



Ethical Shifts and Innovative Approaches to Civic Education under Generative Artificial Intelligence

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Abstract. The application of generative artificial intelligence in civic education enriches resources, innovates models, and improves evaluation accuracy. This paper analyses the ethical change of Civic and Political Education under generative AI from the aspects of teacher-student relationship, educational ecology and educational responsibility. [1]It also proposes innovative methods such as diversified ideological and political education models, cloud-based education, optimising teaching and evaluation, and constructing knowledge maps. In order to provide useful reference for the innovation of ideological and political education and accelerate the realisation of the goal of cultivating morality.

Keywords: Generative artificial intelligence; Civic education; Ethical transformation; Innovative approaches

1 Introduction

Generative Artificial Intelligence has transformed both the field of science and technology as well as influencing the field of education.[2] In Civic Education, its application has improved the teaching effect, but it has also brought about ethical changes and deconstructed the traditional teacher-student relationship. How to give full play to the advantages of generative AI while complying with educational ethics has become a problem to be solved in the field of Civic Education.[3] This paper discusses the ethical changes and proposes innovative methods, hoping to promote the modernisation and intelligent development of Civic and Political Education, and to arouse more attention and reflection.

2 The Application Value of Generative Artificial Intelligence in Civic and Political Education

2.1 Beneficial to Enrich the Resources of Civic and Political Education

The application of generative AI in Civic and Political Education enriches educational resources.[4] Educators can use it to search for teaching materials, combine it with

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real life, connect the Civics theory with reality, deepen students' understanding, and enhance the attractiveness and infectiousness of Civics education, which is more advantageous than the traditional teaching mode.[5]

2.2 Beneficial to the Innovation of Civic Education Mode

The application of generative artificial intelligence in civic education is beneficial to the innovation of civic education mode.[6] On the one hand, Civic and political educators can apply generative AI to accurately grasp students' learning needs, interest preferences and learning difficulties, so as to provide customised learning content and teaching paths for each student, and improve students' learning effects. On the other hand, traditional civic education is often limited to classroom lectures and textbook reading, while generative AI can build intelligent education systems, counselling systems, Q&A systems, social systems, etc., providing diversified teaching modes and interactive platforms for civic education, which can help to enhance the students' learning experience and improve the effectiveness of civic education.

2.3 Beneficial to Improve the Accuracy of Educational Assessment

The application of generative artificial intelligence in civic education is conducive to improving the accuracy of educational assessment.[7] Compared with the traditional teaching mode, the advantage of the Civics education mode under the application of generative artificial intelligence is that the Civics educator can collect data and information of the whole process of student learning in an all-round way, and then through intelligent processing and analysis of these learning data, grasp the information of students' learning characteristics, learning progress, learning needs, learning results, etc., so as to achieve a comprehensive and in-depth assessment of students' learning process and results, and to improve the accuracy of the assessment results. The accuracy of the evaluation results can be improved.

3 Ethical Transformation of Civic Education Under Generative Artificial Intelligence

3.1 Changes in Teacher-student Relationship

Under the influence of generative AI, the traditional teacher-student relationship is undergoing significant deconstruction and transformation[8], which is manifested in the following aspects. As shown in Fig.1, in traditional Civics education, the educator teacher often plays the role of knowledge transfer and moral guide, and the students are in the position of acceptance and learning. In the case of generative artificial intelligence applications, educators can pass a large number of teaching resources and information directly to students through generative artificial intelligence systems. At the same time, students can also learn and acquire knowledge independently through the generative AI system, which enhances students' initiative and autonomy in the

learning process. As a result, the traditional one-way, vertical teacher-student relationship is gradually being deconstructed and replaced by a new type of teacher-student relationship that is more equal and interactive. Second, in the case of generative AI applications, the dominant role of educators is gradually weakened. Generative AI systems can provide students with personalised learning solutions and resource recommendations based on their learning situation and needs, as well as automatically correcting homework and analysing learning data, further reducing the burden of teaching on educators. In addition, the integration of generative AI systems has reduced direct communication and interaction between teachers and students, resulting in a dilution of the teacher-student relationship.

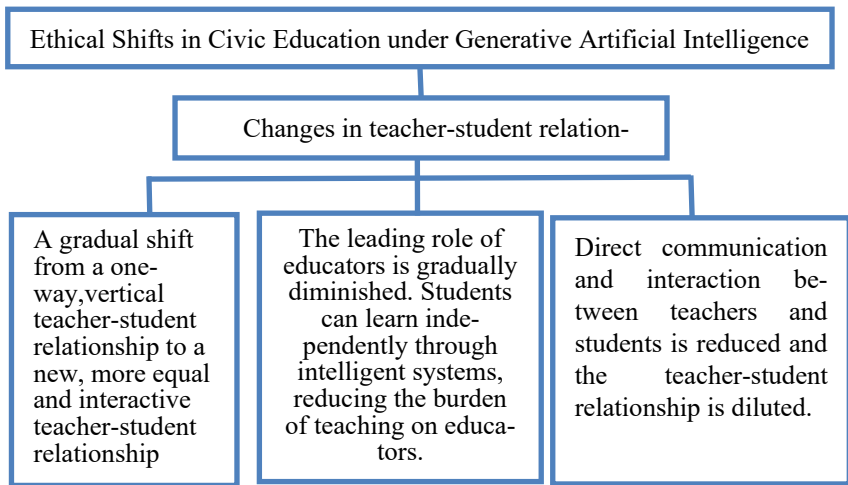


Fig. 1. Changes in teacher-student relationship in ideological education under generative AI

3.2 Remodelling of the Educational Ecology

The application of generative AI has had a profound impact on teacher-student relationships and educational ecology.[9] It breaks the limitations of traditional civic education and makes learning more open, diversified and personalised, allowing students to learn and acquire a wide range of knowledge anytime, anywhere. At the same time, educators can track and assess students in real time and provide personalised guidance. However, the "subject-like" function of generative AI, while optimising the allocation of resources, also raises ethical issues such as educational responsibility and privacy protection, posing new challenges to the educational ecology, as shown in Table.1.

