

Critical Studies of Artificial Intelligence and Education

Welcome, keynotes and panel – chat

Paul Prinsloo:	Good morning everyone! Greetings from the University of South Africa (Unisa), Pretoria. Looking forward!
Maha Bali:	Hi Paul ☺☺☺
Pernilla Josefsson, Södertörns University, Stockholm:	Good morning - and greetings from Södertörns University, Stockholm!
Thomas Hillman:	Good morning Paul, and everyone!
Lindsay Weinberg:	Good morning! Joining from Aarhus University in Denmark.
Jen Ross:	hello everyone! Jen Ross here, from the university of edinburgh. Happy to see you all.
Maha Bali:	Replying to "hello everyone! Jen ..."
Christian M. Stracke:	Good morning to you all from Christian in sunny Bonn :-)
Barbara Wasson:	Morning from Bergen, Norway
Kalervo Gulson:	Morning (well evening here) everyone, Kalervo Gulson here, greetings from the Blue Mountains, Australia.
Henrietta Carbonel:	Good Morning everyone, from UniDistance Suisse. Now in Basel, Switzerland.
Tore Hoel:	Good afternoon from Zhuhai, China. Happy to be among such a fine and big crowd!
Jen Ross:	Replying to "hello everyone! Jen ..."
Alexandra Farazouli:	Hello everyone from sunny Stockholm ☺☺☺
Rolf Kenes Fredrik Mørk:	Good morning from NTNU and snowy Trondheim, Norway ☺☺
Merima Bahovic:	Good morning from the University of Luxembourg ☺☺
Jan Erik Dahl:	Greeting from University of South-Eastern Norway
Xenia Ziouvelou:	Good morning from Athens !
Luuk Terbeek:	Good morning everyone from VU Amsterdam, The Netherlands.
Karen Triquet:	Good morning from the Vrije Universiteit Brussel, Belgium !
Väinö Jani:	Good Morning from Kuusamo, Finland!
Maka Eradze:	Good morning! I am from the University of L'Aquila, Italy

Mei Xie:	Replying to "hello everyone! Jen ..."
Muzammil Akhlag:	Good afternoon all
Alisa Maksimova :	Good morning from Bochum, Germany!
Anh Nguyen:	Good morning! I am Anh, from Vietnam National University Ho Chi Minh city. Happy to join the symposium with you. Thank you organizers!
Allison Littlejohn:	Hello Everyone, I'm Allison Littlejohn from University College London, UCL Knowledge Lab. Great to see so many colleagues here.
Marta Turcsanyi-Szabo:	Good morning from Hungary
Tessy Cerratto Pargman:	Good morning from Stockholm!
Sarah Howard:	Good morning from Belgium!
Robin Samuelsson :	Another good morning from Stockholm!
Jonathan Poritz:	Good morning from lovely Capriglia-by-the-sea, Italy! (Hi @Maha Bali and @Werner Westermann and other friends I haven't yet found in the long participants list!)
Marika Sikharulidze :	Hello from Tbilisi, Georgia :)
Wendy Huang:	Enjoying my evening cocktail in Singapore...cheers!
Priscila Gonsales:	Replying to "hello everyone! Jen ..."
martin henry:	hello, good day everyone...
Bieke Schreurs:	Hello from the University of Amsterdam, Bieke :-)
Luuk Terbeek:	Replying to "Hello from the Unive..."
Wayne Holmes:	For social media: #CriticalStudiesAlandEd
martin henry:	Great to hear Marx referenced in a discussion about AI. It's a rare treat to place this in wider economic and philosophical analysis...
Christian M. Stracke:	Indeed, but we all are focusing critical AI&ED studies and then it is not surprising, and also Freire is an excellent starting point for critical argumentations
Christian M. Stracke:	The problem is that any critical theories and studies are struggling to reach broad audience due to the huge marketing by lobby and profit organisations...
Maha Bali:	Replying to "The problem is that ..."

Michael Tan:	I think I want to argue slightly otherwise, that we forget the wisdom of Raymond Williams when he said: To be truly radical is to make hope possible rather than despair convincing.
Christian M. Stracke:	Thus, it is great that we are coming here together and hopefully we will find ways how to join forces and closely collaborate in the future...
Shafika Isaacs:	There has also be an anti-critical theory backlash that we also contending with alongside the hyperbole
Kelly Shiohira:	The tension between critical studies and many AI producers seem to be to stem from is really in where the efficiencies are to be gained. Disseminating things through the internet and remotely doesn't necessarily require AI - that potential has been with us for decades. What AI really has the potential to do is 'replace teachers', either in total or by further 'deskilling' the teaching profession. So the framing of education as a 'problem to be solved'
Bieke Schreurs:	Replying to "The problem is that ..." I agree, and when you raise the possibilities of AI in Ed the debate often moves towards the emotion that teachers cannot be replaced by AI, while the critical debate moved to the idea of hybrid AI and how teachers can be supported by AI in a positive, ethical and privacy-protected way, which in my view can stimulate a positive transformation of education in a AI world.
Lindsay Weinberg:	I also feel that many of the more critical approaches to AI that are getting institutional traction in the academy (e.g. discussions of bias, privacy, which are also crucial) are often divorced from questions of political economy/labor in the university
Kelly Shiohira:	Replying to "The problem is that ..." Personally, I'm still on the debate of "can teachers be supported by AI in a positive, ethical and privacy-protected way", rather than how can they...
Bieke Schreurs:	Replying to "The problem is that ..." Good point :-)
Maha Bali:	love this point that it's learning of the lowest level

Kelly Shiohira:	<p>Replying to "I also feel that man..."</p> <p>I think the intersection between particularly privacy and labour is very difficult, because the people working in this area are largely invested in self-sovereign identity, which challenges the basic ownership of the "means of production" - in this case data, suggesting that ownership should rest with the individual (the source of data) rather than the harvester of data. That has major repercussions for AI creators.</p>
Maka Eradze:	I am very much interested in human agency in terms of AI
Maha Bali:	I prefer Nussbaum and Walker & Unterhalter's extensions on Sen's capability approach. I find their perspectives more nuanced
Wayne Holmes:	A simple summary of AI&ED and human agency can be found in https://www.ai4t.eu/textbook/
Christian M. Stracke:	<p>Replying to "The problem is that ..."</p> <p>I do not have a problem with ethical AI use as long as AI is considered as a tool to be carefully selected and adapted for specific fitting learning objectives. But I do not think that AI can replace teachers (independently how many times it is claimed, Ä¶¶)</p>
Bieke Schreurs:	Very nice operationalization of agency.
Jen Ross:	@Ilkka Tuomi , I would love to hear more about how you produced estimates of the agency-related impacts of different technologies.
Pierre-Antoine Ullmo:	Always interesting to realize how little we know about technology and especially how quick we are in talking about the "revolutionizing" impact of technology. David Edgerton has a lot to say about it (only watch him after Ilkka) https://www.joinexpeditions.com/exps/716
Ted Palenski:	<p>Replying to "@Ilkka Tuomi , I wou..."</p> <p>I have the same question: that slide really struck me. Self-reported, I wonder?</p>
Maha Bali:	not too comfortable with this view of personality (not my area)
MARIIA POTUPCHIK :	@Ilkka Tuomi Very valuable, thank you
Anna Saklakova:	Thank you!
Lindsay Weinberg:	Thank you
Michael Tan:	Thank you!
Helen Beetham:	@Ilkka Tuomi thank you for all the useful liks
Sarah Howard:	Thank you!
Xinman (Yoyo) Liu:	thank you!

