

Knowledge and Expertise of Academics Connaissances et expertise des universitaires Conocimiento y experiencia de académicos

May 15, 2023

English

The emergence of conversational robots (chatbot) using artificial intelligence and specialized in dialogue, such as ChatGPT by OpenAI, is generating reactions around the world.

As individuals, as professors and researchers in communication and information technology, how can we use these tools in the context of our research, our teaching and with our students?

Also as a member of the Orbicom network, in what ways can the Network position itself to help UNESCO reflect on the equally real challenges, potential and risks associated with these technologies?

Français

L'émergence de robots conversationnels utilisant l'intelligence artificielle et spécialisé dans le dialogue, comme ChatGPT de OpenAI, suscite des réactions partout dans le monde.

À titre individuel, comme professeurs et chercheurs en communication et en technologies de l'information, comment utiliser ces outils dans le cadre de nos recherches, de nos enseignements et avec nos étudiants ?

À titre également de membre du réseau Orbicom, de quelles manières, le Réseau peut-il se positionner pour aider l'UNESCO à réfléchir sur les enjeux, le potentiel et les risques tout aussi réels associés à ces technologies ?

Español

La aparición de robots conversacionales (chatbot) que utilizan inteligencia artificial y especializados en diálogo, como ChatGPT de OpenAI, está provocando reacciones en todo el mundo.

Como individuos, como profesores e investigadores en comunicación y en tecnologías de la información, ¿cómo podemos utilizar estas herramientas en el contexto de nuestra investigación, nuestra enseñanza y con nuestros estudiantes?

También como miembro de la red Orbicom, ¿de qué manera puede posicionarse la Red para ayudar a la UNESCO a reflexionar sobre los desafíos, el potencial y los riesgos igualmente reales asociados con estas tecnologías?

Contributors / Contributeurs, Contributrices / Contribuyente

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Ms. Prof. Rosa Maria Vicari ([Web Site](#))

Professor Titular

UNESCO Chair in Information and Communication Technology in Education

Federal University of Rio Grande do Sul

Porto Alegre, Brasil

In English

The emergence of generative AI chatbots are raising similar debates to those that occurred when Google search engine emerged. Apart from that, we have known that formal education and its approach in the classroom is in need of renewal. New skills and abilities are now needed for both teachers and students. Generative AI chatbots have only made this matter even more pressing. The inevitable use of these AI technologies in the classroom is imminent and can disrupt the classroom dynamic as we know it.

With this new reality in mind, our research group published documents in Portuguese to help teachers in AI literacy and education, focusing on the ethical and conscious use of these new generative AI technologies. Document "[Referencial Curricular: Inteligência Artificial no Ensino Médio](#)" (in Portuguese).

Mr. Dr. Prof. Ehsan Nabavi ([Web Site](#))

Senior Lecturer in Technology and Society

Responsible Innovation Lab

UNESCO Chair in Science Communication for the Public Good ([Web Site](#))

Australian National Centre for the Public Awareness of Science

Australian National University

Canberra, Australia

In English

Chatbots, such as ChatGPT, have the potential to be "ResearchBots" since they can replicate research tasks like literature reviews, summarizing concepts, writing essays, and even answering complex disciplinary questions (although they are still far from perfect). However, universities have yet to fully embrace these tools due to various factors, such as limited resources, the rapidly evolving nature of the technology, and differing opinions among academics on their implications. Two critical areas that need attention are (1) how universities can regulate the use of these tools in the context of teaching and research, and (2) how the widespread use of these bots could impact public understanding of science.

To address these challenges, universities must proactively regulate the use of ResearchBots, reconsider assessment methods, prioritize critical thinking and analytical skills, and engage students through creative assignments.

The second challenge lies in the realm of science communication, where ResearchBots can worsen the misinformation crisis and increase the risk of adversarial manipulation of content. To address this, universities must adopt a holistic approach to assess the long-term effects of ResearchBots on society and science. They must re-envision education, research, and science communication, anticipate potential unintended consequences, and develop proactive solutions. Moreover, academics from all disciplines should familiarize themselves with language models and pay attention to their implications in teaching and research.

