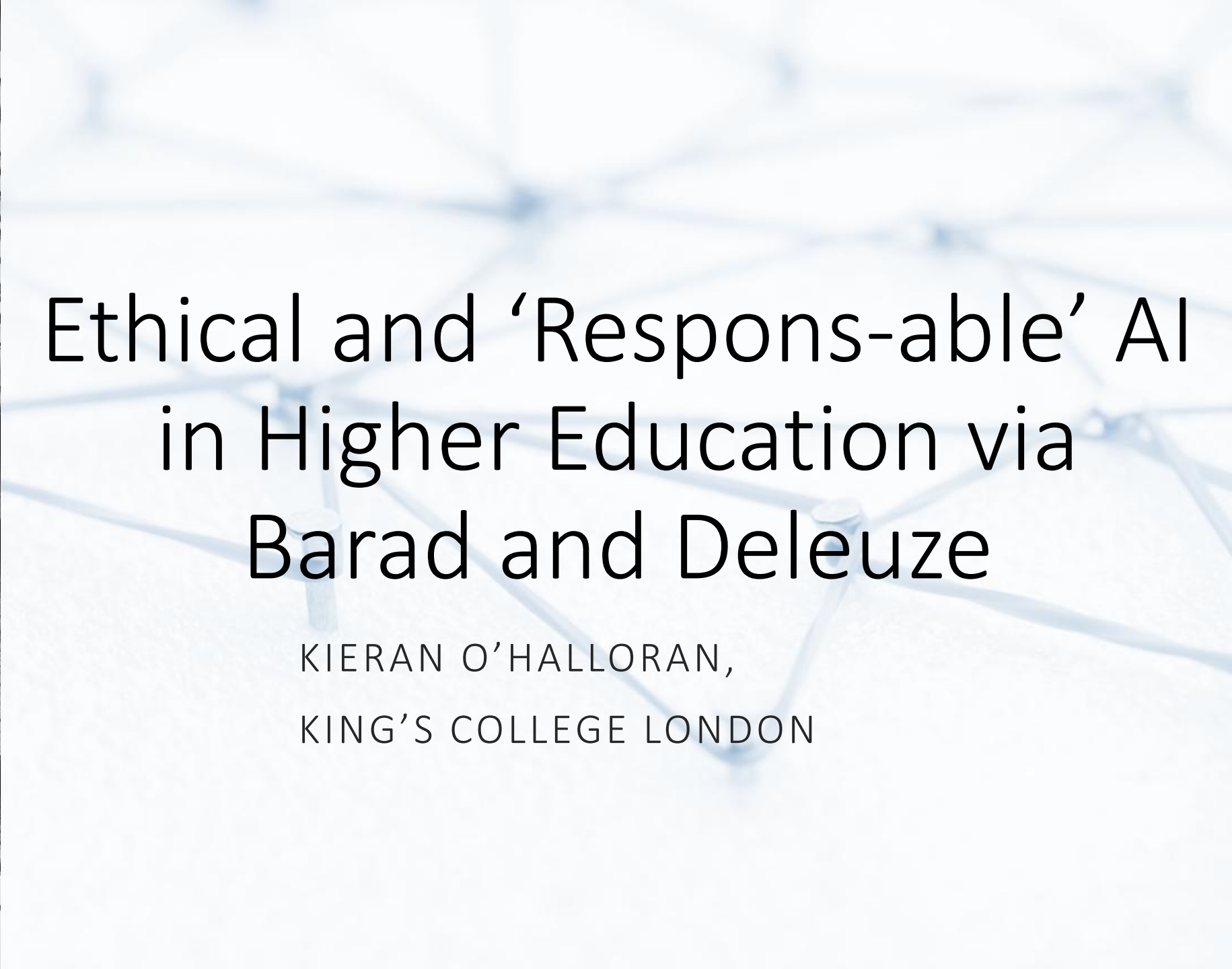




Ethical and 'Respons-able' AI in Higher Education via Barad and Deleuze

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GenAI & Guidance in Higher Education

- **AI Revolution:** universities surprised by rapid GenAI advances.
- **2023 AI guidance:** reactive, focused on protecting academic integrity; **students** need to act “ethically” and “responsibly”.
- **AI literacy & Employability.**
- **University messaging is (perceived as) mixed:** AI is valuable, yet restricted.
- How might ‘ethics’ and ‘responsible’ be understood to help get past this?
- **Creative Thinking & Flexibility, Agility** are rising employability skills (WEF 2025).

