Nine questions for AI-proof education

Target group
Teachers in (post-)secondary education

Objective
Determine 1) the impact on and 2) the necessary adjustments to your planned educational activities in case new AI technology suddenly becomes available.

Colofon
Version: 0.5
Date: 20-04-2023
Author: Esther van der Stappen, PhD
Research Group Digital Education, Centre for Applied Research Future-Proof Education
Avans University of Applied Sciences

ANALYSIS OF THE LEARNING ACTIVITY

1) What do you want to be learned with this activity?
This can be explicitly described, unwritten or even implicit.
- In the short term (learning goal/outcome)
- In the long term (professional or personal performance/qualification)

2) How do this goal & activity align with the values and vision of your team?

ASSESS THE IMPACT OF THE TECHNOLOGY

3) Does the technology (vendor) align with the values and vision of your team?

4) What possibilities do you see for the learner to use this technology related to the activity?

5) For each possibility, investigate hands-on:
- Try it out from the learner's perspective.
- What does the technology offer? What is the effect on learning?
- What do learners learn more? What do learners learn less or not anymore?

(for positive effects)
SUPPORT USAGE

6) What do learners need to actually benefit?
- Knowledge, such as AI literacy or domain knowledge?
- Skills, such as self-regulation or critical thinking?
- Attitude, such as curiosity or inquisitiveness?

7) What can you do as a teacher to ensure *every learner* benefits?

(for negative effects)
ADJUST THE LEARNING ACTIVITY

8) How could you adjust the activity to weaken or mitigate this effect?
- Discuss the (negative impact of the) technology with your learners. Why would it be better to not use it?
- Is a small adjustment possible that aligns with the values and vision of your team?

9) Which other activity affords the same learning goals? (Start again from the top.)

avans
university
of applied sciences