8. Ethical Analysis

The integration of AI in education is one of the most transformative and double-edged developments in the field. It holds immense promises for personalizing learning and streamlining administration, but it also introduces profound questions about bias and fairness. Bias in AI refers to systematic and unfair discrimination against certain groups. Fairness is the active pursuit of creating systems that are just, equitable, and free from discrimination.

Biasness in education can happen in several ways. The common source is biased training data that may unfairly panelise applicants with certain background. Then, algorithmic design bias is another bias that may introduce bias due to the data being trained to look for specific patterns of behaviour. Proxy discrimination happen when AI often uses "proxy variables" that indirectly correlate with protected attributes (like race or socioeconomic status).

On the other hand, achieving fairness is a complex task. There are several definitions of fairness to begin with. Individual fairness is achievable when two similar individuals are treated similarly. Group fairness is achievable through the equal outcomes across different demographic or background groups. Procedural or outcome-oriented fairness are achieved when a decision made was justified by the AI model that allows transparency and ongoing engagement for appeal to define acceptable trade-offs.

To make justice in this particular case, careful implementation must be made by the developers, educators, and policymakers. By prioritizing fairness, transparency, and human oversight, we can harness its power to create a more personalized, efficient, and ultimately more equitable educational system for all learners.

10. Metaphysics/Human purpose

Metaphysics deals with ultimate reality, something that transcends physical boundaries including concepts like mind-body dualism, the existence of God, and the nature of human consciousness.

When it comes to mind-body problem, AI forces a revaluation of this problem. If a machine can exhibit behaviours that we associate with a mind, what does that say about the nature of consciousness. Is the human mind is just another complex algorithm?

AI, as a non-biological intelligence, challenges the human-centric (logocentrism) view of the world. It raises metaphysical questions: What is the place of a

non-human, non-animal intelligence in the grand scheme of things? This expands the scope of metaphysics beyond the traditional Human-Nature-God triangle.

Between Materialism (only matter is real) and Idealism (reality is mental), highly sophisticated AI might be the ultimate materialist entity; purely physical. Yet, its ability to process information and "know" things challenges a simplistic materialist view, pushing us toward more complex understandings of reality, perhaps even opening doors to discuss concepts like a universal "mind" or information as a fundamental substance.

AI is not just a technological tool. It is a metaphysical provocation. Its very existence challenges our deepest assumptions about consciousness, reality, and humanity's place in the universe.

11. Other Lecture Topics

Logic (Critical thinking and Fallacies)

Logic is emphasised as the foundation of sound reasoning and the identification of fallacies (errors in thinking).

AI can be trained to identify logical fallacies in texts and arguments, providing students with instant feedback on the structural soundness of their reasoning. It can generate countless examples for practicing deductive and inductive logic.

There is a significant danger when over-relying on AI to generate essays for student's own development. It can stunt the development of logical and heuristic thinking skills. Therefore, they may struggle with arguments construction and cannot learn to identify fallacies within their own thinking capacity.

AI is a double-edged sword for logic in education. The educational goal should be to use AI to strengthen, not bypass, the human capacity for reasoned judgment

Concept of Human Being (The Prosperous Person - JERI)

Education in Malaysia is striving to foster individual potential in a holistic and well-integrated approach through the holistic JERI model; *Jasmani* (Physical), *Emosi* (Emotional), *Rohani* (Spiritual), and *Intelek* (Intellectual).

A. Intelek (Intellectual): AI excels here. It can personalize learning paths, provide instant access to information, and develop critical thinking through complex problem-solving, directly fostering intellectual growth.

B. Emosi (Emotional): AI has limitations. While it can be programmed to recognize emotions, the genuine empathy, motivation, and care crucial for learning come from

human teachers. Over-use of AI could lead to an emotionally unproductive learning environment.

C. Rohani (Spiritual) & Jasmani (Physical): AI's connection is indirect. It might offer guided meditation (spiritual) or personalized fitness plans (physical), but it cannot replace the lived experience of community, ritual, or physical play. The "Prosperous Person" is balanced. An education overly dependent on AI would risk creating intellectually advanced but emotionally and spiritually stunted individuals.

AI can significantly support the Intellectual dimension of the JERI model. However, a truly holistic education that develops the whole person requires the irreplaceable human elements of emotional connection, spiritual guidance, and physical interaction.

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