Mr. Prof. Mark Mercer ([Web Site](#))

Professor

Department of Philosophy

Saint Mary's University

President, Society for Academic Freedom and Scholarship

Halifax, NS, Canada

In English

Pessimistic Thoughts on the Emergence of Conversational Robots and Other Artificial Intelligences

Conversational robots will no doubt soon be incorporated into both teaching and our relations with our students. I can't see that any good will come from this. Indeed, I fear that the use of conversational robots will lead to much harm.

Artificial intelligences run on programs and programs are written by people, people who have particular ends and specific biases. The modes of address robots employ will embody the conversational norms the designers favour. Not only does this threaten standardization in conversational behaviour, though that is bad enough. Worse is that the standards will express conceptions of respect and personhood antithetical to individual thought and character.

The ability to think and value for oneself is not easy for a student to acquire. Currently in universities, intellectual and moral autonomy is disdained and dismissed. Our institutions prize sensitivity to feelings and identities and conformity around norms meant to promote collective values. Conversational robots, I expect, will be powerful tools for socializing students into anti-academic attitudes and ways of thinking.

Orbicom could help to mitigate this risk by continuing to champion in its programs diversity in concerns, ideas and arguments, a culture of criticism and disputation, and individuality in thought and expression.

Mr. Prof. Bernardo Pereira Nunes ([Web Site](#))
Sub Dean (Academic Integrity)
Senior Lecturer, School of Computing
College of Engineering, Computing and Cybernetics
Australian National University
Canberra, Australia

In English

It is a unique time for education

With access to an unprecedented amount of resources mediated by interactive intelligent agents, learners can achieve more than ever before. Every student now can have a peer to discuss, interact and learn together. It is personalised learning coming true. Vygotsky's well-known "more capable peer" concept can be scaled up now. Machines can assist humans in developing and attaining new skills, ultimately helping them understand what they are capable of while reducing anxiety levels of cold start learning scenarios.

As teachers, we should focus on promoting the responsible and ethical use of these tools, assisting learners in developing critical thinking skills and other (mainly soft) skills neglected by machines. The danger lies in information monopoly, reinforcement and perpetuation of bias, and the ethical, moral and legal systems adopted by the tools. However, with prepared learners capable of acknowledging contradictions and exercising thoughtful questioning, AI tools can benefit education as other tools, such as calculators, the World Wide Web, search engines and wikis, did before. The difference between those tools and Generative AI is that the latter has the potential to transform education and finally and widely put into practice student-centred approaches.

From a research perspective, AI is the subject of study. Research involves exploring new and unseen ideas, employing creativity, intuition, and critical thinking. If AI answers what is believed to be a research question, new paths must be explored. AI tools can enhance research efforts, but it is up to us to drive the research forward and decide what is relevant for our future. Our research challenges are determining how to make it a sustainable technology with minimal environmental impact, how to democratise its access to ensure a fair and equal world, and how to remain independent and auto-sufficient with or without AI.

It is a unique time for education. AI is an opportunity for affordable access to personalised learning experiences tailored to our individual needs and goals. Whether a machine or a human, there is no excuse for not learning. Ask is all we need.

Sr. Prof. Manuel Santillán Vásquez ([Web Site](#))

Profesor, investigador
Facultad de Comunicación
Universidad de Lima
Lima, Perú

En español

En las últimas semanas el posicionamiento de Open AI con su generador de textos ChatGPT se ha visto reflejado en el tráfico al dominio a niveles que ningún sitio web o red social jamás alcanzó a imaginar. ¿Pero qué implicancias trae esta tecnología además de su uso en distintos ámbitos laborales? En estas líneas me voy a permitir compartir algunas ideas sobre la inteligencia artificial (IA) y sumarme a la reflexión desde una perspectiva que he extrañado en lo que he venido leyendo. Me motiva, sobre todo, contrastar con la mirada principalmente economicista que se arroja sobre la IA y dimensionar el alcance de lo que esta tecnología podría significar para la vida de las personas y las sociedades en general.