Pierre-Antoine Ullmo:	<p>Teachers are used to 'working at a height above the ground' and look like high wire artists walking a tightrope in their attempt to catch their students' attention. They set up their scaffolds in the classrooms for an academic year, just the time they are given to fix or improve education.</p> <p>Scaffolding is not only another word for teaching. It is also a way of teaching, Psychologist and social constructivist, Lev Vygotsky, refers to scaffolding as designing activities that support the students as they are led through the 'zone of proximal development' (ZPD). A learner can finalize the acquisition of a given skill through interaction with a teacher or a skilled peer.</p>
Sarolta Godnic Vivic:	Thank you!
Sikunder Ali:	Thank you so much for the presentations!
Kelly Shiohira:	Thank you Ilkka, it was great to hear you expand on these topics
Bieke Schreurs:	Thank you!
Muzammil Akhlaq:	It was very resourceful presentation Thank You Sir
Pablo Flores Romero:	Thanks for doing a thoughtful pedagogical thought about AIED ilkka
Luuk Terbeek:	Extreme valuable, thanks you so much Ilkka!
Marika Sikharulidze :	Amazing! Do we get the presentation shared?
Christian M. Stracke:	Thank you, Ilkka, and indeed, critics of critical studies are gaining more and more Impact...
Maria Castro:	outstanding presentation ! congrats
Wayne Holmes:	Thanks @IlkkaTuomi, that was (as expected) brilliant, and so very much appreciated. It would be fantastic if you can join the conversations this afternoon. Either way, speak soon.
Maha Bali:	love the title
Jen Ross:	great presentation title. oh snap, Maha
Daniela Hau:	@Ilkka Tuomi Thanks a lot for the comprehensive placement of Critical AIED studies. Very much appreciated.
Robert Farrow:	@Ilkka Tuomi As someone whose PhD is on Frankfurt School Critical Theory, I appreciated this presentation! Always happy to talk about these theories and approaches!

Väisänen Jani:	Thank you, Ilkka Tuomi, for your insightful keynote on Critical Theory, which is crucial for the future of education. I wonder: Is the reduction of educational flexibility due to automation ethical? In a wider view this concern extends to writing, tech of bookbinding, etc. Might using these technologies be a 'lesser evil' ethically, compared to relying solely on human-to-human interaction for managing knowledge and teaching? Considering the goal of fostering agency of subjects, should we accept such 'lesser evils,' echoing the debates Plato attributed to Socrates in Phaedrus, concerning writing vs. speaking?
Maha Bali:	lol re deliberately depressing
Maka Eradze:	Wow. We were talking about human agency ☹️
Cormac McGrath:	Fascinating to roll out such a technology/techno ideology/paradigm without evidence it works or has inherent value to human beings!
Dawit H:	It is already happening in China, too. ☹️
Matti Pirjo:	In the light of the changes, can we still talk about classrooms or would the change produce individual learning spaces?
Pierre- Antoine Ullmo:	Replying to "Thank you, Ilkka Tuo..." Thks Jani; what would be a "worst evil"? can you give an example? Indoctrination?
MARIIA POTUPCHIK :	Very impressive and thought-provoking
Pablo Flores Romero:	Replying to "Fascinating to roll ..." I guess it is an out...
Christian M. Stracke:	One major issue to be solved is the harmonization of terminology and discussing a common view of the relationships between teachers, learners, AI, situations and conditions
Shailey Minocha:	Replying to "Fascinating to roll ..." So very true, Cormac! I think about this aspect every day.
Jonathan Poritz:	the eye-tracking of students reminds me of the time-and-motion studies of industrial workers under Taylorism ("scientific management") 100 years ago in the US ... which Lenin called "a scientific system of sweating"
MARIIA POTUPCHIK :	Technology adapts much faster than humans are able to
Jen Ross:	lol
Jen Ross:	(lolling at using chatgpt outputs as a baseline to compete with. love it)

Ted Palenski:	<p>Replying to "the eye-tracking of ..."</p> <p>Which, of course, is ironic, because AI is often touted, esp. in the US, as a way to 'personalize' education and move away from the so-called (and factually incorrect) 'factory model' of education.</p>
Christian M. Stracke:	<p>But do we need to adapt so quickly as technology does? It is good to critically reflect on intended learning objectives, target group, conditions etc. before deciding on technology use</p>
Maka Eradze:	<p>Cognitive atrophy due to over-reliance on AI is probably will be visible in short term.</p>
Jonathan Poritz:	<p>Replying to "the eye-tracking of ..."</p> <p>? "factually incorrect"?</p>
Shailey Minocha:	<p>Replying to "But do we need to ad..."</p> <p>ChatGPT didn't give us (educators) time - it was unleashed in the public domain.</p>
Kelly Shiohira:	<p>Replying to "Cognitive atrophy du..."</p> <p>This was Socrates argument against written text.</p>
Maka Eradze:	<p>Replying to "Cognitive atrophy du..."</p> <p>@Kelly Shiohira I do not think that is the same ;)</p>
MARIA POTUPCHIK :	<p>Even covid showed how much training needed for teachers for adapting educational process online, with AI it is much more challenging</p>
Kelly Shiohira:	<p>Replying to "Cognitive atrophy du..."</p> <p>I'd love to talk about why not.</p>
D√#az Barriga Ram√#rez Cecilia:	<p>possible outcome: extreme emotion faking</p>
Caroline Kuhn:	<p>Replying to "Cognitive atrophy du,Ä¶"</p> <p>Socrates said that people will not really know but rely on memory..I think there are some similarities,Ä¶</p>
Pablo Flores Romero:	<p>Can't data driven dashboards (supported by AI or not) potentially enhance its awareness and adaptiveness to each unique classgroup?</p>
Pierre-Antoine Ullmo:	<p>Replying to "Cognitive atrophy du..."</p> <p>Ceci tuera cela: Victor Hugo</p>
Maha Bali:	<p>Replying to "Can't data driven da..."</p> <p>you'd still be categorizing people based on data points - what about aspects of humanity that are not observable or measurable? And dynamic? And potentially growing, and you might stunt their growth by putting them in a box?</p>

Michael Tan:	<p>I think we need to be careful we don't construct overly dystopian versions of speculation based on technological hype in order to spur action.</p> <p>https://sts-news.medium.com/youre-doing-it-wrong-notes-on-criticism-and-technology-hype-18b08b4307e5</p>
Maka Eradze:	<p>Replying to "Cognitive atrophy du..."</p> <p>Because first of all, AI is not a tool. Then, we have a different socio-technical and economical landscape now.</p>
Bieke Schreurs:	<p>Replying to "Cognitive atrophy du..."</p> <p>As a university teacher I struggle with the question: do students need to know things on top of their head (written closed book exams) in the area of AI or do they need to be able to apply this knowledge or both and is applying this knowledge in assignments together with AI tools or not? :-)</p>
Pablo Flores Romero:	<p>Replying to "Can't data driven da..."</p> <p>By "it" i mean teach...</p>
Caroline Kuhn:	<p>Replying to "Cognitive atrophy du, Ä¶!"</p> <p>But as Toumi said, going back in history is very helpful to think about the present</p>
Pablo Flores Romero:	<p>Replying to "Can't data driven da..."</p> <p>I mean, the problem ...</p>
Helen Beetham:	<p>Replying to "the eye-tracking of ..."</p> <p>You can go right back to Babbage for computation being tied to division of labour, factory and plantation ,Äœefficiencies'</p>
Vä§isvä§nen Jani:	<p>Replying to "Thank you, Ilkka Tuo..."</p> <p>I was thinking of education solely on human-human basis in a hypothetical case without these other comparable yet different technologies which were necessary to make possible what we might label the historical change from elite education into mass education ...and of course all the societal revolutions it in turn made possible or generated.</p>
Vä§isvä§nen Jani:	<p>Replying to "Thank you, Ilkka Tuo..."</p> <p>In effect: There should be revolutionary potential with a personal AI tutor for masses instead of human tutors only for privileged classes - even if such a tutor is inflexible and susceptible to ideological "normalization" by corporate power. I relay this on hegelian vein on thought in which the goal of higher education is to move forward from the teachers knowledge as in bildungstradition and to "dialectically eventually cut" the normalizing bond the tutor might be instilling on the Subject while under tutelage of educational process.</p>

