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Original Paper

Artificial Intelligence and Anthropology: Implications for Pedagogy

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Abstract

It is sometimes claimed that in commerce, including business and law, artificial intelligence (AI) is more efficient than humans, for example, in compiling expository literature reviews or composing affidavits. Is there substantial evidence for this? What are some of the ways to detect AI? What are the positive benefits of AI? What are some of the dangers of AI? When is it justifiable to utilise AI without breach of academic integrity? What are some of the ways to detect AI? What are the positive benefits of AI? What are some of the dangers of AI? What are the implications for efficiency, effectiveness and ethics in education and employability?

Introduction

Artificial Intelligence (AI) is very successful. The existence and nature of universals, that is, common natures, borders on the limits of artificial intelligence (Abbate, 2026). To explain this, we assume a canvas set out as illustrated in Table 1.

Artificial Intelligence	⇔	**Academic integrity**	⇒	**Anthropology insights**
⇓		⇑		⇓ ⇑
Assessment Innovation				**Artistic Intuition**

Figure 1. An ‘ai family’

The common links among these five apparently different, but actually inter-related issues are philosophical: Anthropology, Epistemology, Ontology, Pedagogy and Phenomenology (Al-Ababneh, 2020). Acknowledging that not all AI can be detected is crucial, especially concerning its implications for summative assessment in higher education (Kacena, Plotkin, & Fehrenbacher, 2024). This paper will comment on the ethical application of AI technology, emphasising integrity. It will explore the boundaries of AI ethics, including discussions on teachers' ability to detect AI use. Understanding the varying detectability of AI use informs strategies for ensuring academic honesty and fair evaluation processes. While AI technology development significantly increases the number of AI-powered tools on the market and people using them, distinguishing between human-made and AI-made content is undeniably more significant (Giudici, Centurelli, & Turchetta, 2024).

Balancing AI efficiency with human oversight is essential as it fosters a milieu where human traits like empathy and creativity can thrive, areas where AI still struggles to replicate genuine human emotions

and creative thought processes (Shank, Graves, Gott, Gamez, & Rodriguez, 2019). Ultimately, this balance enables humans to tackle complex situations effectively, leveraging AI's capabilities while retaining essential human qualities. Contrary to human experts, AI systems are mostly better at creating literature reviews and legal affidavits because they can undertake tasks quickly, comprehensively, precisely, and accurately. This is most noticeable in the case of AI systems and research, which proves that AI can quickly process excessive data (Mathur, Asirvadam, & Balamurugan, 2021).

AI integration has both positive and negative effects on business and law operating models, and hence, workflow and decision-making are impacted. AI contributes to improving productivity in some areas. However, it could seriously affect habitual practices, which will result in the need to change the roles and duties within those sectors.

Table 1. Assessment and AI

Type	Assessment	AI Usage	Academic Integrity Tools
Formative Assignments	Open-book, at-home	AI can be used to assist in exploring concepts and generating drafts. Students should integrate their insights to ensure depth of understanding.	Regular feedback sessions; comparison of student submissions over time to monitor style and content consistency.
Summative Assignments	Closed-book, invigilated	AI is used in preliminary research stages under monitored settings. The final submission must reflect the student's synthesis and original thinking.	Plagiarism detection software (e.g., Turnitin); manual content review against course materials; confusion of technical terms with their everyday meaning; *e.g*, "group" in mathematics.
Summative Examinations	Traditional closed-book under supervision	AI-driven simulations or problem-solving tasks within controlled environments to test real-time application of knowledge.	Proctoring software for online exams; style and keyword analysis to detect inconsistencies in student writing. Oral testing of a random sample of students.

AI and Employment

AI integration has both positive and negative effects on business and law operating models, and hence, workflow and decision-making are impacted. AI contributes to improving productivity in some areas. However, it could seriously affect habitual practices, which will result in the need to change the roles and duties within those sectors.

Table 2. Projected profit and loss table (Billions)

Company	Industry	AI User	Revenue	COGS	Op. Expenses	Net Income	Profit Margin
Amazon	**Retail**	**Yes**	**514**	**244**	**170**	**30.4**	**5.9%**
Walmart	**Retail**	**No**	**608**	**470**	**120**	**21.9**	**3.6%**
JPMorgan Chase	**Finance**	**Yes**	**274**	**78**	**124**	**32.3**	**11.8%**
Wells Fargo	**Finance**	**No**	**189**	**52**	**84**	**13.0**	**6.9%**

The financial analysis in Table 2 shows the implication of AI on the profitability of various retail and financial sector companies. Amazon's AI implementation won Amazon 5.9% as a profit margin and 3.6% as Walmart. This gives the clue that AI is more productive in simplifying operations. In finance, JP Morgan Chase, by use of AI, has an 11.8% profit margin over Wells Fargo, which is 6.9%; AI's role in increasing profitability through improved operations and customer service can be seen. AI is already affecting employability, both positively and negatively. Some emerging indications are outlined in Table 3.