Véase artículo completo "[ChatGPT de Open AI: muchas preguntas, pocas respuestas](#)", 3 de abril de 2023.

In English

In recent weeks, the positioning of Open AI with its ChatGPT text generator has been reflected in traffic to the domain at levels that no website or social network could ever imagine. But what implications does this technology bring in addition to its use in different workplaces? In these lines I am going to allow myself to share some ideas about artificial intelligence (AI) and join the reflection from a perspective that I have missed in what I have been reading. Above all, I am motivated by contrasting with the mainly economic gaze that is cast on AI and sizing up the scope of what this technology could mean for the lives of people and societies in general.

See full article here (en Español) "[Open AI ChatGPT: Many Questions, Few Answers](#)", April 3, 2023.

M. Prof. Jean-Hugues Roy ([Web Site](#))

Professeur
École des médias
Faculté de communication
Université du Québec à Montréal (UQAM)
Montréal (Québec) Canada

En français

À titre individuel, comme professeurs et chercheurs en communication et en technologies de l'information, comment utiliser ces outils dans le cadre de nos recherches, de nos enseignements et avec nos étudiants ?

En recherche, l'IA générative peut être mobilisée dans la constitution de corpus pour corriger le résultat de la reconnaissance optique de caractères, pour aider au classement de textes ou de documents par la création de mots-clés, pour la transformation de documents en données structurées (source: <https://generative-ai-newsroom.com/what-could-chatgpt-do-for-news-production-2b2a3b7047d9>)

En enseignement, on peut permettre aux étudiants de se servir d'outils d'IA générative pour des questions de forme, mais pas pour des questions de fond. La forme, c'est utiliser ces outils pour corriger ou améliorer un texte, un peu comme on peut se servir d'un logiciel correcteur, ou même les utiliser pour structurer sa pensée. Le fond, c'est copier-coller le rendu d'un de ces outils en le faisant passer pour sien, ce qui constitue, à mon humble avis, une infraction académique au même titre que de copier-coller Wikipédia ou tout autre document sans le citer dans ses références. Un outil d'IA générative pourrait-il constituer une référence? Non, à moins que notre sujet soit le système utilisé ou l'IA générative en général.

À titre également de membre du réseau Orbicom, de quelles manières, le Réseau peut-il se positionner pour aider l'UNESCO à réfléchir sur les enjeux, le potentiel et les risques tout aussi réels associés à ces technologies ?

Mon domaine est le journalisme. L'IA générative pose des risques non-négligeables de favoriser la désinformation et la mésinformation. Par voie de conséquence, elle risque ainsi d'éroder encore davantage la confiance du public envers le journalisme.

Étudier les stratégies de détection de l'utilisation de l'IA générative pourrait devenir un champ de recherche pertinent dans les prochaines années, en communication. Je m'y suis intéressé, pour me rendre compte, à court terme à tout le moins, que de servir d'outils qui sont eux aussi basés sur l'IA est futile (source: <https://theconversation.com/jai-teste-un-outil-de-detection-de-chatgpt-jai-perdu-mon-temps-201745>).

Combattre l'IA par l'IA n'est pas la solution. Peut-être le recours à des marqueurs numériques de confiance est-il plus prometteur? En journalisme, l'un d'entre eux a été mis au point par la Journalism Trust Initiative, parrainée par Reporters sans frontières. D'autres pourraient s'appuyer sur des registres distribués de type chaîne de blocs (blockchain) qui permettraient à des organisations ou des individus de confiance de signer des productions journalistiques numériques, et/ou certains de des éléments (texte, son, images fixes ou animées) qui la constituent, permettant ainsi une « traçabilité de la confiance ».



In English

As individuals, as professors and researchers in communication and information technology, how can we use these tools in the context of our research, our teaching and with our students?