<p>Kelly Shiohira:</p>	<p>Replying to "Cognitive atrophy du..."</p> <p>The argument was more that writing would erode memory (and I would say it did - no one can recite an epic anymore). The widespread introduction of the written word fundamentally changed how we interact, and even potentially our brain structure. I think have seen a change in this way...our Japanese colleagues can perhaps speak to this more immediately as the influence of autotext on logographic scripts has had a similar effect.</p>
<p>Helen Beetham:</p>	<p>Replying to "Thank you, Ilkka Tuo..."</p> <p>We could maybe add fetishisation (in Marx's sense) to alienation</p>
<p>Pablo Flores Romero:</p>	<p>Replying to "Can't data driven da..."</p> <p>I feel that having o...</p>
<p>Dawit H:</p>	<p>Chinese AI is aiding in providing basic education for rural left-behind children. While the positive aspects are evident, a significant concern arises regarding potential intrusions into personal and emotional space.</p>
<p>Wayne Holmes:</p>	<p>Replying to "Can't data driven da..."</p> <p>Understood. But I will have a more optimistic view of AI tools when those tools are trustworthy and genuinely 'useful'.</p>
<p>Jen Ross:</p>	<p>yes, I think this question about the audience for teacher and student work is really important. alienation as a theoretical lens seems really generative (no pun intended)</p>
<p>Väinö Jani:</p>	<p>Replying to "Thank you, Ilkka Tuo..."</p> <p>And after that, Helen, the lacanian addition, "enjoy your symptom".</p>
<p>Helen Beetham:</p>	<p>Replying to "Can't data driven da..."</p> <p>The evidence from learning analytics, which goes back 12 years now, is, I say that having just reviewed it so I think I know the answer but I'm interested in how others perceive this research space. It is being collapsed into 'AI in ed' rhetorically but actually that might be helpful in terms of managing expectation</p>
<p>Caroline Kuhn:</p>	<p>Replying to "Cognitive atrophy du..."</p> <p>There is a story which I can't trace back, but it said that Euclides elements would have not been written without the skills of writing, it is more complex than that, but it is an interesting reflection about what is it that will change through a new skill like writing</p>
<p>Helen Beetham:</p>	<p>Replying to "Thank you, Ilkka Tuo..."</p> <p>I give you David Graeber: Our actions and creations do have power over us. This is simply true, The danger comes when fetishism gives way to theology, the absolute assurance that the gods are real.</p>

Maka Eradze:	<p>Replying to "Cognitive atrophy du..."</p> <p>@Kelly Shiohira We can totally refer back to Socrates arguments against writing and try to understand different imaginaries about technology in education. This is a useful parallel, however, we still need to think about what GenAI is in terms of its ontology, epistemology, affordances, agency etc</p>
Kelly Shiohira:	<p>Replying to "Cognitive atrophy du..."</p> <p>I can definitely agree with that Maka.</p>
Helen Beetham:	<p>Qualitative research is obviously going to be even more defunded, but then this has to be seen in a political context - the humanities and critical social sciences are inconvenient at so many levels.</p>
Oksana Bykova:	<p>Oh this is so sad, this view on qualitative research</p>
Helen Beetham:	<p>Never mind the quality, feel the speed.</p>
Mark Corbett Wilson:	<p>As part of explaining his conception of sociological imagination, C. Wright Mills made an important distinction between 'personal troubles' and 'public/social issues.' In our personal lives, we make decisions that impact our family, friends, coworkers, and other communities where we're involved. Personal troubles involve an individual's private problems in relation to others.</p> <p>By contrast, public/social issues are forces which are outside of the personal control of an individual. For living in an environment where there is pervasive poverty, racism, sexism, etc. Mills notes that personal troubles can become social issues once they're pervasive enough, i.e. once the problems people face in their lives are common among their community, those problems can become a societal issue.</p>
Väisänen Jani:	<p>Replying to "Thank you, Ilkka Tuo..."</p> <p>Seriously speaking, I do agree in principle.</p>
Helen Beetham:	<p>The field of AI in education, for example, is obviously burgeoning and the people who publish first will get ahead in the citation game. So this is arriving into a research culture that is already driven by metrics - generative AI will amplify that to the max.</p>

Kelly Shiohira:	<p>Replying to "Cognitive atrophy du..."</p> <p>@Caroline Kuhn I agree - I think part of what we need to keep a close eye on is what we are gaining and losing through the use of AI, anthropologically and neurologically (which, admittedly, is very difficult to isolate among all the other uses of technology prevalent today)</p>
Helen Beetham:	<p>Replying to "Cognitive atrophy du..."</p> <p>This is where critical researchers must I think not abandon psychology to 'Àðbrain science' and statistical analysis of behaviour. We have things to offer here too.</p>
Maha Bali:	thank you Kyungmee ☺
Sarolta Godnic Vivic:	Thank you very much!
Tessy Cerratto Pargman:	Thank you for your honesty
Muzammil Akhlaq:	Thank you Ma'am
Jonathan Poritz:	Wonderful, thank you!
Jen Ross:	I thought that was excellent @Kyungmee Lee , thank you very much.
Sikunder Ali:	Thanks for the presentation!
Helen Beetham:	Thank you for sharing that @Kyungmee Lee
Kelly Shiohira:	Thank you Kyungmee
Lindsay Weinberg:	Thank you!
Maha Bali:	*** please send us the chat along with the recording ***
Priscila Gonsales:	Thanks for the both presentation!
Bilkis Usman:	Thank you!
Daniela Hau:	Thanks for the thought-provoking presentation
Mark Curcher:	☺
Leo Havemann :	<p>Replying to "*** please send us t..."</p> <p>yes please</p>
Priscila Gonsales:	Hi, @Leo Havemann !
Ben Williamson:	<p>Replying to "The field of AI in e..."</p> <p>anticipating automated systematic reviews of AI ED</p>
Emanuele Bardone:	*** please send us the chat along with the recording ***

Velislava Hillman:	All the presentations were brilliant. Thank you!
Barbara Wasson:	Thank you for an insightful talk @Kyungmee Lee
Maha Bali:	Replying to "The field of AI in e..." ha
Tina Papathoma:	Excellent presentations ! Thank you !
SOP SOP Maturin Desire:	Can we have the presentations via our emails after the webinar?
Leo Havemann :	Replying to "Hi, @Leo Havemann !"
Hi Priscila long time no see!	
Oualid Marsaoui:	It is possible to access the recording later on please ?
Bokyoung Go:	☺•∞ Thank You
Bieke Schreurs:	Thank you for the very nice keynotes!
Kuldeep Pradhan:	Thank you @Kyungmee Lee and @Ilkka Tuomi.
Paul Prinsloo:	Aleikum Salam Maha
Ben Williamson:	Replying to "The field of AI in e..." the "evolution of platform science" as Philip Mirowski puts it, which now means AI companies intervening in every part of research and knowledge production infrastructure they can
Maha Bali:	baby somewhere?
Mark Corbett Wilson:	https://www.academia.edu/102039199/The_Evolution_of_Platform_Science
Maka Eradze:	Replying to "The field of AI in e..." Slow science is what we need but can we only rely on the ethics of academic personnel when lives depend on metrics already and this is furthermore amplified. What is the actual point of AI writing and reading, if it does not contribute to the main idea of knowledge creation and distribution
Wendy Huang:	I over rely on the "book" and "computer" and "search algorithm" technologies. Maybe some people are still questioning whether these technologies are problematic (e.g., information overload!) but I guess many of us have learned to live w/ them and make the best of them, including for teaching and research. I wonder what the "critical" conversations sounded like when people starting printing textbooks. :)

