, verification the information given by the AI. So we could make use of AI to facilitate the learning pero kailangan iverify ung mga nandon. And also the the... information you will because diba too much information may sometimes it will lead to chaos dba adu unay ammom ket baka haan nga kasjay pero we could use AI. Hindi sya [AI] master, like younger now we become indispensable when out of gadget so if they're indispensable it's not really a master but they can't do anything about. But it doesn't mean na yun</i></p>	Assistance/Consultation of Professionals/Teachers required Increased cautiousness with AI Self-Control or Self-Responsibility

	<p><i>'yung master, kasi ang master isula sursurutem kanayonen 'di ba kaya kailangan talaga ng tao kasi wala ng emotions yan eh."</i></p>	
	<p><i>Respondent no. 18: "Actually I am in favor of those apps kasi that is trend naman na why would you go away with technology as long as the learners will use it appropriately and responsibly and in conducting researches..... Learners should be very careful with the sources they're using they have to be very careful and they should know that this resources they're using are uh reliable sources because as time goes by you could easily upload sources in the internet wether they're reliable or not, sana malaman ng mga basta na kung gaano kahalaga and mga reliable sources and information yon na talaga. And pwede rin as long as the one who's using it is responsible and dapat alam niya na reliable ung sources na ginagamit and dapat na tinuturo rin sa mga bata yon ung kung paano madedetermine if the sources they're using are reliable or not. Yun din ung isang importante."</i></p>	<p>Self-Control or Self-Responsibility *Increased cautiousness with AI *Use own knowledge</p>

	<p><i>Respondent no. 19: "Like what I mentioned a while back... just use some applications or sites na lang to paraphrase the information na ano, gagamitin sa studies or sa work natin... like 'yun, Jenni.AI and Quillbot, both are helpful sa, um... preventing accidental or unintentional plagiarism... then using what we know, what was taught... it's a must for us to correct faults or mistakes by that AI.</i></p>	Self-Control or Self-Responsibility *Use own knowledge
	<p><i>Respondent no. 20: "Of course we say that everything has a limitation, right? So they [students] should know the limit of using technology, that they should not subject themselves as the slaves of technology. Technology is there... technology is supposed to help humans, okay... but not in a way that they totally or completely change a person himself, including the intelligence because in the long run, their ability to analyze situations or their decisions in life would... still rely on how they learn, their skills, right? From the classroom... or from studying, or from err...the um... understanding situation or a lesson. Kasi 'pag</i></p>	Self-Control or Self-Responsibility (acknowledge limitations) *Use it only as an aid *Think of the long-term consequences *Use own knowledge

	<i>nagrely lang sila sa technology, masasanay na lang sila na andyan na yan, andyan na yan, oh paano in the.. future? If they will face crossroads, then how are they going to decide, right? Decision making skills nowadays is right now, very important. And kung nagrereley ka lang sa technology para magdecide para sa sarili mo, how are you then going to live your life properly, right?</i>	
	<i>Respondent no. 21: "Ano... uhm... gamitin lang siya as ano parang pantulong lang sa work pero huwag niyong gagamitin sa personal na bagay. 'Pag students naman, okay lang din naman kasi parang good for studies, pero kasi iba parin kapag natural intelligence ung ginagamit natin bilang students."</i>	Self-Control or Self-Responsibility *Increased cautiousness with AI *Use own knowledge
	<i>Respondent no. 22: "So dapat pa din is wag natin hahayaan na ung AI lang 'yung gumawa ng trabaho natin so dapat pati din tayo maglearn parin. Mag-aran parin. Kasi nasa atin 'yung ability, sa atin binibigay ng society 'yung hope for a brighter future..."</i>	Self-Control or Self-Responsibility *Use own knowledge Reminder of Learning's Real Essence
	<i>Respondent no. 23: "Umm... actually ngayon, siguro..hindi pa</i>	Put Policies/Restrictions on AI itself

	<p><i>kasi natin nakikita yung..umm.how powerful this technology..these advancements...in terms of yung extreme use niya but nakakatakot din kasi 'to kasi we have to admit na not all people are using these advancement in a good way. So the recommendation to this is to have also... umm... policy interventions when it comes to usage. So for example, sa academic, kung papansin niyo, na they have this option to counter check if for example kung these projects or assignments are being generated by AI. They have the capacity. So kumbaga, they have this controlling power, may policy intervention..so that also goes to the society... So 'yon lang siguro ang recommendation o for that..so further studies pa... so what you are conducting, research on these studies would really further gather data para ma-further improve pa 'to, as well as to have better applications of these technologies."</i></p>	*Development of government-related interventions towards AI usage Conduct further research and know more about AI
	<p><i>Respondent no. 24: "Uhmmm, ano ba... study hard HAHAHAHA tsaka halos mas malalaman niyo na kasi ung mga bagay bagay sa internet</i></p>	Self-Control or Self-Responsibility *Prioritize studies/do own study sessions