In research, generative AI can be mobilized in the constitution of a corpus to correct the result of optical character recognition, to help classify texts or documents by creating keywords, for the transformation of documents into data structured (source: <https://generative-ai-newsroom.com/what-could-chatgpt-do-for-news-production-2b2a3b7047d9>)

In teaching, we can allow students to use generative AI tools for formal questions, but not for substantive questions. The form is to use these tools to correct or improve a text, a little like one can use correction software, or even use them to structure one's thought. Basically, it's copying and pasting the rendering of one of these tools by passing it off as one's own, which constitutes, in my humble opinion, an academic offense in the same way as copying and pasting Wikipedia or any other document without cite it in its references. Could a generative AI tool be a benchmark? No, unless our subject is the system used or generative AI in general.

Also as a member of the Orbicom network, in what ways can the Network position itself to help UNESCO reflect on the equally real challenges, potential and risks associated with these technologies?

My field is journalism. Generative AI poses significant risks of fostering disinformation and misinformation. As a result, it risks further eroding public confidence in journalism.

Studying strategies for detecting the use of generative AI could become a relevant research field in the coming years, in communication. I got interested in it, to realize, in the short term at least, that serving tools that are also AI-based is futile (source: <https://theconversation.com/jai-test-chatgpt-detection-tool-jai-lost-my-time-201745>).

Fighting AI with AI is not the solution. Perhaps the use of trusted digital markers is more promising? In journalism, one was developed by the Journalism Trust Initiative, sponsored by Reporters Without Borders. Others could be based on blockchain-type distributed ledgers that would allow organizations or trusted individuals to sign digital journalistic productions, and/or some of the elements (text, sound, still images or animated) that constitute it, thus allowing a "traceability of trust".

Mr. Prof. AbdulKareem Al Debaisi ([Web Site](#))

Associate professor
Media Department
Al-Mustaqbal University
Babylon, Iraq

In English

Artificial intelligence will lead to a wide range of efficiency improvements, but this will come with a number of drawbacks, some of which are quickly diagnosed, while others may take a long time to be recognized.

1. I used ChatGPT and found that it was unable to answer all the questions, and sometimes it indicates that its information is up to 2021, especially with regard to statistical information, in addition to that some answers are general and do not rise to the level of a specialist in scientific research. His answers are almost identical if the language of the question differs. In my

estimation, the application in its current state cannot lay down developments and strategic plans to develop or address specific issues in communication.

2. ChatGPT can be used in education by assigning students to use it to prepare reports on a specific topic, and then hold a general discussion to show how the human mind can innovate and cover aspects that ChatGPT could not answer in detail or accuracy. It is possible to train students to use the application information as an archive for reference in completing stories and news reports, while making sure to check and scrutinize its information.
 3. Delegating more tasks to artificial intelligence technology will lead to a decline in creative human thinking, and the problem of transparency, objectivity, and impartiality of its information will emerge.
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Mr. Prof. Mamadou Tadiou Kone ([Web Site](#))

Professor

International University of Grand-Bassam

Grand-Bassam and Abidjan, Côte d'Ivoire

In English

In 1950, Alan Turing, a British mathematician, published the article "Computing Machinery and Intelligence," where he proposed "the imitation game" later known as the Turing Test. Sometime later in August, 1955, John McCarthy (Dartmouth College), Marvin Minsky (Harvard University), Nathaniel Rochester (IBM), and Claude Shannon (Bell Telephone Laboratories) coined the term "Artificial Intelligence" (AI) in a proposal. On August 31st, 1956, John McCarthy convened a workshop at Dartmouth College in Hanover that officially established the field of Artificial Intelligence.

According to these scientists, AI aims to simulate human intelligence in a machine that would be able to reason, think, learn, and behave like humans. It originally included the major fields of Machine Learning, Computer Vision, Robotics, and Natural Language Processing (NLP). It is from this latter field that Large Language Models (LLM) emerged recently as a type of deep learning algorithm trained on very large unstructured datasets collected online.

