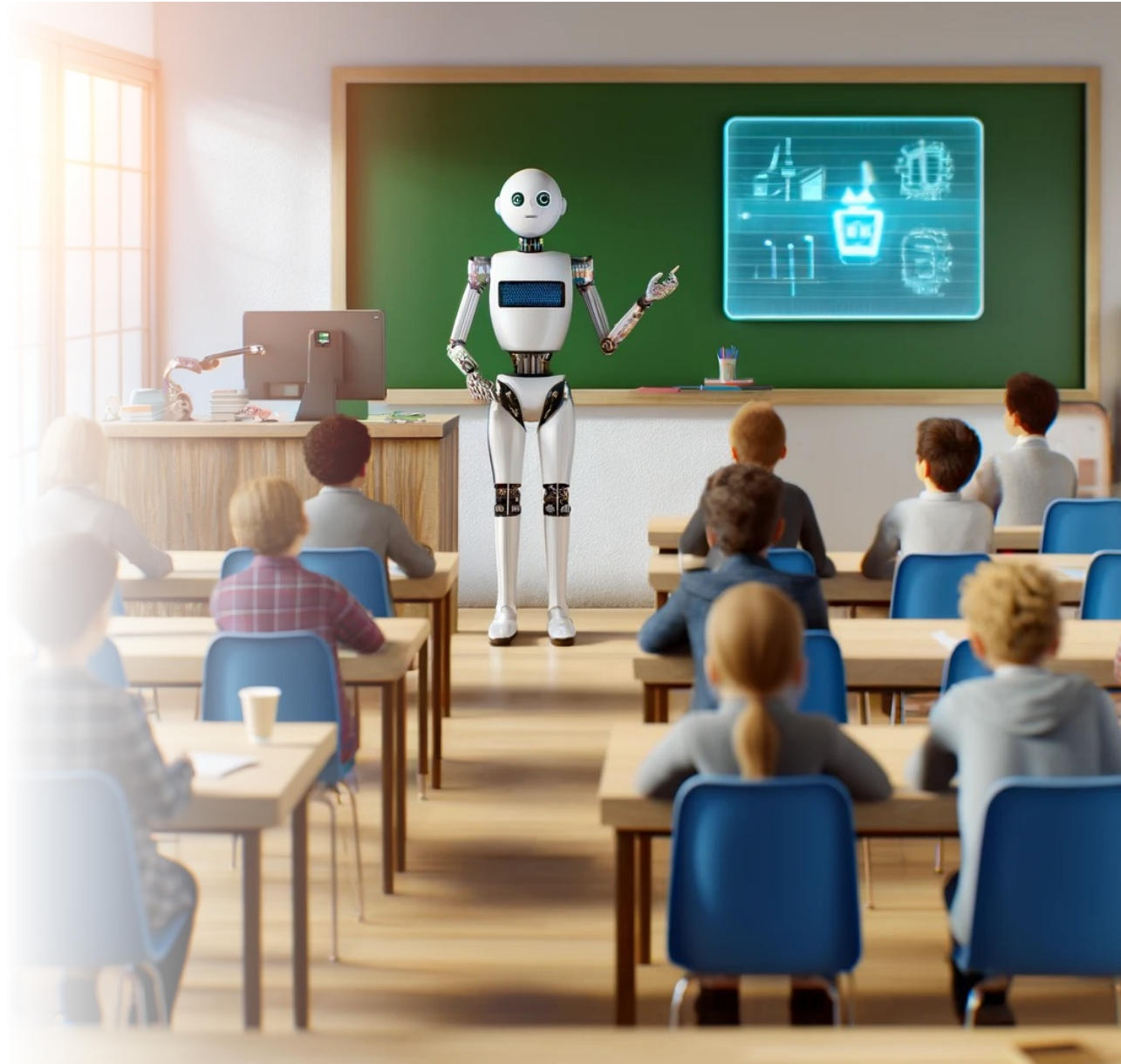


THE SILENT TAKEOVER

AI's Dramatic Role
in Redefining
Academic Norms

Prof. Alexiei Dingli



A group of approximately 25 diverse young people, including men and women of various ethnicities, are looking out from an open cardboard box. They are arranged in several rows, filling the interior of the box. The box is made of brown corrugated cardboard and is open at the top. The background is a plain, light-colored surface.