Table 1. Reshaping the educational ecology in ideological education under generative AI

The re-shaping of the education ecosystem	Breakdown of "education-school" and "education-teacher-student" teacher-student strong correlation	①The classroom is the main venue for traditional Civic Education and students are highly dependent on educators. ②In the case of generative AI applications, the limitations of traditional Civic Education in terms of space and time are broken. ③Students can personalise their learning and gain more knowledge through the intelligent system, while teachers can grasp the students' learning situation at any time through the intelligent system, and the Civic and Political Education presents the characteristics of openness and personalisation.
	Artificial Intelligence's "Subject-like" Functions Impact the Education Ecosystem	①Optimising the allocation of education resources to provide quality education opportunities for more students. ②Raises ethical issues such as educational responsibility and privacy protection

3.3 Redefinition of Educational Responsibility

As shown in Fig.2, in the context of generative AI, educational responsibility also faces the need for redefinition.[10] Under the traditional Civic Education model, educators mainly bear the responsibilities of knowledge transfer, moral guidance and student management. In the case of generative AI applications, technology providers have also begun to assume certain educational responsibilities, and they need to provide stable, safe, and reliable intelligent systems and technical support to ensure that the students' learning process goes smoothly. At the same time, technology providers also need to strictly comply with relevant laws and regulations and ethical norms to protect students' privacy and information security. Therefore, the grammar of responsibility division between educators and technology providers is complex and ambiguous, and needs to be negotiated and clarified by both parties.

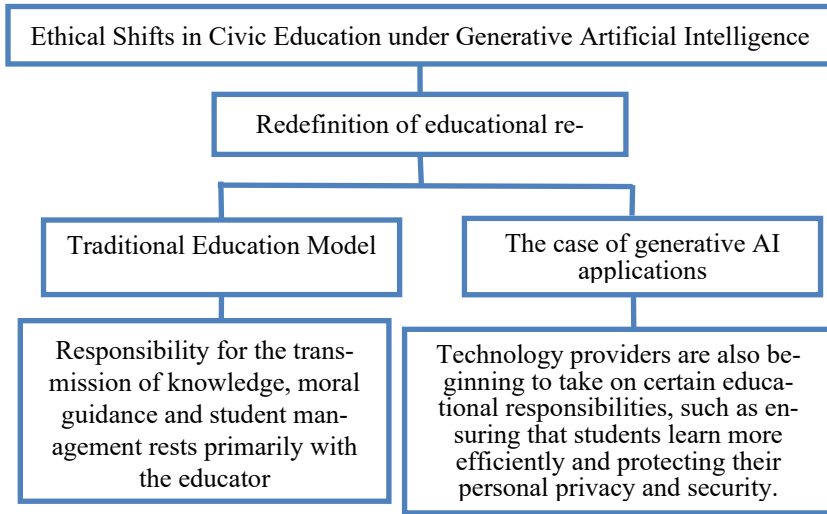


Fig. 2. Redefinition of Educational Responsibility in Civic Education under Generative Artificial Intelligence

4 Innovative Methods of Civic and Political Education Under Generative Artificial Intelligence

4.1 Acquiring Massive Information on Ideological Education and Constructing Knowledge Map and Resource Library

Teachers should make full use of generative artificial intelligence to obtain massive information on civic and political education, and at the same time construct a knowledge map and resource base, so as to lay a good foundation for the subsequent innovative development of civic and political education. First of all, by using generative AI, teachers of Civics can accurately obtain content related to Civics education, including political theories, party policies, social hotspots, historical events, etc., to enrich the material of Civics education. Moreover, generative AI also has a real-time tracking function, which can update the latest developments in the field of Civic and Political Education in real time, and constantly update the information on policies and measures related to Civic and Political Education, social characteristics, etc., so as to ensure the timeliness and accuracy of the information on Civic and Political Education, and improve the quality of Civic and Political Education. Secondly, through the use of knowledge mapping technology in generative artificial intelligence, teachers of civic politics courses show the knowledge points, concepts, important theories, etc. in civic politics education in a graphical way and construct knowledge maps, so that students can be more clear about the knowledge structure of civic politics education and grasp the connection between the knowledge points of civic politics education, which will help students to understand civic politics knowledge more quickly and

improve the learning effect of students. Finally, teachers of Civics and Political Science build a resource base through generative artificial intelligence, and in addition to traditional teaching resources, they can also incorporate new teaching resources such as virtual scenes and interactive teaching cases to ensure the effectiveness of teaching resources.

5 Conclusion

In conclusion, generative AI fuels innovation in civic education, while changing teacher-student relationships, educational ecology and responsibilities, and pushing civic education in a new direction. Schools should adapt to the trend, strengthen the application, explore innovative methods such as building knowledge maps, intelligent education systems and optimising teaching evaluation to optimise the model of Civic and Political Education, and implement education in depth to achieve the goals. In the future, it is necessary to continue to pay attention to the development of generative artificial intelligence to lay the foundation for the road of innovation in Civic and Political Education.

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