The most popular examples of these LLMs are chatGPT (Generative Pre-trained Transformer) from OpenAI, Bard, and GooseAI from Google. The main characteristic of these AI tools that are still learning and improving, is their ability to engage in a natural conversation with humans, answer questions, and write all types of content with as much accuracy, breath, and creativity as an educated person.

With the current developments in LLMs, AI has reached a milestone in its evolution towards the ultimate goal of creating machines that can "think" and act like humans. LLMs, with their large knowledge base, will ultimately help us manage government efficiently, run businesses, conduct research, and plan education. However, these rapid advances in AI come with new challenges, including the replacement of knowledge-related jobs and concerns about the ethical and responsible use of AI (ex. data manipulation, facial and psychological profiling, privacy, and security).

That is to say, with each new improved version of chatGPT and other LLMs making strides, it is very likely that several jobs related to science, technology, engineering, and finance will no longer need direct human expertise. For example, software engineering, data analysis, accounting, trading, and media jobs that involve content creation and journalism are at risk. Roles in the legal and paralegal industries are susceptible to replacement because most of the required information processing can be done more efficiently by generative AI than by their human counterparts. Who would need a human software engineer to build, over the course of six months, software that must be tested, deployed, and maintained over a long period of time, whereas an AI tool can craft the same product more efficiently within a day?

Today, there are numerous AI tools in schools that provide adaptive support for teaching and learning. Some of these tools are being trained to plan and teach full courses and assist students, even though they may never be able to create the human connection that comes with in-person instruction. Who is going to hire a translator, a writer, or a journalist to create and publish original contents with reliable and verifiable references when an AI tool can effectively do it with as much creativity as a human expert?

Our hope, as the current UK Technology Secretary Michelle Donelan put it, is that "We want to make sure that AI is complementing the way we work in the UK, not disrupting it - making our jobs better rather than taking them away." That is to say, we need some form of appropriate oversight and a regulatory framework to guide a safe and secure implementation of AI that would benefit humanity.

In my humble opinion, industries, governments, and academic institutions should anticipate significant reforms in education at all levels. It is the entire education system that would need to be reformed in the long run, not just the simple integration of AI tools in teaching and learning, as suggested by many observers. It may be a painful process, but it is a necessary one if knowledge and skills learned in classrooms are to meet the expectations of industry and government in the near future.

Ms. Prof. Sara M. Grimes ([Web Site](#))

Director, Knowledge Media Design Institute (KMDI)

Director, Kids Play Tech Lab

Associate Professor, Faculty of Information

University of Toronto

In English

As individuals, professors and researchers in communication and information technology, how can we use these tools in the context of our research, teaching and with students?

One of the most immediate—and immediately useful—ways we can use these tools in the context of our research is in the creation of more effective and more diverse forms of knowledge mobilization. It can help us to articulate impactful and varied ways of sharing our findings, our arguments, and ideas across disciplines, across sectors, and across non-academic communities. For example, conversational AI can assist us in re-writing our texts into more accessible language and in translating our work into non-traditional, non-academic formats. In the context of our teaching and mentorship of students, these tools can help us identify and track student

progress and achievement of intended learning outcomes, and potentially flag unanticipated learning outcomes as well. Conversational AI can help instructors write clearer instructions for course assignments. It has the potential to facilitate new course designs, learning trajectories, and the integration of new materials into existing courses.

In what ways can the Network position itself to help UNESCO reflect on the equally real challenges, potential and risks associated with these technologies?

Communication is at the very heart of conversational AI and its significance as a technological development, its various opportunities (e.g., for creative work), and many of its associated risks, including: discrimination and marginalization of people from under- or misrepresented communities (algorithmic bias); manipulation of our [emotions](#), relationships, and credulity; [misinformation](#) leading to fraud, propaganda, or radicalization; and various other forms of abuse as/if these tools are misused or weaponized. These anticipated risks will be compounded and added to as these technologies spread and evolve. The risks for children and young people tend to be either excluded or hyperbolized in public debates, and they remain an underexamined area. A key point of reflection must be the unique ways that chatbots benefit and/or harm children worldwide. The Network can position itself to help by collaborating on new research and forums for tackling this issue of vital importance.

