AI ethics and governance for digital humanities pedagogy - UK and China: a comparative study.

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The digital humanities apply computational techniques and methodologies to humanities data, working in the space where the digital and the humanities come together. An increasingly pertinent issue is the impact of generative AI on pedagogy and assessment within higher education. In digital humanities, we teach our students to be critical and to question everything and this is particularly important for AI tools.

The potential for the negative impact of generative AI tools is combined with wider concerns about trust and governance. The lack of standardised frameworks for the construction of AI tools renders trust and concerns about data privacy, copyright, bias, and the opaque construction process, paramount. Ethical considerations appear to be an afterthought rather than part of the design from the start.

How are we to respond to concerns about the improper use of AI tools in assessment, as well as the potential positive aspects such as self-directed study and learner engagement, particularly in the field of digital humanities where we teach computational and reflective thinking?

Our source data are taken from government publications regarding regulatory frameworks in the UK, and China, along with published guidance and guidelines from major academic institutions in the UK, Hong Kong, and mainland China.

Our research addresses concerns that have been voiced within the industry (Hao, 2021); the potential risks to copyright and intellectual property violation (Wirtz et al, 2020); as well as a lack of trust and what has become known as 'explainable AI' (Jacovi et al, 2021). Our focus is on education and specifically within the field of digital humanities. Within pedagogy and research, ethical issues should be foregrounded. How might safeguards be put in place and how might we use tools such as generative AI effectively as part of the educator's toolkit and build ethical frameworks that we can trust?