Helen Beetham:	There is plenty of critique of academic publishing (books, indexes, journals) and the negative impacts of certain logics on research and scholarship. The problem is that these new technologies arrive into that ecosystem with all the force of the biggest corporations in the world (who are at this moment looking for partnerships with the biggest academic publishers). So our response, I think, needs to take in the business models as well as the smaller scale impact on personal practice.
Pablo Flores Romero:	Are there any private vs public institutions AIED designs and deployments comparative studies? Regardin the aims and values and pedagogical integrations?
Maha Bali:	Replying to "Are there any privat..." do you mean private vs public generally, or is it a question about class size or privilege?
Helen Beetham:	There are some large scale attempts to produce public models or open/public development infrastructures. They are not specific to education. But this is a very good point - since universities may be the only sector that has the expertise and resources really to do this.
Pablo Flores Romero:	Replying to "Are there any privat..." Generally, i mean mo...
Mark Corbett Wilson:	Where is the representative of student unions? ;-)
Helen Beetham:	So good to see the teaching unions represented here. Restructuring (further restructuring) the work of teaching is *so obviously* one of the main use cases being promoted. This will massively impact on students. As well as producing schools/colleges as even more surveilled and disciplined spaces.
Pablo Flores Romero:	Very useful, sadly lots of AIED systems are designed by IT specialists. Sourcing this disconnection with educational sciences and critical studies
Pablo Flores Romero:	I wonder what are some thought on maker education movement and how some groups have developed pedagogical designs for the integration of electronics and ti nkering in creative and intuitive manners (less technicals both for teachers and students) i feel there is a big opportunity to draw on those past experiences

Helen Beetham:	, "What constitutes criticality' has been my research question for the last couple of years, talking with academic practitioners across disciplines. The people in universities who saw generative AI coming were often working in writing and student support - I think that community has to be part of the critical research effort.
Maha Bali:	Replying to ", "What constitutes cr..." agreed!
Helen Beetham:	I think we also have to be careful about , "how we think': criticality is not an uncontested term. There is a growing research field of indigenous AI that is recognising there are different traditions of thinking that relate differently to these new technologies.
Helen Beetham:	Replying to "I wonder what are so..." Yes, to re-materialise learning :) There are lots of practices in the creative and performing arts too.
Katie Conrad:	Replying to "I think we also have..." Great point, Helen, do you have any links or sources? I'd love to look at this more closely
Maha Bali:	going next week to hear about more Afrocentric ethical frameworks on AI
Maha Bali:	Replying to "I think we also have..." was gonna ask the same!
Maha Bali:	would also love to see links from Selena - love the point about decolonized or at least pluriversal ethics of AI
Ben Williamson:	Replying to ", "What constitutes cr..." particularly as 'innovative' institutions like ASU have intimated their aim is to reduce labour costs by replacing writing support tutors with chatbots
Helen Beetham:	Replying to "I think we also have..." Hi Katie! There is a research group that blogs here but seems to have gone a bit quiet recently. https://www.indigenous-ai.net/ If you do a google scholar search you'll find some recent articles.
Pablo Flores Romero:	Replying to "I think we also have..." Great point, i feel ...
Mark Corbett Wilson:	Replying to "I think we also have..." I'm looking for a growing research field of working class AI that recognizes there are different traditions of thinking that relate differently to education and new technologies.
Juliette Bentley:	Ubuntu gathers students around collaboration, and your point about corporation initiatives with AI intrigues me too.

Dawit H:	AI has a substantial positive impact on students with disabilities, fostering inclusivity and personalized learning experiences in the form of "assistive technologies". I wonder what is the critical approach to this.
Helen Beetham:	Replying to "I think we also have..." @Mark Corbett Wilson I think the vygotskian tradition has a lot in common in fact with the indigenous tradition of thinking from practice - I found a great presentation on this recently https://www.massey.ac.nz/massey/fms/Conference%20services/Logos/Vasilic,%20Branka.pdf
Kelly Shiohira:	Replying to "Ubuntu gathers stude..." This plays out in some really interesting ways. I work in South Africa, and one of the things I've noticed in hiring practices is that many black Africans are disadvantaged because they cannot pull out an individual accomplishment in interviews - they can speak very eloquently on what "the team" achieved, though. These are the subtle ways we advantage/establish dominance of our individualistic cultures over others...
Helen Beetham:	Replying to "AI has a substantial..." Hi Dawit, I think this is a really important one for critical approaches to take on. I would observe that the difference assistive and adaptive tech can make when it is used by particular groups of students is quite different to the long term impacts on equity when it is used across the board. These are almost always negative.
Mark Corbett Wilson:	Replying to "I think we also have..." @Helen Beetham Thanks! Good to 'see' you.
Helen Beetham:	Replying to "AI has a substantial..." The institute of student employers did some research that found small gains from use of genAI for neurodiverse students but much greater negative impacts on equity from the better performance of paid-for models.
Lis Sylvan:	Great parallel, Wayne, to COVID. The COVID era exposed many existing problems with educational systems and, of course, many people want to return what was before. Some of this is a return to typical educational and other systems while others are wanting to feel "normal" again including to being more connected to other people. Work and education has changed since then in some context, for better and for worse.

Helen Beetham:	<p>Replying to "AI has a substantial..."</p> <p>Also, the whole purpose of genAI is to converge on a norm. I think we need to dig up the 'level playing field' and create a genuinely multi cultural, multi-capable classroom where different contributions are valued for their differences. I would say that is the critical response.</p>
Juliette Bentley:	<p>Replying to "AI has a substantial..."</p> <p>This is an area that is important to me and it is about ensuring that the digital divide doesn't gape because teachers are often happier working with students who are already doing well and for whom being taught how to best utilise Gen AI, yet those who need access and explicit teaching are those who struggle and frankly, these tools can even the playing field but they need to be shown how to use them in a normalised way.</p>
Leo Havemann:	<p>Replying to "Great parallel, Wayn..."</p> <p>The return to before is never really to before but to an imagined better past. In the post pandemic this has been back to the classroom, in post AI it seems the rush is back to the exam hall</p>
Katie Conrad:	<p>Replying to "AI has a substantial..."</p> <p>I'd also recommend a look at Ashely Shew's 2020 Ableism, Technoableism, and Future AI https://ieeexplore.ieee.org/document/9035527</p>
Maka Eradze:	<p>Great point there. How much of our responsibility do we delegate to GenAI?</p>
martin henry:	<p>The introduction of AI requires not a moral panic but a pedagogy of hope that puts the human in a position of critical interrogation around the information bytes being offered. It is crucial to place this in a philosophy of education that foregrounds relationships and societal justice as well knowledge development and creativity etc.</p>
Helen Beetham:	<p>Wikipedia can put in place measures to address some of these biases - they are imperfect but we can participate in them. Generative models are not open to this kind of intervention.</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>I recall a recent study that showed that ChatGPT reflects male white North American values.</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>Replying to "Wikipedia can put in..."</p> <p>Unless we use open source models..</p>
Christian M. Stracke:	<p>I'm not afraid of the results of genAI but of automatic decisions made by AI without any human review and approval</p>