Ms. Prof. Ana Bélgica Guichardo Bretón ([Web Site](#))

Directora de la Cátedra UNESCO Comunicación, Democracia y Gobernabilidad

Directora Escuela de Comunicación

Facultad de Ciencias Sociales, Humanidades y Artes

Pontificia Universidad Católica Madre y Maestra (PUCMM)

Santo Domingo, República Dominicana

En español

Como individuos, como profesores e investigadores en comunicación y en tecnologías de la información, ¿cómo podemos utilizar estas herramientas en el contexto de nuestra investigación, nuestra enseñanza y con nuestros estudiantes?

La importancia de la inteligencia artificial en nuestro entorno educativo, puede crear las bases de un cambio radical en el enfoque de aprendizaje de los jóvenes. Encaminar a que herramientas como ChatGPT se integren a la labor áulica, entraña desafíos que por un lado nos convocan a mejorar las condiciones para el aprendizaje, pero también a que los docentes apliquen en sus vidas este tipo de herramienta y puedan hacer que su trabajo sea más eficiente. La dura batalla será en conducir esa experimentación de manera acelerada, como es el avance de las tecnologías.

También como miembro de la red Orbicom, ¿de qué manera puede posicionarse la Red para ayudar a la UNESCO a reflexionar sobre los desafíos, el potencial y los riesgos igualmente reales asociados con estas tecnologías?

Un buen ejercicio que debe hacer la red es que seamos proactivos en la consecución de recursos económicos y humanos para alertar sobre la rapidez con que se requieren las respuestas desde el ámbito educativo. Es relevante resaltar la calidad de los debates que se pueden generar desde la UNESCO para hacer que estos cambios que se presentan en la región y el mundo puedan tener

respuesta que permita ayudar a los seres humanos a integrarse en el diálogo colectivo, para tener una buena vida a través de la orientación y la educación.

Mr. Prof. Félix Manuel Lora ([Web Site](#))

Escuela de Comunicación

Facultad de Ciencias Sociales, Humanidades y Artes

Pontificia Universidad Católica Madre y Maestra (PUCMM)

Santo Domingo, República Dominicana

En español

Como individuos, como profesores e investigadores en comunicación y en tecnologías de la información, ¿cómo podemos utilizar estas herramientas en el contexto de nuestra investigación, nuestra enseñanza y con nuestros estudiantes?

Considero que se puede utilizar el entrenamiento de modelos de aprendizaje automático, o para simular interacciones humanas para estudios de investigación. El docente puede acercar el ChatGPT en el sentido de proporcionar respuestas a preguntas frecuentes, revisar material de estudio con mayor rapidez, obtener respuestas rápidas a cualquier caso que sea planteado en el aula o incluso ayudar en la retroalimentación sobre el progreso del estudiante. Puede ser una herramienta valiosa para brindar asistencia técnica en tiempo real a los estudiantes. Considerando, además, adaptar los sistemas de aprendizaje y las evaluaciones a esta nueva realidad.

Artículo: [Chat GPT, la inteligencia artificial que escribe, remueve las aulas](#), Feb. 2023

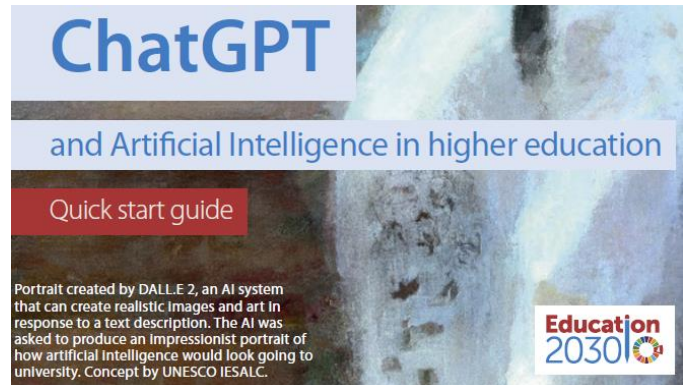
También como miembro de la red Orbicom, ¿de qué manera puede posicionarse la Red para ayudar a la UNESCO a reflexionar sobre los desafíos, el potencial y los riesgos igualmente reales asociados con estas tecnologías?

