جامعة الأخوين

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AL AKHAWAYN
U N I V E R S I T Y

AI in Education:
A Reflection on Opportunities & Challenges

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3 Key Messages in This Presentation with Focus on *Talent*

➢ Opportunity for a country like Morocco

➢ Opportunities in Higher Education

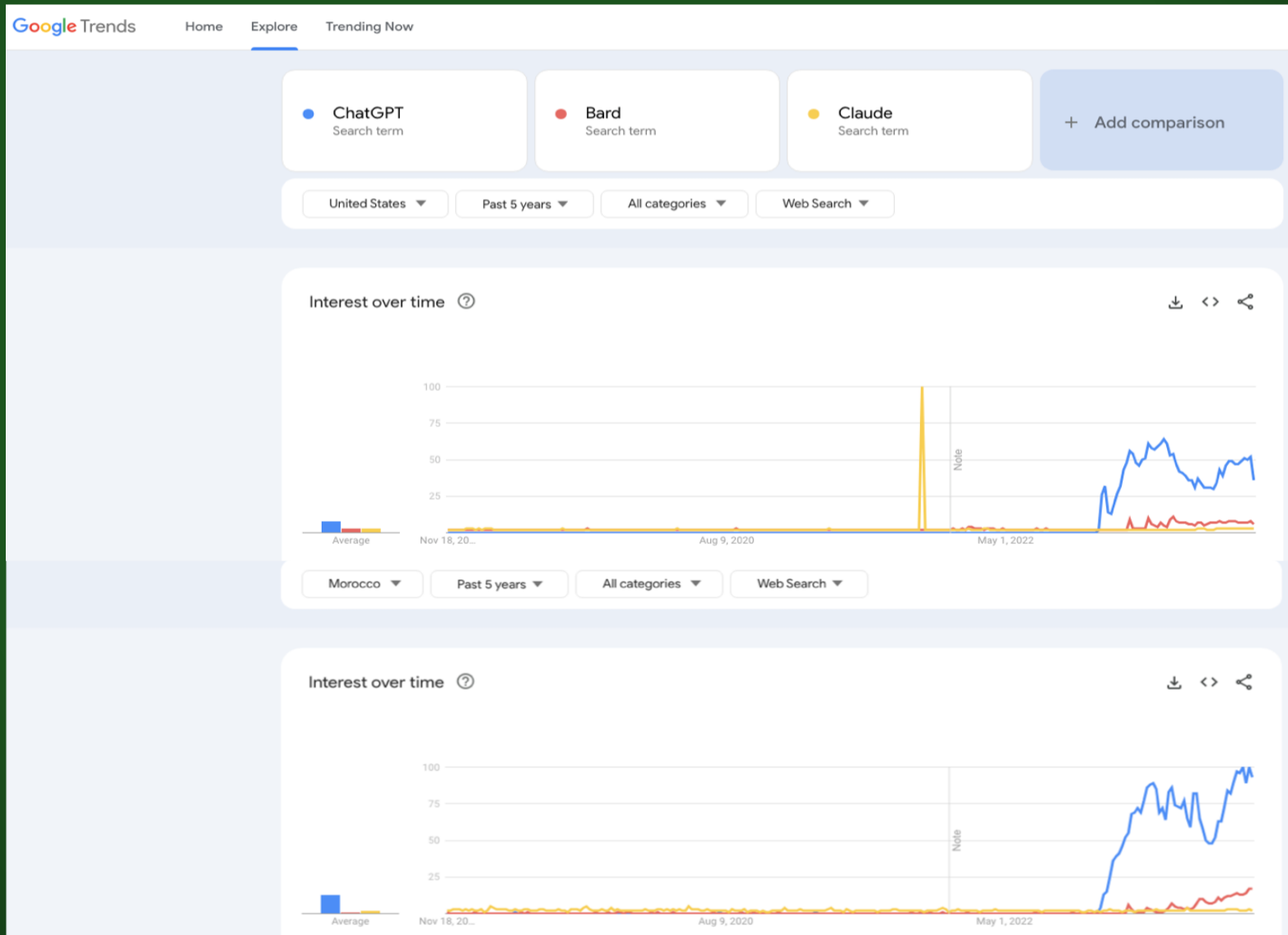➢ What could we do regarding risks for our New Generations?