Katie Conrad:	<p>Replying to "Wikipedia can put in..."</p> <p>Generative models aren't themselves capable of this, and any interventions are human guardrails that are often obscured as technological fixes but are in fact</p>
Jen Ross:	'who decided that this was not important?' and therefore AIs should do it - fantastic question, Maha.
Mark Corbett Wilson:	Security state agents are integrated in technology, but also media and academia. And Wikipedia.
Maha Bali:	<p>Replying to "'who decided that th...'"</p> <p>Anne Marie Scott says, if we decided it is not important, lets just not do it at all!! haha</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>Replying to "Wikipedia can put in..."</p> <p>The model reflects the training set</p>
Helen Beetham:	There is plenty of evidence that the 'guardrails' being added by all the work of these data labourers is actually making the models less functional in important ways. For example, medical researchers and communicators can't generate accurate images of women's bodies because anti-porn guardrails get in the way. So these ad hoc 'corrections' introduce their own problems.
Jan Hauters:	<p>Replying to "Wikipedia can put in, Ä¶"</p> <p>an alternative option might be neuro-symbolic AI systems. We li's remember AI is not equated with LLM nor genAI alone.</p>
Helen Beetham:	But we can be rigorously anti-imperialist and anti-colonialist in our efforts to understand 'AI', its histories (in eugenics, labour domination and military automation) and its present socio-political effects. That is something that is available to us from any territory.
Katie Conrad:	Kate Crawford: AI is a registry of power
Mark Corbett Wilson:	Kate Crawford: "Artificial intelligence is neither."
Vä§isvä§nen Jani:	Good points from Kalervo Gulson. Considering the debate between universalism and particularism, there should be a way to nudge the global development of AI towards shared, minimal concrete universal values. This should also be a politically more feasible goal.
Helen Beetham:	<p>Replying to "Kate Crawford: AI is..."</p> <p>Great book. Also Dan Quillan, Justin Joques, Matteo Pasquinelli, Meredith Whittaker, Ä¶</p>

Mark Corbett Wilson:	In my discussions faculty, staff, and administrators use AI for efficiency. Students use AI to cheat.
Juliette Bentley:	Good point. It is a rather US centric appreciation of race and concepts that might challenge us, and in NZ and Australia our context is quite different in terms of valuing First Nations peoples and we need to pay attention to how we might move cognisant inclusion to ensure equity is focused on and that all have an opportunity to participate
Meenakshi Mani:	Replying to "I recall a recent st..." Seems to reflect a larger issue of who is doing the building, and what types of data they use to build it (cherrypicked data sets off the internet).
Selar Ali:	I think that AI would limits creativity and quality effectiveness of students' learning because most of the AI tools already have framed the amount and quality of information available there. What is the role of learners in terms of creativity and criticality? Is there an international or standardized policy on plagiarism and referencing related to AI?
Liisi Pajula:	Replying to "In my discussions fa..." Isn't 'cheating' just another way to be efficient?
Annika Bergviken Rensfeldt:	That's my worry too @Wayne Holmes We can't isolate AI (including GenAI) as a 'tool' that we in a simple way can exercise agency to
Dawit H:	Thanks @Helen Beetham. I am highly skeptical about the swift adoption of AI in education because several education systems have not yet evolved to embrace a human-centric approach that fosters inclusivity, democracy, liberalism, openness, and a personalized and critical approach to learning and teaching. Some educational systems, even within the EU, remain outdated and autocratic (i.e. Italy, Spain, France, Germany, just to mention a few), dismissing differentiated learning approaches and resorting to punitive measures, particularly for students with learning disabilities. Before integrating AI to support learning and teaching, there must be a fundamental shift in human agency and educational practices both at the macro and micro level. We need to reconsider our perception of students, especially those who belong to "visible minorities" and also have disabilities.
Leo Havemann :	Replying to "In my discussions fa..." yes also when managers are 'strategic' it's clever, when students are 'strategic' it's lazy

Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>Replying to "In my discussions fa..."</p> <p>We say we want students to develop their independent and collaborative learning skills, and then we call it cheating..</p>
Katie Conrad:	<p>Replying to "In my discussions fa..."</p> <p>Cheating brings up a lot of questions about how students see the educational experience and how 'value' in education is framed</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>Replying to "That's my worry too ..."</p> <p>AI is a partner, not a tool.</p>
Robin Samuelsson :	<p>Where are children being included in the development and policies on AI? That is my big question. We are running into the future without including the ones that will ultimately be the actors in it</p>
Levi Lahti Filip:	<p>Replying to "In my discussions fa..."</p> <p>When we teach students that grades are more important than competence, they start cheating.</p>
Maha Bali:	<p>"the boring things are the things that matter" - Kalervo</p>
Thomas Hillman:	<p>If we going to talk about engaging with design processes, we also need to recognise that AI is a very diffuse category of technology. LLMs have become a kind defacto imaginary of what AI is, but there is an enormous number of very different architectures of AI in use in education, and critical discussions need to consider their differences to be able to have impact on designs or implementations that use them, Å¶</p>
Mark Corbett Wilson:	<p>I'm a male white North American who worked for 20 years in Santa Clara, California, and I don't share the values of the corporations that own AI, or the academies that are so worried about AI changing their hold on the gateway to power.</p>
Kelly Shiohira:	<p>Replying to "In my discussions fa..."</p> <p>I am personally really unclear on where the line is, especially when we start discussing agency. If told explicitly not to use a tool, then ok, using that tool is cheating. But, for example, is a student using chatGPT for an admissions essay really at heart any different than a student using a college entrance advisor? We allow one - the one the richer students can access, notably - but the other is up for debate. I am not sure</p>
Maha Bali:	<p>first had the most nuanced conversations on dystopian and utopian views of tech was in a edcmooc led by Jeremy and others like Sian Bayne, Jen Ross and others in U of Edinburgh at the time</p>

Bernice Yeo:	<p>Replying to "In my discussions fa..."</p> <p>Speaking as a student: the discourse around cheating does need to change before we can find effective ways to combat this issue. The assumption that cheating arises from laziness glosses over underlying issues like anxiety, uncertainty around skills/knowledge/rightful usage of AI, and changing expectations of acceptable work now that AI-engineered work is flooding the space</p>
Katie Conrad:	<p>Replying to "If we going to talk ..."</p> <p>Yes. We're still in an environment, alas, in which an educational institution can send a survey to students and faculty that conflates all 'AI' systems and 'ChatGPT'.</p>
Thomas Hillman:	<p>Replying to "That's my worry too ..."</p> <p>A partner (even a human one) is also a tool depending on your perspective</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>Replying to "I'm a male white Nor..."</p> <p>The study used a canonical values questionnaire, and the responses of ChatGPT were aligned with the median among that group. Nothing personal,Ä¶</p>
Kelly Shiohira:	<p>Replying to "That's my worry too ..."</p> <p>I think 'partner' gives AI too much agency. I really push back against any of these "co-pilot", "co-author", "thought partner" positionalities.</p>
Mark Corbett Wilson:	<p>Replying to "In my discussions fa..."</p> <p>@Bernice Yeo Yes, this discourse just reveals the insecurity of academics. Let's review everyone's work product for plagiarism. ;-)</p>
Katie Conrad:	<p>Watters' Teaching Machines is a great larger historical context for the automation/personalization that Jeremy is discussing.</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>Replying to "That's my worry too ..."</p> <p>Not an equal partner, and a problematic one in many senses, but definitely more than a tool</p>
Mark Corbett Wilson:	<p>Replying to "I'm a male white Nor..."</p> <p>Corporate values, not the values of us workers.</p>
Helen Beetham:	<p>The term 'AI' is functionally useless - it refers to what can pass off as 'human like' in its outputs, which depends on hype and UX design, and particular perceptions of what 'intelligence' is. I wish we could get back to describing the underlying data, modelling and algorithmic systems in their particularity and then we might see the god speak for what it is.</p>

