

EBSCO AI功能介紹 (20260821)

我的儀表板

專案

已儲存

最近的活動

預約和借出

新通報

研究工具

新檢索

說明

搜尋文章、書籍、期刊和更多內容

檢索中： Academic Search Complete

基本檢索

how can depression be treated

AND

AND

所有欄位

所有欄位

所有欄位

新增欄位

檢索

篩選

檢索選項

出版品

主題

1. 點選「檢索選項」
選擇Natural language
即可用自然語言檢索
適合探索階段查詢使用

檢索模式

☐ 相似檢索☐ 尋找全部檢索詞語☐ 尋找任何檢索詞語☐ SmartText 檢索☒ Natural language

2. 搜尋框下方有「AI輔助檢索」
開啟後系統會推薦完整的關鍵字組合

EBSCOhost 新檢索 瀏覽方式： 研究工具

National Chengchi University | 檢索中： Academic Search Complete

AI 學術倫理

☒ AI 輔助檢索

這是什麼？ 顯示優化查詢

檢索模式： AI 輔助檢索

所有結果

所有結果： 1-10

擴增詞

修正後的查詢

((人工智能 OR AI OR 人工智慧 OR 機器學習) AND (學術倫理 OR 研究倫理 OR 學術誠信 OR 倫理規範)) OR ((artificial intelligence OR AI OR machine intelligence OR automated learning) AND (academic ethics OR research ethics OR academic integrity OR ethical standards))



Redefining **Academic Integrity** in the Age of Generative **Artificial Intelligence**: The Essential Contribution of **Artificial Intelligence Ethics**.

作者：✎ [Laflamme, Andr ane Sabourin](#); ✎ [Bruneault, Fr d rick](#) • 於：Journal of Scholarly Publishing, Apr2025, 卷 56, 期 2, 頁面 481-509 (29p) • Academic Search Complete

The widespread adoption of generative **artificial intelligence (AI)** tools has profoundly impacted higher education, reshaping how knowledge is created, shared, and assessed. While these technologies offer new opportunities for t... [顯示更多](#)

主題：Generative **artificial intelligence**; Education **ethics**; **Artificial intelligence**; **Integrity**; +5 以上

存取選項



🗨 引用次數為 8 次

🔄 AI Ask Beta 版

🌟 AI 深入分析

3. 搜尋結果中部份文章可提供
「AI深入分析(AI insight)」
點開會看到簡單的AI摘要

見解

- 這篇文章認為，在產生性人工智能的背景下，傳統關注防盜服務是不足的，並倡導更新的學術誠信文化，結合全面的人工智能倫理培訓。
- 實用主義的道德方法，該方法強調反思性、自主和實際的決策，是為了解高等教育中人工智慧的複雜性的有效方法。
- 更新學術誠信文化，需要在學術界的所有成員（包括學生、教育工作者和管理人員）發展人工智能道德能力。
- 人工智慧倫理的四個能力領域包括人工智慧的技術方面、人工智慧的道德困境、人工智慧的社會技術背景，以及 AI 的規範框架，每個領域都需要特定的知識和技能才能有效地解決道德問題。
- 本文強調培養負責任和道德使用 AI 在高等教育中的文化，促進公平、透明度和責任，並確保人工智能以與更廣泛的教育價值觀和目標一致的方式整合到教育實踐中的重要性。

註記：本翻譯由自動翻譯程式產生，主要目的為呈現原文內容。此程式無法保證產生完全精確的翻譯。

在生成式人工智慧時代重新定義學術誠信：人工智慧倫理學的根本貢獻。

來源：Journal of Scholarly Publishing, Apr2025, Academic Search Complete

作者：Laflamme, Andréane Sabourin; Bruneault, Frédéric

生成式人工智慧（AI）工具的廣泛採用深刻影響了高等教育，重塑了知識的創造、分享與評估方式。雖然這些技術提供了新的教學與學習機會，但同時也帶來重大挑戰，尤其是在維護學術誠信方面。本文主張，傳統上防止抄襲與不當行為的重點，在生成式人工智慧的脈絡下並不足夠。相反地，它倡導一種重新建立學術誠信文化，涵蓋整個學術社群，並納入全面的人工智慧倫理訓練。這種方法超越了簡化的禁令，涵蓋支撐學術誠信的更廣泛倫理、社會、技術與規範議題。透過培養 AI 倫理的意識與能力，該計畫旨在裝備學生、教育者及行政人員具備批判性參與 AI 技術的技能，促進公平、透明與問責，並確保負責任且道德的使用。本文最終支持務實的人工智慧倫理觀點，強調反思性、情境性及自主決策，是應對高等教育中人工智慧複雜性的關鍵。