Alternative understandings of 'ethical' and 'responsible' as *thought provocations*

- **Gilles Deleuze (1925–1995) & Karen Barad (1956–):** Philosophers of **inter-relations** and **decentred human agency** in *assemblages* (Deleuze) and *entanglements* (Barad).



- illuminate the issues here re:
student-AI interrelations.

Deleuze: Ethics vs Morality

- **Everyday discourse:** 'ethical' & 'moral' are synonyms.
- **Ethics vs. Morality:** Deleuze (via Spinoza & Nietzsche) draws a key distinction.
- **Morality:** Fixed, universal rules (e.g., no cheating).
- **Ethics:**
 - about **maximizing potential** and **becoming of life**.
 - acting ethically is to **intervene**.
 - bound up with **assemblages**, e.g. humans and their technology.
 - bound up with **creative emergence** in fresh assemblages.

Deleuzean Pedagogy & GenAI

- In current guidance, student must be 'ethical' ["moral" for Deleuze] re legality.
- **From Deleuzean outlook, educator/university act ethically:** realising Student-AI assemblage potential.
- **Co-Experimenting:** No lecturer can keep up with AI alone → new lecturer-student **creative** experimental assemblages.
- **AI Agility in Assessment:** Assignments foster **creative adaptability** → using imaginatively AI tools not directly taught.
- **Cheating with AI** diminishes...

Barad: Respons-*ability*

- **Ontology of Entanglement:**
(scaling up quantum weirdness to macro-world is problematic)
- **Intra-action:** Agency emerges between human & non-human actors, e.g. intelligent tech entanglements.
- **Respons-*ability*:** being aware of our entanglements (economic, social, political, technological etc) & where we have choices to foster productive entanglements rather than drifting passively along.

Baradian Pedagogy & GenAI

- **Respons-*able* AI-based pedagogies:** where students must make critical decisions about AI possibility for entanglement – not passive acceptance.
- **Productive Entanglement *Ability*:** What AI usage enhances creative thinking? When is non-human creativity useful? When should students engage with AI **intra-actively**?, e.g. to prompt **aleatory** creativity. 
- **Appreciate Unproductive Entanglements** (e.g., LLM biases, AI hallucinations) and potentially how to make them productive.
- **Strategic Disentanglement from AI is thus needed for respons-*ability*...**
→ Spaces for ‘student re-charging’ e.g., walking to augment creativity.

Creatively interpreting short stories: Year 2 UG

Assemblage: connections for emergent creative interpretation:

- student
- short story
- research literature (**AI brainstormed**)
 - literary criticism of story
 - psychology of character(s)
- text analysis software: frequent words, phrases

+ GenAI (aleatory)

e.g. GenAI summarising story can flag important themes previously missed.



Aleatory use of GenAI is *ethical and respons-able*



Ethical (Deleuze)... Why?

GenAI augments assemblage so as to prompt further emergent creativity.

Respons-able (Barad)...Why?

Students must decide which AI suggestions to reject or pursue for entangling with the story, research literature, text analysis results for emerging creativity.

GenAI and the Ethical, Respons-able Creative Educator

- **Ethical assemblage facilitators:**
 - designing **process-based** pedagogies and assessments that use GenAI to develop entanglements that prompt emergent creativity.
- **AI Co-Creation in the Classroom**
Embeds **experimental assemblages** into pedagogy where students and educator cultivate a shared practice of **creative becoming with GenAI**.
- **Respons-able Assessment for Agile GenAI Entanglement**
Lecturers enable spaces in assessment for students to experiment with other possibilities for GenAI to prompt emergent creativity as well as AI not taught.

*O'Halloran, K.A. (2024) 'Digital assemblages with AI for creative interpretation of short stories', *Digital Scholarship in the Humanities* 39(2): 657–689.

<https://tinyurl.com/58kdtadf>

