CIET panel - Artificial Intelligence in Education

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What is Artificial Intelligence

- analysing our past to identify patterns and benefit from that understanding

- predict learning paths and learning needs

- Needs lot of data to 'learn'

- Needs diverse data / data from all contexts to provide 'generalized' support

Dangers

- Bias is inherent in AI

- Bias of the designer / developer

- Bias of the parameters / weights offered

- Bias in the data

Learning is a socio-cultural process (social constructivism)

- Digital technology based learning cannot provide same environment as in-person learning

- Human personalized learning v/s machine personalized learning

- The aim of education is to support teacher agency and learner agency

– Agency means going beyond the past and striking a new future

– AI inherently limits this

Humanized Personalization	Dehumanized Personalization
Powered by *humans*	Powered by *technology*
Connects learners through collaboration, vulnerability, and human connection	*Isolates* students through individualized tracks, competition, and cultures of shame
Uses assessment as a tool for *knowing learners*	Uses assessment to *compare* and *categorize*
Curates a high-interest curriculum that exposes learners to new and relevant topics to broaden experiences and schema	*Relies on interest-driven curriculum,* limiting learners to preferred learning topics and narrowing experiences and schema
Leverages *whole-group, small-group,* and *individualized* practices	Leverages technology tools that *individualize* curriculum
Understands individual learner's needs *in the context of* the collective learning community	Values individual needs *without considering* the collective learning community
Promotes *agency and autonomy* through social-emotional learning and structured choice	Limits *agency and autonomy* through automated, didactic curriculum delivered through digital technology
Uses technology to *preserve or enhance human connection*	Uses technology to *accelerate dissemination* of curriculum
Considers identity, *advocates* for representation, and *promotes equity*	*Ignores* identity, *limits* representation, and *proliferates inequity*
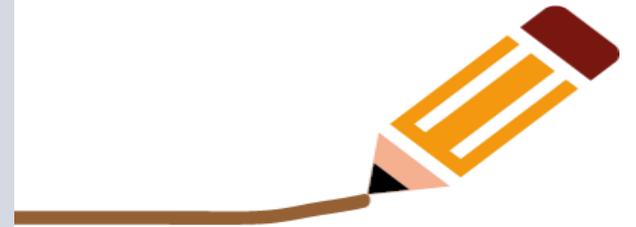
Indian context

- Education has failed to serve as a basis for socio-economic mobility

- After 70 years of independence and 35 years after NPE 86 we still have an inequitable system. Stratification has increased in both government and private schools systems

- Caste, class, gender, religion clear markers of previlege

- Occupations based on caste (and other markers) continues predominantly,

Overall AI in education has good potential to harm

- AI project should be undertaken only with clarity on the aims to be achieved by the project

- Not by 'discovery' - this will cause harm.

- AI in education – aim should be teacher empowerment

- Focusing directly on student will not be useful (like with all digital technologies)