Katie Conrad:	Replying to "The term ,ÄðAI' is fun..." It's frustrating,Ä¶ and embedded.
Leo Havemann :	Replying to "The term ,ÄðAI' is fun..." and very deliberate
Helen Beetham:	Replying to "The term ,ÄðAI' is fun..." And very compelling.
Maha Bali:	agree re the teacher bashing - and then the AI replaces teachers by doing all the worst of education. Great point @Antonia Wulff
Mark Corbett Wilson:	Replying to "The term ,ÄðAI' is fun..." Yes, deliberate propaganda. I find resistance to my insistence that "AI" is just predicting the next word based on proprietary statistical models.
Thomas Hillman:	Replying to "The term ,ÄðAI' is fun..." I totally agree. Functionally, its about as useful as ,Äðdigitalization' and we have seen how that became a mantra in education devoid of particular meaning
Katie Conrad:	Replying to "The term ,ÄðAI' is fun..." I try whenever I can to situate that shorthand. In my short course for first-year Honors students I spent one of 10 sessions just talking about the term in context. But we don't have that luxury in all contexts.
Christian M. Stracke:	We should simply emphasize that AI cannot completely replace teachers but only support them. And the big questions are: (1) to what extent and (2) what is the best way?
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	I always recall Arthur C. Clark, who said in 1970: 'any teacher that is afraid that they might be replaced by a machine, should be'. But I think @Antonia Wulff 's point is more subtle, it speaks not to how teachers do their work, but how they are perceived by the system
Maha Bali:	Replying to "We should simply emp..." how often has tech been developed based on what teachers say they need help with? Is this what teachers were seeking? Does it even fill a gap we had in learning in any way?
Leo Havemann :	Replying to "We should simply emp..." computer scientists always know best

Bieke Schreurs:	In the past, educational insitutions appeared to be resilient against the digital transformation (despite massive funding to accelerate it) (at least in europe to my knowledge. In the past researchers did a lot of research on how to increase acceptance, increase TPACK, implementation etc... But now I think we start understanding the brilliant role of teachers as gatekeepers who have always critically evaluated tech and we should wonder how we can equip them to stay in this driver seat, as COVID19 changed this role and accelerated the dig transformation in response to emergency instead of in response to raise quality.
Helen Beetham:	FWIW I think unions should be asking universities and schools to provide environments in which teachers and students can understand these capabilities, can make decisions about safe ethical use, and see them through. Because these capabilities are being integrated without consideration into existing platforms. Teachers should be asking like other creative workers for guarantees about the use of AI to restructure their work and pointing out the inequitable consequences for students if that happens.
Maha Bali:	Replying to "We should simply emp..." yeah.. see how well they understand social relationships when they invented social media !
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	Replying to "We should simply emp..." We're working with teachers, trying to understand what they want and how AI can help. Fascinating stuff
Christian M. Stracke:	Replying to "We should simply emp..." Tech is often developed independent from teachers demands and requests, but it can be used then if carefully selected
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	Replying to' "We should simply emp..." Spoiler: it's not what the AIEdTech providers think
Luis Medina-Gual:	If we do critical pedagogy we must collaborate with developers. Or even, we should also be developers (and teachers).
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	Replying to "If we do critical pe..." Or enable teachers to be developers..

Maha Bali:	Replying to "If we do critical pe..." or teach developers about participatory approaches so that teachers can focus on teaching
Kelly Shiohira:	Replying to "FWIW I think unions ..." This is part of what we are striving for with the UNESCO AI Competencies for teachers and K-12 students. It has been a real journey though.
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	Replying to "If we do critical pe..." @Maha Bali do you trust developers? Do they want to learn?
Helen Beetham:	Replying to "If we do critical pe..." It is very difficult to use small scale development approaches to large media models. This is why I think the pressure should be on universities in collaboration with other public sectors like heritage that have valuable cultural knowledge, to get the funding to do the development and have (relatively) walled gardens. Some nations are doing this already for minority languages.
Leo Havemann :	Replying to "If we do critical pe..." Super-agree Helen.
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	Very good point. We need people who understand both education and technology, and these are too rare..
Mark Corbett Wilson:	Partly from the influence from political/economic/social forces, faculty (here in the US at least) have abdicated their control of the academy. Professional administrators have taken over and impose corporate cultures and technologies.
Priscila Gonsales:	In a period of rapid AI technologies evolution, attention ends up being too focused on the technology itself and its potential immediate gains, and not on how its value network can transform education in the future. We overestimate the short term and underestimate its long-term effects. For example, "digital colonialism" is still very little discussed in the field of education

<p>Thomas Hillman:</p>	<p>Replying to "If we do critical pe..." Developers (or at least companies) want to sell product. If procurement processes for edtech require that teachers are involved in development or at least that teacher concerns are considered in integration, they will be. Sometimes we talk like tech companies get to do what ever they want, but they make money by selling product. The people paying them for that product can have a say in what it look like, Ä¶</p>
<p>Kelly Shiohira:</p>	<p>Replying to "We should simply emp..." But those questions imply that there may be - could possibly be - a standard response or 'answer' to these questions. I think we need to focus on teachers making these decisions for themselves and their unique classroom contexts. A real potential of AI is that it increases the standardisation and bureaucracy of education (which is already substantial) - teacher surveillance, set scripted education programming, etc. So as critical theorists, one important role is to ask questions that lead to more thinking around differentiated education models, decentralized control, etc.</p>
<p>Omar Seguna:</p>	<p>The discourse surrounding technology in education indeed often involves a mix of excitement and apprehension. This was the case whenever new technologies were introduced in our classrooms. Teachers, being dedicated to the well-being of their students, naturally have concerns about the potential risks and challenges associated with integrating technology into the educational landscape and rightly so. Concerns in this case typically stems from concerns about issues like student privacy, over-reliance on technology, potential negative impacts on social and emotional development, and the digital divide. These are valid worries and that is why the importance of having a digital literacy strategy, AI strategy and AI policy.</p>
<p>Maha Bali:</p>	<p>Replying to "The discourse surrou..." agreed - so important not to reach a point of not recognizing "opportunities"</p>
<p>Katie Conrad:</p>	<p>Replying to "If we do critical pe..." @Helen Beetham Great point, Äand I think this needs to be accompanied by a discourse around data sovereignty</p>
<p>Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:</p>	<p>@Antonia Wulff yes!!! Developers should not be allowed to get away with avoiding ethical concerns.</p>

Helen Beetham:	Replying to "If we do critical pe..." At what point in the model development cycle do we want to 'build in' ethics? The training data? The modelling process itself? Model 'alignment' where thousands of badly paid data workers are trying to hit their speed targets? The business case?
Kelly Shiohira:	Replying to "In a period of rapid..." Do you do work in digital colonialism @Priscila Gonsales? I would love to hear more if so.
Jotsna Iyer:	Is it though: are the goals of science and technology set in a vacuum outside of the given political and economical structures?
Helen Beetham:	Replying to "If we do critical pe..." @Katie Conrad Agree about data sovereignty but that is no longer enough - we need to think about content sovereignty.
Dawit H:	It's essential to remember that AI is just another tool, much like Google was in the past. The impact depends on how it is used and for what purpose. I encourage my students to utilize AI for editing their work after crafting their original pieces. The assignment involves submitting both the original work and the AI-edited version. The intention is to support and enhance their knowledge and writing skills, fostering reflection on the process and their feelings about using AI in the context of their own learning journey. The key words here are: support/enhance, not to replace human creativity, originality, and feelings.
Mark Corbett Wilson:	In the past some engineers and technologists and corporate managers came into their profession from below - the working class. Now all these people are trained by educational institutions. Why aren't they trained for ethical uses of their organizations and products?
Katie Conrad:	(So far this is one of the two most gratifying panels on AI in education that I've seen or been involved with in the past year. Thank you all. Practical question: since it started in the middle of the night for me, I'm hopeful I can catch up by watching the earlier presentation(s) later?)
Maha Bali:	Replying to "(So far this is one ..." everything being recorded
Maha Bali:	Replying to "(So far this is one ..." thanks for coming Katie
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	Replying to "It's essential to re..." That's the problem, it's not just another tool.
Emanuele Bardone:	Replying to "(So far this is one ..." Yes :)

