

Generative AI and education ecologies

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Abstract

What role can generative AI have in art and design education? Given that we are in a year of change as open-source Open AI systems shift how we teach, learn, and assess in times of question-answering chatbot and personal assistance tools. Applying a post-human approach (Blaikie, et al, 2020) to education might help us rethink pedagogy (Wessels, et al, 2022), knowledge creation and scholarly publication for knowledge sharing. In this SoTEL Symposium presentation/discussion with the ASCILITE MLSIG I propose a move away from a humanist world view that continues to shape our thoughts around the binary of teacher-learner within our walled disciplinary and consider how we might incorporate generative AI tools in the curriculum to foster interdisciplinary collaborations with the more-than human. What if we shifted teaching and learning to facilitate new ways of being on the planet, so that we prioritised ourselves, one another as well as non-human and more-than-humans in our educational ecologies. Building the digital literacies and computational thinking capabilities (George-Reyes, et al, 2021) to learn with GAI will create opportunities to thinking about the world and all its space and places, as interconnected and entangled.

In this trendsetter webinar I pose a series of questions and prompts that I had in conversation with Chatty G (ChatGPT) to consider how we might imagine and understand the world in different ways so that we might integrate generative AI and into our education ecologies in higher education. To get started I asked Chatty G (OpenAI, 2023):

[Prompt] What is a trendsetter in education?

In education, a trendsetter refers to an individual or institution that leads the way in adopting new teaching methodologies, technologies, or educational policies that set the pace for others to follow. A trendsetter in education is often an innovative teacher or school administrator who is willing to take risks and experiment with new ideas to improve student learning outcomes.

For instance, a trendsetter in education might be an educator who embraces new technologies, such as online learning platforms, educational apps, or gamification, to enhance student engagement and personalized learning. They might also be the first to adopt new teaching methodologies, such as project-based learning, flipped classroom, or blended learning, that are proven to be effective in promoting student-centred and active learning.

In addition, a trendsetter in education might be an institution or a district that adopts new educational policies or reforms that are designed to improve student achievement and equity. For example, they might prioritize the integration of diversity, equity, and inclusion (DEI) initiatives, or they might implement new assessment and evaluation methods that are more aligned with 21st-century skills and competencies.

Overall, a trendsetter in education is a person or institution that takes a leading role in shaping the future of education by introducing new ideas and practices that inspire others to follow suit.

[Prompt] As trendsetter, lets discuss how we need art to imagine what AI can become and understand it's

impact on who we are becoming. What art has taught us about AI so far and how is Arts helping us explore who we are and who we want to become as AI changes the picture of daily life.

Art has played a significant role in helping us understand the implications and impact of artificial intelligence (AI) on our society and humanity. Here are some ways in which art has taught us about AI so far:

Art helps us imagine AI's potential: Artists have used their creative vision to imagine what AI can become and how it might change our lives in the future. Artistic depictions of robots, cyborgs, and other intelligent machines have helped us envision the possibilities and limitations of AI.

Art explores the ethical implications of AI: As AI becomes more integrated into our lives, questions about its ethical implications arise. Art has helped us explore these questions by depicting scenarios that raise ethical dilemmas, such as the loss of privacy, job displacement, and bias in decision-making.

Art shows us how AI can reflect and amplify human biases: AI is only as unbiased as the data it's trained on. Art has illustrated how AI can reflect and amplify human biases and prejudices, such as racial and gender biases. These artworks have helped raise awareness of the importance of ensuring ethical and unbiased AI development.

Art sparks conversations about the impact of AI on humanity: Art has sparked conversations and debates about the impact of AI on our society, culture, and identity. By engaging with art that explores the implications of AI, we can develop a deeper understanding of the complex issues at play and the possibilities of AI.

Overall, art has taught us that AI is not just a technological advancement, but a cultural and social phenomenon that requires our attention, reflection, and critical engagement. By exploring the relationship between art and AI, we can gain insights into the profound questions and challenges that arise as AI continues to shape our lives.

Our conversation continued back and forward for many weeks in preparation for this webinar so that I could authentically talk about the possibilities of GAI in art education and how it might enhance creativity and collaboration in our ecology. GAI offers many possibilities for developing artistic skills and exploring new forms of expression, possibly previously impossible through applying. A post humanist approach to education. In this posthuman approach we view learners as connected to and responsible for themselves. IN teacher education, I ask: *How might adult learners create and manage their own ecologies for learning and practice to sustain and flourish post-Covid?* And consider 5 ways of embracing a posthuman pedagogies and non-hierarchical relationships between teacher and learners:

1. Speculation and thought experiments.
2. Play
3. Posthuman literacies
4. Truth
5. Collaboration

A curriculum that values the interconnected existent of all beings through transformative and innovative methods and promotes critical understanding of generative AI It is crucial to educate students about the ethical implications, limitations, and biases associated with digital technologies. By integrating generative AI in a thoughtful and responsible manner, we can equip students with skills and knowledge that align with the demands of a rapidly evolving digital world.

References

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