Table 3. Current use of AI in various fields

Field	Impact	Examples
Data Entry/ Admin Support	**Decline**	**AI automates routine data entry and administrative tasks, leading to declining job roles (Bessen, Goos, Salomons, & Van den Berge, 2019).**
Retail	**Decline**	**AI-powered systems reduce the need for cashiers and basic customer service jobs (Arner, Barberis, & Buckley, 2017).**
Manufacturing	**Decline**	**AI automation replaces jobs in regular tasks like assembly lines and machine operation (Abbate, 2026).**
Automotive /Transportation	**Growth**	**AI is essential for improving traffic management and creating driverless vehicles (Mathur, Asirvadam, & Balamurugan, 2021).**
Finance/Commerce	**Growth**	**Artificial intelligence enhances automated trading, risk management, and fraud detection (Al-Ababneh, 2020).**
Medicine	**Growth**	**Drug discovery, personalised therapy, and diagnostics are all improved by AI (Shrimpton, 2025).**

AI and Pedagogy

Knowledge of pedagogical principles and knowledge of pertinent subject matter, without inspiration, is sterile. An acquaintance with anthropology can supply the framework for inspiration because knowing a person is never the same as knowing a fact. To know someone involves full perception, a much misunderstood process in much psychology. Knowing a fellow human being is a knowledge of "compenetration", best realized in practice in genuine friendship as a total knowing from all sides.

Tables 4 and 5 are simple summaries of how some of the principal philosophers of history have viewed the Universal (that is, common nature). Many of the avowed followers of these philosophers would object to these oversimplifications, and there are warring tribes in each group (Joaquín & Franklin, 2025).

Table 4. Out of singular things the universal can be got by abstraction

Done by one abstractive intellect for all people	And one sole intellect for all people being beneficiary of it	AVERROES
Done by one abstractive intellect for all people	But each person having an intellect beneficiary of it	AVICENNA
Done by each person, and each person being beneficiary of it through one's own intellect the person's own intellect		AQUINAS

Table 5. Out of singular things the universal cannot be got

It is got from Universal Things (Ideas existing in themselves outside singulars)	PLATO
It is got through some divine illumination of our intellect	AUGUSTINE
It is got from Universal Things existing in apparent singulars	Guillaume de Champeaux
It is not got at all	POSITIVISTS
It is co-created in our intellect with the soul	DESCARTES
It is got through vision of the divine ideas	ONTOLOGISTS
It is got through forms imposed by the mind on singular impressions	KANT
It is got wholly from the mind	IDEALISTS

This leads naturally into the elements of anthropology, generally the missing ingredient in teacher education, some aspects of which are listed schematically in Figure 2.

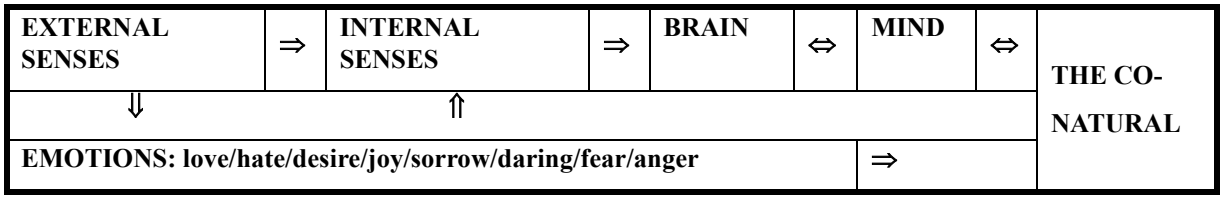

Figure 2. Elements of Anthropology

Intuitive knowledge can perceive with certainty in a phenomenology which grows with experience. For instance, Miller (1961) distinguishes connatural from natural by saying that "it is essential to the connatural always to be taken in reference to *another* nature, with which it is in accord, to which it is proportionate, or which it befits". This is in accord in with Maritain's (1959) division of knowledge through connaturality as summarised in Table 6.

Table 6. Non-conceptual Intellectual knowledge

Intellective	**"by way of knowing"**	***par mode de connaissance***
		par mode de nescience
Affective	**"by way of practical inclination"**	***par mode d'inclinasion pratique***
		par mode de création
par mode de connaissance	different ways of acquiring and understanding knowledge	
par mode de nescience	obverse of the science usually needed to flourish	
par mode d'inclinasion pratique	by way of convenient practice	
par mode de création	by means of creativity	

Finally, John Henry Newman's work engages with anthropology and education as a means of developing the whole person, by integrating intellectual and moral excellence (Shrimpton, 2025). In particular, in teaching there is merit in his notion of a virtual "illative sense" as a means for a convergence of probabilities as we close in on an idea, by apt illustrations and examples of an idea before, rather than

after, trying to teach it (Sada Mier y Terán, 2014/15).

Concluding Comments

Academic Integrity is thus an essential part of teaching in order to preserve the integrity of learning and to develop ethics within the learner. Just because something can be done does not mean that it should be done. A multinational study of the employment opportunities opening up with AI and those that are shrinking because of AI would be a worthy development for our students.

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