Global Context –
New Normalcy in a World in Full Transformation

- ➢ Deep transformations

- ➢ Digitalization and globalization

- ➢ A sequence of interleaved crises

- ➢ A new « normalcy » characterized by uncertainty

- ➢ The Generative AI phenomenon and its consequences, at different levels

(Generative?) AI is becoming prevalent!

➢ Ex. of a Moroccan CEO

➢ … more generally,

"*The potential benefits of creating intelligence are huge!*
We cannot predict what we might achieve when our own minds are <u>*amplified by AI*</u>.
Perhaps with the **<u>tools</u>** <u>*of this new technological revolution*</u>, *we will be able to* <u>*undo some of the damage done*</u> *to the natural world by the last one – industrialization. And surely, we will aim to finally eradicate disease and poverty. Every aspect of our lives will be transformed. In short,* <u>*success in creating AI could be the biggest event in the history of our civilization*</u>.*"

Stephen Hawking

A Perspective on Moroccan Context

➢ A country in continuous development that has worked hard to have credible opportunities to become an emerging country

➢ Legitimate self-confidence and maturity in certain areas

➢ Deep thinking about our country's development - le *Nouveau Modèle de Développement*

➢ With the inflexion point associated with Generative-AI (that we can « converse with » in natural language), do we now have
  ▪ an *imperative* for an upgrade (un devoir de *mise à niveau*)?
  ▪ An *opportunity* to afford wide access to technology with the ambition of driving innovation into culture in Moroccan companies (including SME's), as well in our society – with more realistic chance of evolving into a knowledge/innovation society?

Prerequisites for Morocco

➢ Data collection

➢ Accelerated digitalization

➢ Adapting solutions to our cultural specificities

👉 Need for Talent, Funding and Governance (incl. regulation)

Risks as AI Usage Becomes Prevalent

👉 Jobs – AI to Automate Vs. to Assist // Upskilling

👉 Wellbeing (AI + Virtuality)

👉 Democracy?

👉 Cognitive laziness?

👉 Bias (Algorithm and Data… hallucinations)

👉 Privacy

👉 Combination of AI with "Action"

Example:
AI in Higher Education Sector

Generative AI becoming a *thought partner*
versus
a Google search?

Using Generative AI in Education

42% of students are using ChatGPT
63% of educators are using ChatGPT
62% of faculty were not able to detect AI-generated text

(*National ChatGPT Survey: Teachers Accepting AI Into Classrooms & Workflow —
Even More Than Students, Greg Toppo, The74, July 2023*)

75% of students noted they will continue to use Generative AI even if faculty or institutions ban it!

(*One year of ChatGPT: Where Are We Now? Turnitin, November 2023*)

"I hope we can shift the thinking from embracing or excluding AI to how do we prepare students and young adults for the future of AI? And how do we start that now?

Richard Culatta
ISTE + ASCD CEO

Some Good and Not-So-Good Memories
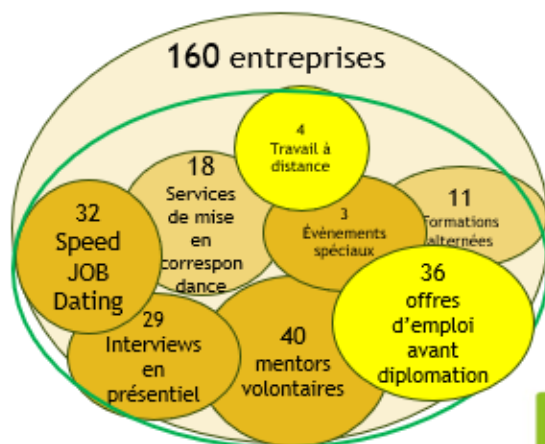## from AUI's 1st-Semester Learning Experience w/ Generative-AI

- ➢ Faculty spontaneous constructive reaction to Chat-GPT

- ➢ >50% of Engineering students' Capstone Projects included AI

- ➢ Demand and size of Engineering tripled

- ➢ Ex. of confrontation in individual academic integrity case

- ➢ An academic integrity case for an entire class

- ➢ Humbling lessons in continuous learning and agility, for everyone!

- ➢ Not easy to be a teaching professor nowadays!

Al Skills, Experiential Learning & Relation to Employers

A Perspective on Where Higher Education Is Heading

➢ Employers are challenged by transformations

➢ They need/require skills

➢ Growing pressure on univs from employers… and new competition!

➢ African and Asian higher ed market growing dynamically; need for scale-up

➢ Online T&L tools making it possible to collect T&L data and T&L metrics (e.g., skills acquisition)

➢ AI will make it possible to scale up and deliver skills thru mass-customization

➢ Increasing use of AI for scale up, better success, better access!

