Ethical and Societal Impacts of Generative AI in Higher Computing Education: An ACM Task Force Working Group to Develop a Landscape Analysis – Perspectives from the Global Souths and Guidelines for CS1/CS2/CS3

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Abstract

Generative AI has a wide range of impacts on how we access and use information, particularly as educational settings and perspectives differ greatly across different locations. These impacts extend to society and include impacts on intellectual and creative works and the potential infringement of authorship. Differences in institutional GenAI policies (and in funding) may create unequal access to AI tools, the potential disparity in student knowledge of AI tools, responsible uses of AI tools, ethical questions about AI tools, and uneven student knowledge of the benefits and limitations of AI tools. Generative AI introduces questions concerning academic integrity, bias, and data provenance. The training data's source, reliability, veracity, and trustworthiness may be in doubt, creating broader societal concerns about the output of the Generative AI models. This working group will conduct a landscape analysis on Global South ethical questions related to the use of Generative AI tools in higher education contexts, identifying promising principles, challenges, and ways to navigate the implementation of Generative AI in ethical and principled ways.

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CCS Concepts

• **Social and professional topics** → **Computer science education**; **Cultural characteristics**; **Codes of ethics**.

Keywords

computing education, ethics, generative AI, global south

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1 Background and related work

This project is an ACM working group, fitting within the broader remit of an ACM Task Force, which aims to investigate the ethical and societal impacts of Generative AI tools in the higher computing education landscape within the Global South. In addition, we intend to conduct a broad, culturally informed search of existing materials in and of the global south to provide guidelines for the ethical incorporation of AI into teaching and assessment in CS1, CS2 and CS3 These guidelines will consider the desired learning outcomes at each level, student learning behaviour, validity of assessment and academic integrity, and local ethical frameworks. This working

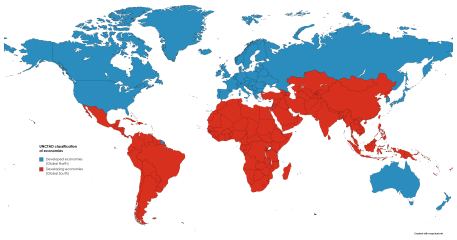

Figure 1: UNCTAD Classification of Economies [3]

group builds on the ITiCSE 2025 working group with a similar name, and is developed under the guidance of two of that working group's leaders, namely Alison Clear and Tony Clear. The key difference for this working group is that focuses the lens on the Global South and specifically on the CS1-3 year level perspectives within this space.

1.1 The Global South

The Global South, as a term, has a range of definitions, but is most commonly defined as the planetary sector dominated by developing and emerging nations, aligned along socioeconomic and political lines, as well as the sector that is often providing resources, or historically has been a resource provider, to the Global North [2].

The United Nations Trade and Development Commission (UNCTAD) provides a broad classification of the Global South as Africa, Latin America and the Caribbean, Asia (excluding Israel, Japan, and South Korea), and Oceania (excluding Australia and New Zealand) [4]. Thus, North and South are not strict geographical references but historically linked labels now associated with differences in standard of living, availability and quality of education, and access to high quality health care.

For the purposes of this working group, we have identified the disparity in education as an opportunity to investigate the impact of Generative AI on the educational landscape with the intention of providing clear, useful, policy and guidelines to support the more rapid reduction in disparities in education, especially in computer science. Increasing higher education availability and policy in this area will make a substantial improvement in opportunities and outcomes across the Global South, affecting billions of people globally.

2 Goals of the Proposal

This working group aims to contribute a landscape study to guide ACM as an organization in its work with higher education institutions and the research community.

(1) Assess the ethical and societal impacts of Generative AI in higher education with a focus on the Global South.
(2) Analyse how Generative AI affects the socio-technical dynamics of higher education institutions within the Global South.
(3) Identify the challenges, opportunities, limitations of integrating Generative AI in higher education with a focus on CS1/CS2/CS3 within the Global South.

3 Proposed Methodology and Deliverables

This working group aims to analyse and review the literature on ethical and societal questions within the Global South around using Generative AI tools such as ChatGPT in higher education teaching and learning.

(1) We will derive a set of challenges and recommendations through the systematic analysis of universities' policies and guidelines on using Generative AI in Computer Science education within the Global South through:
   (a) Policy and guideline search, including the definition and evaluation of suitable search strings,
   (b) Development of a framework for analysis and data collection, potentially using grounded theory + open coding
   (c) Identifying areas of the university/focus to drive the framework
   (d) Clearly defining the difference between policies and guidelines
   (e) Identifying the different guideline requirements for multiple stakeholders, including lecturers, students, and administrators. Administrators, for example, may include staff such as academic integrity officers, or anyone who is not a lecturer or a student but is involved in the pedagogical process.
   (f) Clearly establishing provenance and a timeline, for example, the dates when the policies/guidelines were formed;
(2) We will identify the approaches to ethical incorporation of AI in teaching and assessment in CS1, CS2 and CS3 within the Global South, including:
   (a) a literature review on ethical frameworks in the Global South focused on CS1-CS3
   (b) a summary of historical ethical perspectives, and
   (c) a range of surveys on ethical concerns/approaches and incorporation of AI in CS1-CS3 in the Global South

For our first goal, we aim to employ the framework generated by Clear et al. at the ITICSE 2025 working group [1] to evaluate existing policies, guidelines, and literature focused on the Global South. The framework will be able to identify the various stages of maturity, focus and use of generative AI policies within the Global South and the specific focus of the ethical perspective.

For our second goal, we will be conducting a survey across the Global South aimed at identifying ethical concerns, perspectives or approaches to the use of Generative AI in teaching programming within the Global South.

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