	<i>tsaka ano.... wala ano mas matalino pa kayo samin hahaha pero 'yun, nakadepende pa rin sa inyo 'yan bilang mga kayo na rin naman 'yung ano... pinakagumagamit ng technology, gamay niyo siya.... learn from it lang siguro pero not all of it..."</i>	**Depends on the person using it already
	<i>Respondent no. 25: "With regards to that question, in my perspective AI can yeah... help us it might impact our business we should not rely on AI directly kasi AI was made by a human so it's like you're giving already the authority sa... ibang tao para gawin 'yung business [mo] so as much as possible if you can... uhm... can do it on your own, don't rely on AI. I think that's still the best way but at some point yeah we can still use AI..."</i>	Self-Control or Self-Responsibility *Use AI only as an aid *Increased cautiousness with AI *Use own knowledge
	<i>Respondent no. 26: "For that... yung AI.. 'yun nga, sabi ko nga yung AI hindi siya masyadong accurate..so, you need to analyze more kung ano yung binigay ng AI sayo...so sa work, kailangan..hindi naman perfect pero kailangan tala na accurate sa work..for example yung code na gagawin mo is for a company.. so.. kasi yung sa</i>	Further analysis towards the product of AI Remind the essence/importance of your work *For people Self-Control or Self-Responsibility

	<p><i>technology, sinasabi lagi jan na “less harm sa people”..so yung code mo dapat hindi siya failure, lagi dapat siyang tama para less harm siya sa people..sa tao... uhh.. ‘yon nga, if you’re gonna use the ChatGPT, you need to analyze.. kailangan mong ianalyze yung binigay sayo and analyze the logic..and try to self study, mga ganyan..kasi ako, kaya hindi ako nahirapan sa mga binibigay ng ChatGPT, first year palang kasi talaga nagself study na ako ng ano e..sa Python e...lagi yung ginagamit yung W3schools...kaya ‘yon, more on analyzing...problem and answer... hindi lang problem kasi yung inaanalyze mo kundi pati yung answer kung tugma do’n sa question po.”</i></p>	<ul style="list-style-type: none"> *Use own knowledge *Prioritize studies/do own study sessions
	<p><i>Respondent no. 27: “Kung sa usage of AI... paano gamitin nang maayos, ganon lang din naman, I think...uh...we mostly know naman what’s wrong and what’s right, so as long as it doesn’t... you know, affect us negatively, it doesn’t... alam mo na, harm people with whatever you’re doing, I think it should be okay naman...”</i></p>	<p>Self-Control or Self-Responsibility</p> <ul style="list-style-type: none"> *Follow existing ethics/norms surrounding technology

	<p><i>Respondent no. 28: "When it comes to technology... technology would grow, so I think that probably won't change with what we stand in, 'yung mismong change nga din, and technology is one of the common ways that change happens... so, for me, yun lang, be sure to be aware of the... ano nang tawag 'dun, the proper way of using something and be sure din na hindi mapag-iiwanan and keep up with... you know, to go with technology. Kasi dadating 'yung point that it would.. actually be a big part of our society, or should I say ano, magiging mas malaki pa since part na talaga siya..."</i></p>	Self-Control or Self-Responsibility *Increase awareness around AI Conduct further research and know more about AI
	<p><i>Respondent no. 29: "It is ano naman... may idea naman 'yung mga teens your age on how to... ano... navigate the, the thing we call... moral, moral compass kasi 'yung emotional skills and values e nadedevelop niyo na...mostly in your age, so it is a must siguro for you to... to use that in living with this technology kasi to be ano, to be honest... in adapting with it kasama na 'yung job natin to control it... as people, as the ones who are on top</i></p>	Self-Control or Self-Responsibility *Follow existing ethics/norms surrounding technology

	<i>of this AI, we should act and keep in mind na tayo 'yung sailors dito..."</i>	
	<i>Respondent no. 30: "To keep it short na lang siguro, I think both tayo... tayo along with AI should know, know the limits... between being a person na gumagamit ng robot at being a robot na useful sa tao... tsaka tayo naman... since di'ba we are equipped with a brain, a soul... unlike AI, we should practice what is ano... expected of us, lalo na sa youth... as developing adults, maganda kung magiging bigger person tayo, kung iaacknowledge na 'tin mga restrictions at limitations natin when using this AI."</i>	Self-Control or Self-Responsibility *Follow existing ethics/norms surrounding technology *Use own knowledge
Main Themes: "Through the Looking Glass," and "Keep it in a Short Leash."		

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