Consideramos que la manera de posicionarse la Red para ayudar a la UNESCO a reflexionar sobre los desafíos, el potencial y los riesgos igualmente reales asociados con estas tecnologías es organizando debates, coloquios y conferencias para discutir el tema, la creación de grupos de trabajo para investigar los temas relacionados con la IA, la publicación de estudios y la difusión de información para concientizar a la sociedad sobre los desafíos que plantea la IA. Estas iniciativas podrían involucrar a expertos de diferentes campos, como la tecnología, la educación, la ética, la política y la sociedad, para estudiar y reflexionar juntos sobre los desafíos y oportunidades de la IA.

Information from the General Secretariat of Orbicom
(Network of UNESCO Chairs in Communication)
Informations du Secrétariat général d'Orbicom
(Réseau des chaires UNESCO en communication)
Información de la Secretaría General de Orbicom
(Red de cátedras UNESCO de comunicación)

A) **UNESCO's Report on ChatGPT and Artificial Intelligence in Higher Education**

We would like to inform you that UNESCO recently published the following report on ChatGPT and Artificial Intelligence in Higher Education / Nous désirons vous informer que l'UNESCO a récemment publié le rapport suivant sur ChatGPT et l'intelligence artificielle en éducation supérieure / Les informamos que la UNESCO publicó recientemente el siguiente informe sobre ChatGPT e Inteligencia Artificial en la Educación Superior :



- Reference/Référence/Referencia : ChatGPT, artificial intelligence and higher education: What do higher education institutions need to know?
- Access to the document/Accès au document/Acceso a documentos : [in English](#)
- Excerpts/Extraits/Extractos : [in English](#), [en Español](#)
- Summary of the Table of contents/Sommaire de la table des matières/ Resumen del índice del documento (in English) :
 - What is ChatGPT?
 - Important considerations when using ChatGPT
 - Artificial intelligence
 - Applications of ChatGPT in higher education: Teaching and learning, Research, etc.
 - Challenges and ethical implications: Academic integrity, Lack of regulation, Privacy concerns, Cognitive bias, Gender and diversity, etc.
 - UNESCO Recommendation on the Ethics of AI
 - Adapting to ChatGPT in your higher education institution

B) UNESCO's Survey on institutional policies and guidance concerning the educational use of generative AI tools



UNESCO survey: Institutional policies and guidance about the educational use of generative AI

English

The United Nations Educational, Scientific and Cultural Organization (UNESCO) is seeking information about institutional policies and guidance concerning the educational use of generative AI tools, particularly newly-powerful applications such as ChatGPT.

Your responses to this survey (<https://survey.alchemer.com/s3/7334138/UNESCO-survey-on-institutional-policies-about-generative-AI>) will help UNESCO observe institutional-level trends related to this new class of technologies. UNESCO will share insights gathered from the survey at a global meeting of education ministers to be held at the end May.

The survey contains less than ten questions and takes no more than three to four minutes to complete. The survey does not request personal information – only information about your educational institution.

We kindly ask that you please complete the survey **no later than Friday, 19 May**.

Thank you advance for your assistance. Should you need further information about the survey, please feel free to contact Clare Sharkey (c.sharkey@unesco.org). Sobhi Tawil, Director, Future of Learning and Innovation, UNESCO.

Français

L'Organisation des Nations Unies pour l'éducation, la science et la culture (UNESCO) souhaite obtenir des informations sur les politiques et les orientations institutionnelles concernant l'utilisation pédagogique des outils d'intelligence artificielle générative, en particulier les applications nouvellement puissantes telles que ChatGPT.