AUI's Institutional AI Policy

Beyond AI skills,
**AUI's AI Policy:
3 Key Principles**

Boundaries for unethical use

Encouragement & support for buy-in

Faculty freedom to use AI

AUI's Experience
Support to Faculty

Feb. 2023:
1st informal workshop with faculty to discuss *Generative AI: challenges & opportunities*

Two major trends:
- **Mostly** engagement & effective use in the classroom (e.g., assessment and capstones)
- **Little** hestitation & skepticism (e.g. changes in assessment)

Faculty Readiness Actions

Workshop series on *21st- Century Liberal Arts Education*

Workshop series on *AI in Education*

Workshop series on *Innovative Assessment*

Technology Readiness Actions

Benchmarking of AI Tools

Integration of EdTech Tools

Dedicated Online CoP for best practice sharing

Engagement Development Actions

Teaching Innovation Incentives

Teaching Excellence Awards

Encourage/Promote use to assist, upskill in //, and CHANGE MANAGEMENT!

5 Major Things To Watch with AI in Education (EdTech)

1. AI-powered learning management systems (LMS)

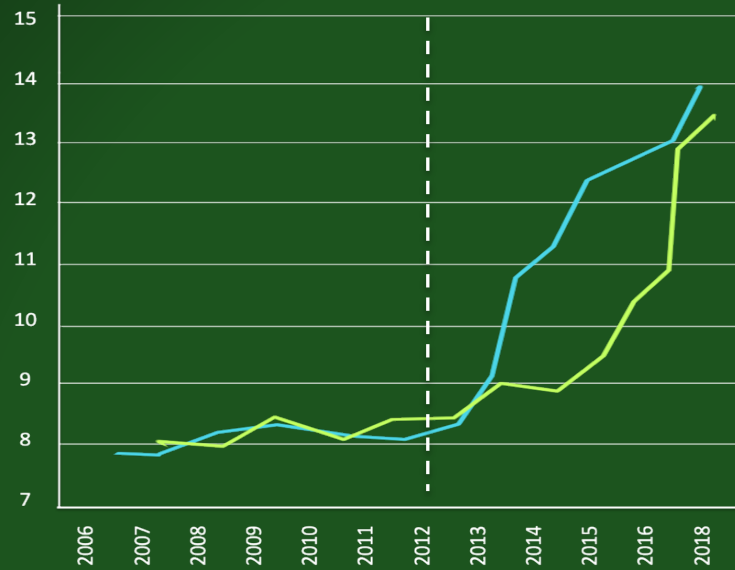2. Personalized learning

3. Chatbots and virtual assistants

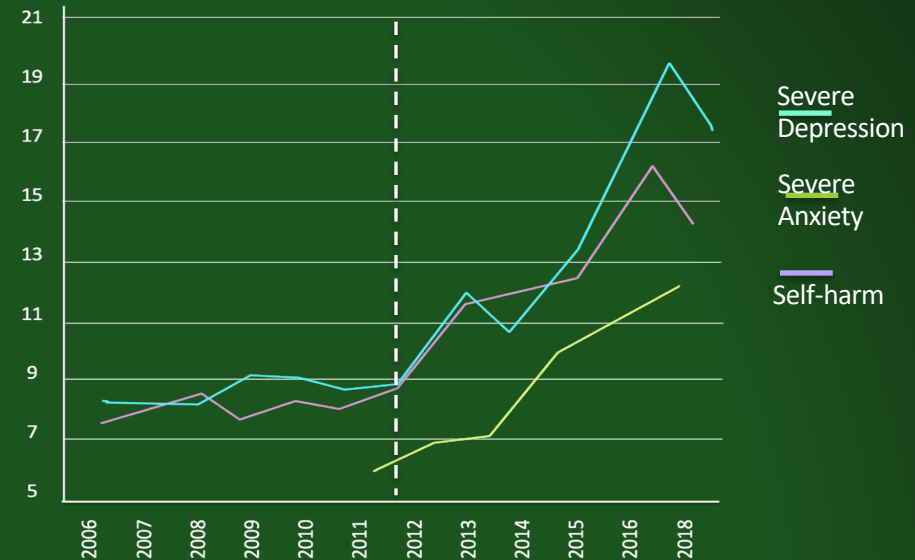4. Gamification of learning

5. AI-powered assessment

What about the Risks?!

