

Ethical Teaching in AI-Driven Education: Addressing Cultural Sensitivity in the Context of Digital Colonialism

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Abstract

“Algorithms Are Opinions Embedded in Code” - Cathy O’Neil, Data Scientist

Artificial intelligence (AI) has sparked critical discussions around digital colonialism. From paradigm of education, it is the cultural influence which shapes norms, values, and practices, often promoting the cultural perspectives and interests of the dominant players. The present algorithms have an inherent bias and represent the dominant narrative, therefore subduing the marginalized communities and cultures. It perpetuates cultural stereotypes and reinforces colonial power dynamics. The flip side of AI and globalization is that it homogenises design aesthetics, thus ignoring local narratives about craftsmanship, traditional textiles, and indigenous designs. This disparity expands a neo-colonial cultural model, which strengthens stereotypes and goes against diversity. This exploitation of cultural heritage mirrors historical colonial practices, where resources were extracted from colonies without fair compensation or consideration for the local population’s rights. Education can serve as a site of resistance against data colonialism. Addressing AI-driven digital colonialism in education requires a multifaceted approach that involves policy interventions, industry reforms, but most importantly pedagogical awareness. Without addressing the ethical implications of digital colonialism through teaching practices risks perpetuating inequality and exploitation. This research paper attempts to suggest a conceptual framework of teaching practices for ethical use of AI taking cultural sensitivities into curriculum.

Author’s Bio



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Personal statement

Asheesh Saini, an alumnus of the National Institute of Fashion Technology, has over 20 years of experience in the design industry, and teaches at Pearl Academy. He teaches Films, Cultural Studies, Fashion History, and Image Design and provides mentorship to students in their final year who are undertaking research and graduation projects. Asheesh has a keen interest in the development of curriculum and pedagogical practices and has created syllabi for traditional, online, hybrid, and blended learning formats for Fashion Communication Programs at the Undergraduate and Postgraduate levels.