關鍵詞：學術誠信;人工智慧倫理;倫理能力;生成式人工智慧;高等教育

學術誠信與人工智慧：超越艾吉拉主義

由於 ChatGPT 由 OpenAI 於 2022 年秋季推出，隨後出現了许多競爭語言模型——如 Anthropic 的 Claude、Google 的 Bard，以及最近的 Gemini——我們在各個領域中見證了深遠且多元的影響。雖然這些新型人工智慧（AI）工具的使用開啟了前所未有的可能性，並已顯著改變某些實踐，但我們才剛開始真正體會這些強大科技工具廣泛使用的社會影響（[52]）。高等教育是生成式人工智慧近期進展影響最深的領域之一（[33];[60]）。過去十年來，人工智慧在教育領域日益普及（[32]），並已被用於例如招生流程、生成學生成功機率預測、輔導、自動化評量與回饋，或個人化或調整教學（[76]）。

對此文件提問

從以下個提示進行選擇或在下方提問以開始。

Summarize this document →

What was the methodology used in this document? →

What are the conclusions in this document? →

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What was the methodology used in this document?

This document uses a **literature review** approach to analyze academic integrity in the age of generative Artificial Intelligence (AI).

- **Type of Study:** It is a qualitative analysis and literature review, synthesizing existing research and perspectives on AI ethics and academic integrity.
- **Data Sources:** The authors reference various scholarly articles, books, and reports on AI ethics, pragmatism, and academic integrity.
- **Key Methods:** The paper examines ethical theories, particularly the pragmatist approach, and discusses implications for higher education. It also considers socio-technical issues like bias and the digital divide.
- **Limitations:** The document does not conduct original empirical research but relies on existing literature, which may limit its ability to address new, emerging challenges in real-time.

詢問有關此文件的問題.....



that they remain relevant, fair and equitable. Moral philosophy, and, more specifically, AI ethics, can be a powerful ally in the redefinition of our practices, on the appropriate and differentiated frameworks needed for the responsible use of generative AI in higher education, as well as in the exercise of redefining academic integrity demanded by the ongoing technological changes we face.

Academic integrity cannot be reduced to the prohibition of disloyal, dishonest or fraudulent behaviour but should rather be defined as a positive commitment to the following moral values: honesty, trust, fairness, responsibility, respect and courage ([40]). These values are actually moral principles. Because these principles necessarily take on new meanings in the context of the availability of generative AI tools, they therefore need to be redefined. Our claim is that for the members of the academic community to fully embrace these redefined principles, a basic competence in AI ethics is required. However, this assumption of competence cannot be taken for granted, whether among students, teachers or administrators ([12]); therefore, adequate training is necessary to ensure a minimal level of competence in AI ethics. To foster a renewed culture of academic integrity in the era of generative AI, this training must go beyond simple rule following. It should empower members of the academic community to critically engage with AI tools and understand their ethical implications, enabling them to make informed decisions that reflect these core values in their academic and professional practices. In the following section, we demonstrate that the pragmatist approach to ethical competence is particularly relevant in this context and aligns with a more positive approach to academic integrity. We also outline the essential components and practical approaches necessary to develop a comprehensive ethical competence among all members of the academic community.

The Pragmatist Approach to Ethics

There are several approaches to ethics training and the development of ethical competence, each offering its own perspectives and methods ([6]). Regarding ethical competence and

對此文件提問

AI出現後學術倫理的規則是否有因應改變

The document indicates that academic integrity rules and approaches need significant adaptation in response to the emergence of generative AI. Key points include:

- **Beyond Prohibition:** Academic integrity cannot be reduced to merely prohibiting dishonest behavior; it must be redefined as a positive commitment to moral values like honesty, trust, fairness, responsibility, respect, and courage, which take on new meanings in the context of AI tools ¹.
- **Training in AI Ethics:** A basic competence in AI ethics is required for all members of the academic community (students, teachers, administrators), and adequate training is necessary to ensure this competence ¹. This training must go beyond simple rule-following and empower critical engagement with AI tools ¹.
- **Proactive, Contextual Approach:** The pragmatist approach to ethics is recommended, which demands autonomous and contextual reflection by academic community members regarding their use of generative AI, moving beyond mere compliance with rules ².
- **Redefining Academic Integrity:** Renewing academic integrity culture in the era of generative AI requires moving beyond repressive measures (like bans on AI use) and instead integrating AI ethics training across the academic community ². This training should cover risks like misinformation, bias, stereotypes, equity issues, and the technical limitations of AI systems ² ³.
- **Transforming Pedagogy and Assessment:** Long-term strategies will involve rethinking assignment design so tasks cannot be performed better by AI tools than human learners, ensuring pedagogical and assessment approaches remain relevant, fair, and equitable ³.

In summary, the document argues that academic integrity rules and approaches must evolve significantly to address the ethical, social, technical, and normative challenges posed by generative AI, focusing on education, critical engagement, and proactive adaptation rather than simple prohibition ¹ ² ³.

詢問有關此文件的問題.....

提問結果的數字可以對應文章出處段落
方便快速檢視AI是否正確摘要出處內容