

Artificial Intelligence and the Academic

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How we approach the use of AI as academics and knowledge workers in the tertiary sectors will greatly enhance the effectiveness the tools can give us. We can choose to metaphorically work with hand tools, work completely with power tools, or a hybrid approach as needed and as best suits the situation. The use of human intuition and ingenuity (using critical thinking skills) can aid us in the outcomes we seek to achieve. Seek not to be a luddite. But instead, a user attuned to the benefits of new tools whilst balancing up the possible pitfalls.

Artificial Intelligence in the world of the academic

What is the true cost of embracing Artificial Intelligence in the world of the academic? It's a question that we must seek to answer in the coming months and years. It is certain that we can no longer ignore the macro effects of AI in the tertiary sector. How we ourselves use the tool to enhance our capabilities both when undertaking research and in directing students to use the technology properly. It stands to reason that students will take advantage of a tool that greatly enhances their academic abilities like a powerup in a Video game.

Our decision as academics to utilise AI as a tool can greatly enhance what can be achieved. Prompting AI when looking to summarise papers and research in our areas of expertise can greatly streamline the processes of creating outlines and other associated academic documentation. The advantage of this approach is the verifiable nature of research through subject matter expertise. This avoids some pitfalls surrounding AI hallucination where information becomes distorted or outrightly fabricated.

The one danger becomes the erosion of the human condition through the encroaching digital landscapes into the everyday realities of the tertiary sector. We cannot stop progress. But we must be aware that there are potential pitfalls all around us. The human condition is at risk of being erased if we allow the syllogism (the deductive reasoning of the logical argument) to reach its conclusion. A large part of the AI precept is to replace human labour and the processes of critical thinking and reasoning. How we choose to enact the use of digital tools may form the cause and effect of what the consequences become.

Conclusions are never guaranteed with absolute certainty. The future that we envision through the use of AI in our daily lives as academics is not yet completely carved in stone. AI doesn't have to replace all human thinking and labour. The technocracy class (Those who run the Tech and AI companies) may envisage one form of the future. Humanity can envisage another form of the future where our lives resemble a mixture of both the digital and analogue worlds. A new analogue prerogative of sorts.

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