Vos réponses à cette enquête (<https://survey.alchemer.com/s3/7334138/UNESCO-survey-on-institutional-policies-about-generative-AI>) [Veuillez utiliser le lien suivant et sélectionner la langue en haut à droite] aideront l'UNESCO à observer les tendances institutionnelles liées à cette nouvelle classe de technologies. L'UNESCO partagera les résultats de l'enquête lors d'une réunion mondiale des ministres de l'éducation qui se tiendra à la fin du mois de mai.

L'enquête contient moins de dix questions et ne prend pas plus de trois à quatre minutes à compléter. L'enquête ne demande pas d'informations personnelles, mais uniquement des informations sur votre établissement d'enseignement.

Nous vous demandons de bien vouloir répondre à l'enquête **au plus tard le vendredi 19 mai**.

Nous vous remercions d'avance pour votre aide. Si vous avez besoin de plus information sur l'enquête, n'hésitez pas à contacter Clare Sharkey (c.sharkey@unesco.org). Sobhi Tawil, Directeur, Futur de l'éducation et innovation, UNESCO.

Español

La Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura (UNESCO) está buscando información sobre políticas institucionales y orientación con respecto al uso educativo de herramientas de inteligencia artificial generativa, especialmente aplicaciones nuevas y poderosas como ChatGPT.

Sus respuestas a esta encuesta (<https://survey.alchemer.com/s3/7334138/UNESCO-survey-on-institutional-policies-about-generative-AI>) [Utilice el siguiente enlace y seleccione el idioma en la parte superior derecha] ayudará a la UNESCO a observar las tendencias institucionales relacionadas con esta nueva clase de tecnologías. La UNESCO compartirá los resultados de la encuesta en una reunión mundial de ministros de educación que se realizará a fines de mayo.

La encuesta contiene menos de diez preguntas y no toma más de tres o cuatro minutos completarla. La encuesta no solicita información personal, solo información sobre su institución educativa.

Le pedimos amablemente que complete la encuesta a más tardar el viernes 19 de mayo.

Le agradecemos de antemano su ayuda. Si necesita más información sobre la encuesta, no dude en comunicarse con Clare Sharkey (c.sharkey@unesco.org). Sobhi Tawil, Directora, Futuro de la Educación y la Innovación, UNESCO.

Thanks to the University of Quebec at Montreal (UQAM) Remerciements à l'Université du Québec à Montréal (UQAM) Gracias a la Universidad de Quebec en Montreal (UQAM)

English

The Orbicom Network benefits from the regular and important support of the University of Quebec at Montreal (UQAM) through its material, financial and human resources contribution.

These investments demonstrate the interest and confidence that this university has in Orbicom's mission and its importance for the sharing of knowledge in the various sectors of communication and information at the international scale.

On a daily basis, this allows research chairs and professor-researchers who are members of Orbicom to discuss and share their knowledge, research and ideas.



Français

Le Réseau Orbicom bénéficie du soutien régulier et important de l'Université du Québec à Montréal (UQAM) par sa contribution matérielle, financière et en ressources humaines.

Ces investissements témoignent de l'intérêt et de la confiance portés par cette université à la mission d'Orbicom et à son importance pour le partage de savoirs dans les différents secteurs de la communication et de l'information à l'échelle internationale.

Quotidiennement, cela permet aux chaires de recherche et professeurs-chercheurs d'échanger et de partager sur leurs savoirs, recherches et idées.



Español

La Red Orbicom se beneficia del apoyo regular e importante de la Universidad de Quebec en Montreal (UQAM) a través de su contribución material, financiera y de recursos humanos.

Estas inversiones demuestran el interés y la confianza de la universidad en la misión de Orbicom y en su importancia para el intercambio de conocimientos en los diferentes sectores de la comunicación y la información a nivel internacional.



Diariamente, esto permite que las cátedras de investigación y profesores-investigadores discutan y compartir sus conocimientos, investigaciones e ideas.

Network of UNESCO Chairs in Communication (Orbicom)
Red de cátedras UNESCO de comunicación (Orbicom)
Réseau des chaires UNESCO en communication (Orbicom)



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