

Education challenged by Artificial Intelligence



Dear students,

The rapid advancement of artificial intelligence (AI) is undoubtedly reshaping our society, including the field of education. As we navigate through a “festival of uncertainties” (Morin, 2020), it is imperative to reconsider the foundations of our educational system. While academic skills remain important, they alone may no longer suffice in a world where AI software competes with human capabilities. So, how should we respond? What strategies should we adopt?

The education sector has been significantly impacted by AI innovations, such as the conversational robot ChatGPT, which elicits both concern and fascination. However, allowing fear or excessive enthusiasm to guide our actions would be unwise. Completely banning the use of AI tools in education would likely be an uphill battle, as these tools are accessible to all students and are becoming increasingly essential in our daily lives. The question is not whether to accept or reject smart technologies since they are already pervasive, but rather how we can harness them for education while addressing the ethical challenges they present. Digital issues are no longer solely technical; they deeply impact student learning and teacher professional development.

At the Faculty of Education, we advocate for a thoughtful, human-centered approach to technology. We should utilize innovations to enhance student learning, seeking complementarity rather than substitution, and ensuring that individuals do not become overly dependent on machines. However, such a journey cannot occur in isolation. It requires the engagement of the entire educational community, including administrators, instructors, students, and parents. Together, we can provide institutional frameworks to guide the integration of these disruptive technologies into educational practices. This, in turn, may lead us to reconsider how we teach students by emphasizing the development of life skills that are essential for the world of tomorrow.

In this context, we should also revisit our pedagogical approaches, including assessment methods. By cultivating critical and reflective thinking, coupled with ethics, we can safeguard the human being. According to Kant (1797), each person must be seen as an end, not merely a means to an end, and this constitutes his dignity.

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