Leo Havemann :	Replying to "(So far this is one ..." glad you could make it Katie
Katie Conrad:	Replying to "It's essential to re..." But I think this conversation suggests that this 'tool' appears in a larger network of corporate interests, political interests, etc
Lindsay Weinberg:	I'm also thinking about Ruha Benjamin's argument that focusing so much on design can also make palpable more deeply entrenched injustices. As Selena and Maha pointed out, many tools like ChatGPT are backed by major tech companies that rely on exploited labor, have no commitments to mitigating the climate impacts of AI, are highly linguistically and culturally biased towards English-speakers/the 'West,' and the list goes on.
Lindsay Weinberg:	Many educators are being asked to normalize the corporate take-over, increased surveillance, and privatization of working conditions, when educators in the Global North could be thinking about what solidarity with exploited data annotators in the Global South could look like, for example. I think broadening participation from those who are most impacted within the academy (contingent faculty, students, unions) and incorporating marginalized epistemic frameworks is key, and/but I'm also interested in what it would mean to imagine this struggle as connected to larger global struggles, both outside and interwoven into the academy.
Christian M. Stracke:	Replying to "It's essential to re..." It is not just another tool but it is still a tool
Meenakshi Mani:	The issue also is that the software development life cycle tacks on issues of ethics (or even often contextualizing software engineering work within broader societal use and the myriad issues that may arise) as an afterthought. The computational problem at hand is always the priority to be addressed or solved. And software developers would say ,Äi why not? That's what they are trained in, not philosophy or sociology. But that's getting harder and harder to justify now, as it should be.
Christian M. Stracke:	Replying to "It's essential to re..." At least should be
Katie Conrad:	Replying to "(So far this is one ..." I'm thrilled. It was worth getting up at 4:15 am and that's saying something!!

Helen Beetham:	Replying to "It's essential to re..." It's a new architecture that is being integrated onto existing platform architectures - or seen another way a new development stack. Universities and education institutions were in at the ground floor of building the web - it isn't perfect, it has been captured by big tech platforms. But universities are nowhere when it comes to participating in this new development stack.
Mark Corbett Wilson:	Replying to "It's essential to re..." And capitalism. The political economy rewarded Google and Facebook etc. for developing "surveillance capitalism."
Kelly Shiohira:	Replying to "(So far this is one ..." @Katie Conrad fully agreed - that alarm was brutal but the engagements have been excellent!
Helen Beetham:	Replying to "(So far this is one ..." Lovely to see you here!
Thomas Hillman:	Replying to "It's essential to re..." Certainly 'AI' is not a tool, but tools are made that include AI technologies. Those tools and the common architectures of AI technologies use in them are what need attention rather than 'AI'.
Katie Conrad:	Replying to "(So far this is one ..."
@Helen Beetham	Back at you!!
Mark Corbett Wilson:	Look what happened to Audrey Watters, for all her work for education.
V√§is√§nen Jani:	Thank you for very inspiring discussions this far. The discussion seemed to be revolving around the topic of identity politics, to put it bluntly, 'the subjects' legitimate yearning to be recognized,' and there is nothing wrong with focusing actions such as that. However, I would like to draw more attention to topics, such as the underlying ethico-political structures and, ultimately, the economic structure and its normalization as it appears to operate and evolve today. Regarding the last point, I am sure many here morally disagree with these 'tech bros' who ownin the development of todays Generative Models.
Jotsna Iyer:	I was wondering who was going to mention neoliberalism first. Thanks MahaBali ☺

Fiona Harvey:	<p>Replying to "If we do critical pe,Ä¶"</p> <p>@Maha Bali I literally said Audrey Watters at the same time. I agree with Jeremy, there is a lot we can learn from what has gone before. I think the way we communicate to non-AI-interested-folk makes a huge difference. We need to find a way of guiding those with positional power to take on the ideas and share to a broader audience</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>@Maha Bali we all agree - but that's the challenge. Are there any policy makers / developers / journalists in the room?</p>
Maha Bali:	<p>Replying to "@Maha Bali we all a..."</p> <p>precisely</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	<p>Replying to "@Maha Bali we all a..."</p> <p>So how do we get them to listen?</p>
Katie Conrad:	<p>Replying to "@Maha Bali we all a..."</p> <p>I fear that in the US, a whole bunch of journalists interested in what we're discussing (eg Brian Merchant) just got laid off en masse</p>
Kelly Shiohira:	<p>Replying to "@Maha Bali we all a..."</p>
@Dr. Yishay Mor, lead researcher, AI&ED institute, MoE	<p>you would know better than any of us...please share your wisdom next time</p>
Mark Corbett Wilson:	<p>Replying to "@Maha Bali we all a..."</p> <p>@Maha That reminds me: are there any bots in the room?</p>
Christian M. Stracke:	<p>Replying to "@Maha Bali we all a..."</p> <p>First, let us show good practice in our own institution</p>
Helen Beetham:	<p>There are plenty of brilliant and critical tech journalists - I listen to and read them all the time - but they don't really have education in their sights. So that's a connection we really need to make. It's one reason I blog.</p>
Helen Beetham:	<p>Replying to "@Maha Bali we all a..."</p> <p>@Katie Conrad exactly - this is what's coming down the track for all creative industries that rely on text. But we can build connections with critical tech journalists - I think that is really important for any critical ed tech</p>

<p>Kelly Shiohira:</p>	<p>Replying to "@Maha Bali we all a..."</p> <p>@Katie Conrad but there is perhaps something in the potential of groundswell...we are not great at tapping into these things as academics but the growing influence of social media and community journalism makes me think there is a way - if social media can spread huge amounts of disinformation, surely it can spread information as well...</p>
<p>Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:</p>	<p>Replying to "@Maha Bali we all a..."</p>
<p>@Kelly Shiohira gladly!</p>	
<p>Leo Havemann :</p>	<p>I think yes we need ethics in the CS curriculum, yes we need interdisciplinary collaboration and to open the conversation to diverse voices but ultimately humans who work for corporations are bound by corporate imperatives and corporate AI is designed and marketed for that purpose. I think we need to collaborate within education to homegrown small, ethical AI tools instead of buying into the idea of these god machines that will do everything.</p>
<p>Priscila Gonsales:</p>	<p>Replying to "In a period of rapid..."</p> <p>@Kelly Shiohira I have lots of materials in Portuguese, some in EN, like this paper: https://relatec.unex.es/index.php/relatec/article/view/4425</p>
<p>Karen Lothead:</p>	<p>I'm very interested in the equity questions associated with AI in education. There is a strong pay-to-play reality of AI in education (and more broadly) that's deserving of our collective attention. Who (institutions and individuals) can afford to engage with AI and who can't is strongly linked with who is included/represented in discussions like these and who is left out (advertently or inadvertently)</p>
<p>Leo Havemann :</p>	<p>Replying to "There are plenty of ..."</p> <p>Your work is so vital and I might say critical to this conversation.</p>
<p>Kelly Shiohira:</p>	<p>Replying to "In a period of rapid..."</p> <p>Thank you!</p>

