

Artificial Intelligence and the Philosophy of Education

The educational philosophy of John Dewey places an emphasis on hands-on experience and making connections between classroom learning and real-world situations. His philosophy of education focuses on the value of experiential and hands-on learning in preparing learners for civic engagement.

Artificial intelligence (AI) in education, on the other hand, has the potential to individualize instruction and expand students' access to course materials, but it has also been linked to a decline in student-teacher contact. I think there is still room to integrate AI in the philosophy of teaching for example, despite the fact that some opponents are worried about the potential for AI to replace instructors and there are concerns of bias in algorithms and inequities in access to AI-powered educational materials, the following are examples of how AI can be integrated with various philosophy of teaching.

Experiential learning and making connections between classroom instruction and real-world problems and challenges are central to the **progressive pedagogy** that John Dewey championed. AI could be utilized in this setting to give students access to simulations and VR settings that are both realistic and interesting to them.

Constructivism, which places an emphasis on the student's active participation in the learning process, may find a friend in AI in the form of individualized learning algorithms that can be tailored to each learner's specific requirements.

Learning systems powered by AI that track student progress and provide feedback to promote advancement could be used to implement **behaviourism**, which focuses on reinforcing desired behaviours through rewards and penalties.

Is Artificial Intelligence (AI) Good or Bad?

It is difficult to declare if AI in education is fundamentally beneficial or harmful, as its value is dependent on how it is deployed and used. However, there is growing evidence that AI could have a positive impact on education. In the end, the decision to include AI into education should be founded on a rigorous examination of the potential benefits and drawbacks, and it should be approached in a manner that is consistent with the ethical and pedagogical values that should guide educational practice.

As quoted in **AI and education: guidance for policy-makers** (UNESCO p3);

“However, it is important to acknowledge at the outset that the use of AI for learning and assessment also raises various concerns that are yet to be properly addressed. These include concerns about their approach to pedagogy, the lack of robust evidence for their efficacy and potential impact on teachers’ roles, and broader ethical questions”

(Holmes et al., 2018b, 2019).

It is essential to make certain that the implementation of AI in educational settings caters to the requirements of students and serves their best interests, without undermining the function of educators or the standard of education as a whole. It is highly likely that the education of the future will involve a combination of traditional and innovative teaching methods. Additionally, it is possible that particular aspects of traditional educational philosophy may be modified or adapted in response to advancements in technology and changes in society.

For instance, the application of AI in the field of education has the potential to personalise learning and provide access to a wider range of educational materials. This could lead to a shift away from more conventional teaching methods that are designed to be universally applicable to all students. At the same time, it is essential to take into consideration the potential drawbacks of AI in education, such as the possibility of diminishing the sense of personal connection and interaction with other people during the learning process, as well as concerns regarding the existence of bias in AI-powered educational resources and unequal access to those resources.

It is essential to make certain that the implementation of new technologies caters to the requirements and interests of students and does not bring about a decline in the standard of education as a whole. In general, the education that will be provided in the future will most likely be a combination of traditional and cutting-edge teaching methods.

Bibliography

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UNESCO. *AI and education: guidance for policy-makers*. Policy. France, 2021.