👉 Jobs – AI to Automate Vs. to Assist // Upskilling
…Social skills?

👉 Wellbeing (AI + Virtuality)

👉 Democracy?

👉 Cognitive laziness?

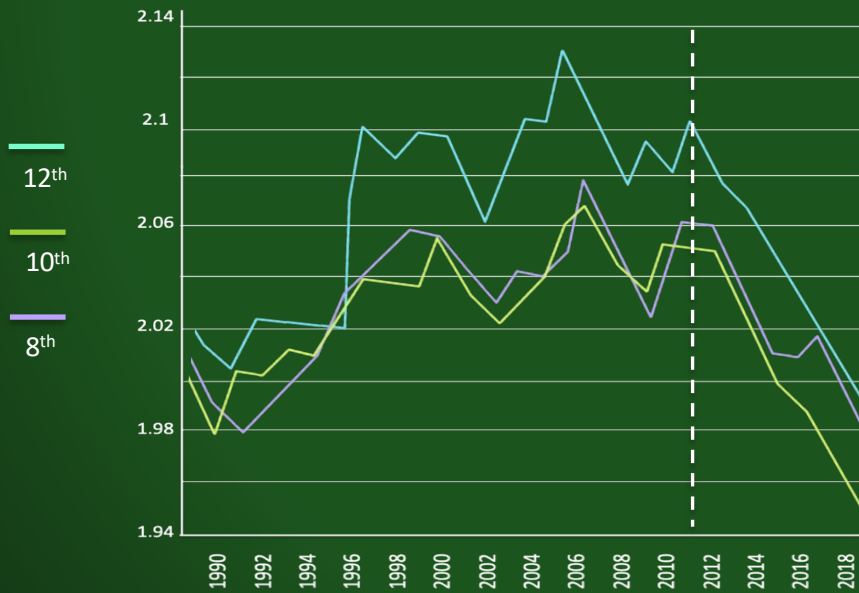👉 Bias (Algorithm and Data)

👉 Privacy
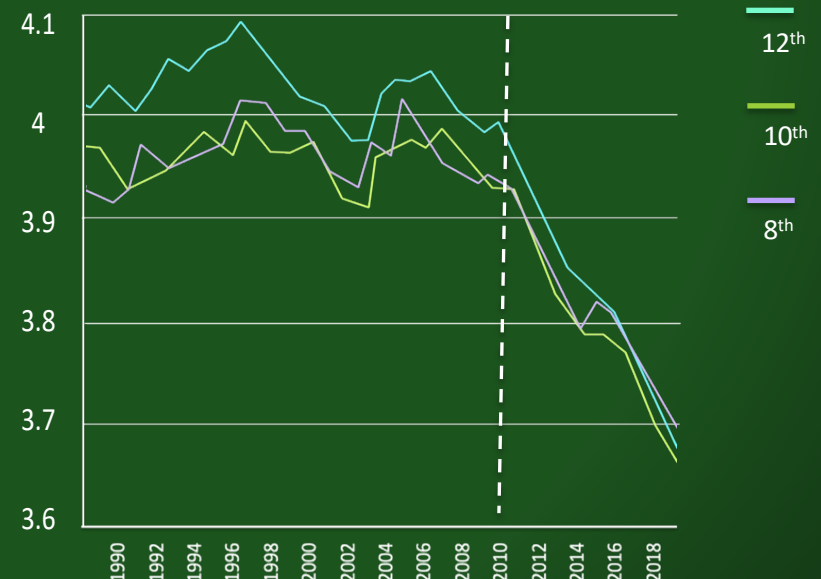
👉 Combination of AI with "Action"

More depressive episode in the last 12 months

Depression, anxiety, self-harm

Happiness

Self-esteem

What about the Risks?!

👉 Jobs – AI to Automate Vs. to Assist // Upskilling …Social skills?

👉 Wellbeing (AI + Virtuality)

👉 Democracy?

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👉 Privacy

👉 Combination of AI with "Action"

AUI's Focus and Why?

☞ AI skills across the curriculum?

☞ Strengthening "*Liberal Arts & Sciences*" (*human dimension*) Education for ALL … a living lab

☞ How should a university learn and adjust to support career success - despite the deep transformations - in the 21st century?

☞ How should a university learn and adjust to enable wellbeing and flourishing of Gen-Z?

☞ Orienting AUI's research towards impact… Purpose as Compass!

Thank You!