Ilkka Tuomi:	Thinking about the first issues for the new European journal on ed. policies, maybe we could turn out quickly an issue on critical AI&ED studies (in addition to the book). The journal focuses on comparative views and policy-relevant research. The journal will essentially continue the work of the European Journal of Education (now moving towards a high-volume publication model by Wiley as they orient towards higher profits).
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	Replying to "I think yes we need ..." We just had an argument about this recently.. we're building an AI competence framework, and it includes a substantial ethics block. We were discussing it with some CS ed folk, and they said: 'CS students just want to build stuff. They don't want to hear about ethics', resonates with what was said above..
Katie Conrad:	Replying to "There are plenty of ..." I'd love a network of bloggers that are doing critical AI and ed. The voices being amplified are generally boosters.
Helen Beetham:	Replying to "There are plenty of ..." helenbeetham.substack.com if anyone wants to find me - I'm in the process of moving platforms but I'll make it easy to follow me
Michael Tan:	Because of the way we have had disciplinary specialisation for such a long time, and because of the way it has become tribal in nature, and also because we do not really know what _education_ is for (as opposed to training, job preparation, etc), we now have the situation where ethics is not considered to be part of engineering. More significant structural change is needed.
Martin Oliver:	Replying to "If we do critical pe..." @Helen Beetham Re at what point to build in ethics: I think the framing needs to change. Everything is ethical, building it in presupposes a separation. I think we need to call out the ways in which the ethics people are already enacting (in design, use, policy) are already problematic.
Helen Beetham:	Replying to "If we do critical pe..." It was an ironic question really - my bad

Meenakshi Mani:	<p>Replying to "I think yes we need ..."</p> <p>Leo, I agree strongly with what you're saying. I'm struggling with how ethics curriculums necessarily empower developers to develop better, more just, ethical technologies. I taught a class with undergrad CS students recently, who all had such great thoughts on ethics, and social issues. But at the end of the day, they all felt quite disempowered in the face of the power of corporations within which they would do such work, and how they would stand up for these values and still hold on to jobs.</p>
Priscila Gonsales:	<p>Replying to "There are plenty of ..."</p> <p>It would be interesting to think about how to bring more researchers from the global south into the discussion, in particular from Latin America</p>
Helen Beetham:	<p>Replying to "There are plenty of ..."</p> <p>There is such a strong tradition of alternative technical development in Latin America - our LMT special issue on feminist ed tech received (and published) some inspiring work - do check it out.</p>
Katie Conrad:	<p>Replying to "I think yes we need ..."</p> <p>@Meenakshi Mani Same. My intro course on the rise of gen AI was 2/3 CS students and at least one just left the field for similar reasons</p>
Javiera Atenas:	<p>Replying to "I think yes we need ..."</p> <p>Also trining the social sciences and humanities in data ethics, as research methods courses don't address ethics beyond seeking approval and consent</p>
Leo Havemann :	<p>Replying to "I think yes we need ..."</p> <p>that may be their motivation but it doesn't mean they can't learn about the ethics of what they are doing as an integral part of doing</p>
Helen Beetham:	<p>Feminist special issue https://femedtech.net/special-issue-of-learning-media-technology-feminist-perspectives-on-learning-media-and-educational-technology/. Great critical tech journalists on my radar: Ed Ongweso Jr, Meredith Whittaker (not really a journo but blogs and speaks widely).</p>
Martin Oliver:	<p>Replying to "If we do critical pe..."</p> <p>@Helen Beetham [laughs] Sorry, didn't mean to imply you believed that! I saw it as provocation. But I think it's worth flagging since that view underlies (e.g.) a lot of the proliferation of AI ethics guidelines.</p>

Fiona Harvey:	<p>Replying to "It's essential to re,Ä¶!"</p> <p>Reminded of what Jeremy said about looking back at what has gone before. Viewing tools as neutral means we feel responsible to have to learn how to use it and if we don't then we have failed. But, by design, these tools are based on algorithms that we don't know what they are, they are trained on unknown data and operate in such an opaque that they are political and do have social consequences.</p>
Maha Bali:	love this @Antonia Wulff
Lindsay Weinberg:	<p>Replying to "I think yes we need ..."</p> <p>I find students feel more empowered when they see the historical precedent for these sorts of efforts in STEM education (e.g. 1960s anti-war activism against production of military tech in universities), and successful organizing in the tech industry in the present (Constanza-Chock's book covers these quite well)</p>
Leo Havemann :	<p>Replying to "If we do critical pe..."</p> <p>this is the argument Javiera and I made in a recent paper</p>
Leo Havemann :	<p>Replying to "If we do critical pe..."</p> <p>https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s41239-023-00380-y</p>
Lindsay Weinberg:	<p>Replying to "I think yes we need ..."</p> <p>Eek, apologies. That's Costanza-Chock, Design Justice</p>
Dr. Yishay Mor, lead researcher, AI&ED institute, MoE:	@Wayne Holmes never mind the quantity, the quality of participation is amazing..
Helen Beetham:	<p>Replying to "I think yes we need ..."</p> <p>Resistance to AI in education could encompass all the resistance to the dominance of IQ and 'intelligence testing' in schools, especially by anti-racists campaigners. That is where so much of the current discourse and technology in a wider sense comes from.</p>
Christian M. Stracke:	<p>More info on this Council of Europe work on Regulation of AI&ED: http://opening-up.education/artificial-intelligence-and-education</p>
Karen Triquet:	Thank you for the rich presentations and conversations!
Shailey Minocha:	☺
Priscila Gonsales:	<p>Replying to "There are plenty of ..."</p> <p>Yes, @Helen Beetham but there are new discussions about digital colonialism to consider!</p>
Kyungmee Lee:	Thank you so much for this thought-provoking conversation, all!!! ☺

Mark Curcher:	☐üëè
Helen Beetham:	Sorry I can't stay, great event thanks
Mark Corbett Wilson:	Thanks to all! See you at 5 am here in California!
Maha Bali:	thank you everyoe
Lindsay Weinberg:	Thanks so much!
Katie Conrad:	Wish I could stay! Thank you!
Maha Bali:	presenters and chatters!!!
Henrietta Carbonel:	Thank you so much for the great Morning.
Christian M. Stracke:	Thank you Wayne and all!!!
Katarina Trojachane c Dineva:	Thank you!
Maka Eradze:	Thank you very much, bye!
Selar Ali:	Thank you all
Sikunder Ali:	thanks you so much all!
Bokyung Go:	☐üòÜ
Maha Bali:	I've used that power for evil once
Mark Corbett Wilson:	Link to document?
Jyoti Rahaman:	Replying to "Link to document?" Will be shared soon :)
Jyoti Rahaman:	Breakout Room Instructions: Breakout rooms,Äã
Pierre-Antoine Ullmo:	how do we get the breakout room info?
Lisa Kondrashova:	https://drive.google.com/drive/mobile/folders/1YTS06XDxgSBqYqg3fZBZC6JbA2ikadRy
Bieke Schreurs:	perfect
Mark Corbett Wilson:	Yes, 4-6 is good
Caroline Pelletier:	how about 6
Jen Persson:	12-13 breakouts
Mark Corbett Wilson:	No mathematicians in this group! ;-)
Maha Bali:	well now 11 haha

Jen Persson:	we've fewer people now! 66
Maha Bali:	yeah like 5 ppl left
Jyoti Rahaman:	tinyurl.com/calltoaction2024
Christian M. Stracke:	let's start!