ISEG Lisbon School of Economics & Management
Universidade de Lisboa
ISSN 2183-2323
ISSN 2183-2331

OPINIÃO

ISEG has been ranked among the top 1% worldwide and among the top 10% in Europe, according to the impact and relevance of research in economics and related fields, in the RePEc ranking, in 2023. 113 years of excellence.

Artificial Generative Intelligence in teaching and research

Artificial Generative Intelligence (AGI) is a subset of Artificial Intelligence (AI) that is learning and research, with the ability to create new content, such as text, images, audio, and video, based on the data it has been trained on. AGI has the potential to revolutionize education by the use of similar artificial intelligence tools, and enhance the learning experience for students and educators.

The working group made a presentation to all the academic community, on the use of Artificial Generative Intelligence in teaching and research, and discussed the opportunities and challenges associated with its use in academia.

The presentation resulted in recommendations, which were shared with academic staff, in ISEG Notícias, and stressed, highlighting the responsible use of Generative Artificial Intelligence, the need for clear guidelines and transparency in its use.

It is vital to be aware of biases in artificial intelligence models, and to ensure that the data used to train these models is fair and free of stereotypes, and that the output of AGI is accurate and free from biases. It is also important to be transparent about the use of AGI in academic research and education. Nevertheless, it should be emphasized that Generative Artificial Intelligence:

1. Can be a **learning tool**, enhancing the **critical generation of content** perspective. Tools can be used to generate ideas, to create a first draft, to edit and improve grammar and spelling, to create a summary of a long text, to create a presentation, to create content about topics with the chosen

2. Can be a tool for **improving assessment** by ensuring that students are evaluated on their ability to critically engage with the content rather than just on their ability to generate it.

3. Can be a tool for **research**, assisting researchers in the analysis of large datasets, the generation of hypotheses, and the creation of new theories and models. However, it is important to be cautious about the potential biases and limitations of these tools, and to ensure that the results are interpreted in the context of the research question and the broader scientific literature.

4. Is a tool for **administrative tasking automation** by automating repetitive tasks, such as data entry and document sign-ons, to free up time for more strategic and creative work.

5. Can be a tool for **accessibility**, by providing alternative ways for students with disabilities to access and interact with educational content, such as text-to-speech or speech-to-text.

Rita Martins de Sousa
Post-ERASMUS Student

"I decided to use AI assessment before referencing it as a group, since the answers it provided were quite accurate. Artificial Generative Intelligence could also be a useful tool for students who are not fluent in English, as it can translate and correct grammatical errors, making it easier for them to express themselves more clearly and accurately in academic writing."

Dr. Dominik Dellermann, Assistant Professor, ISEG

"Artificial Generative Intelligence can be a powerful tool for enhancing the learning experience, by providing personalized feedback, generating interactive content, and facilitating collaborative learning. However, it is important to be cautious about the potential biases and limitations of these tools, and to ensure that they are used in a responsible and ethical manner that promotes inclusivity and diversity in the classroom."

**Dr. Ivan Ribeiro