THE BOX METAPHOR

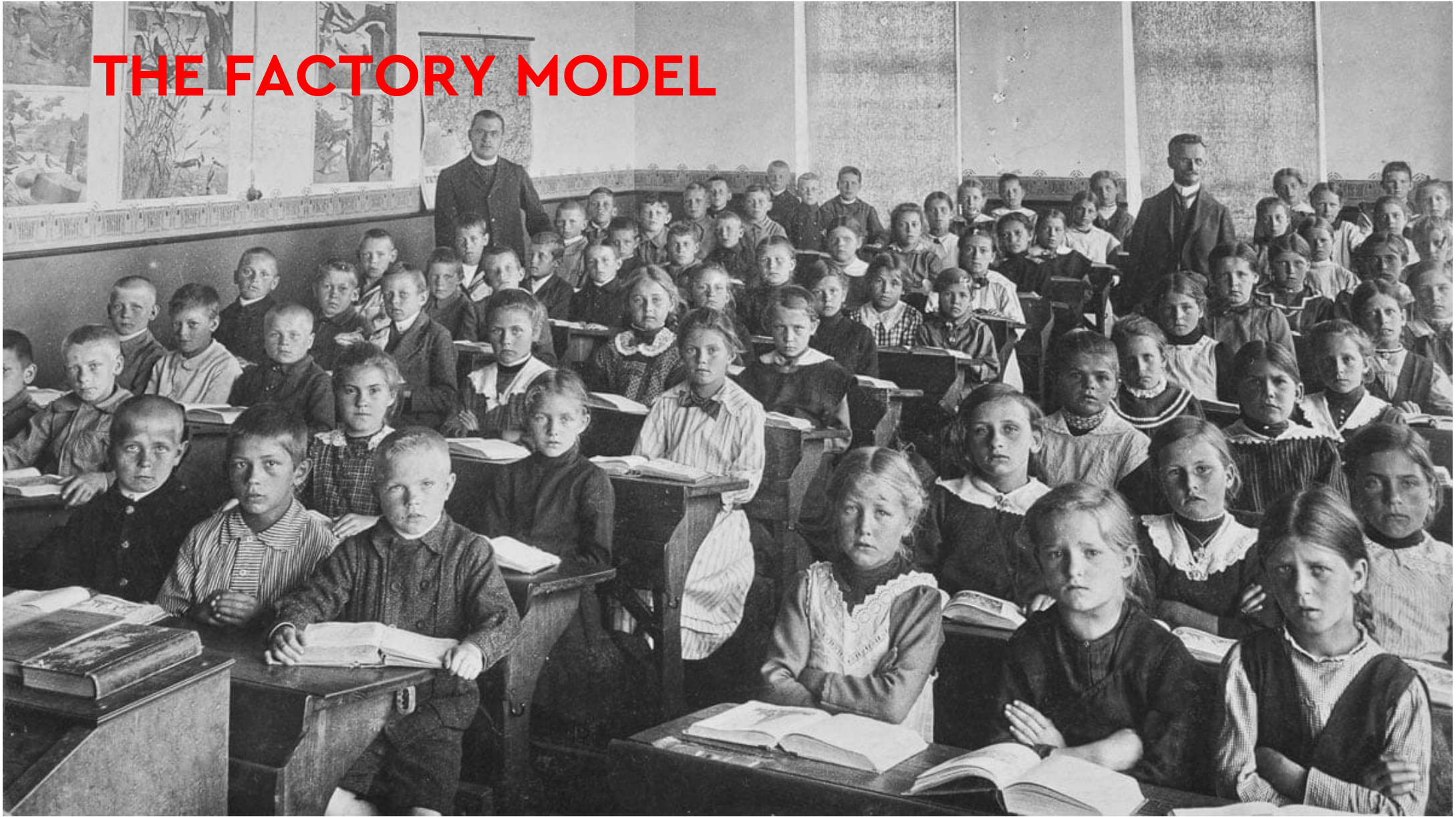
THE AGE-OLD DILEMMA



PLANT
THE
LOVE
FOR
KNOWLEDGE



THE FACTORY MODEL



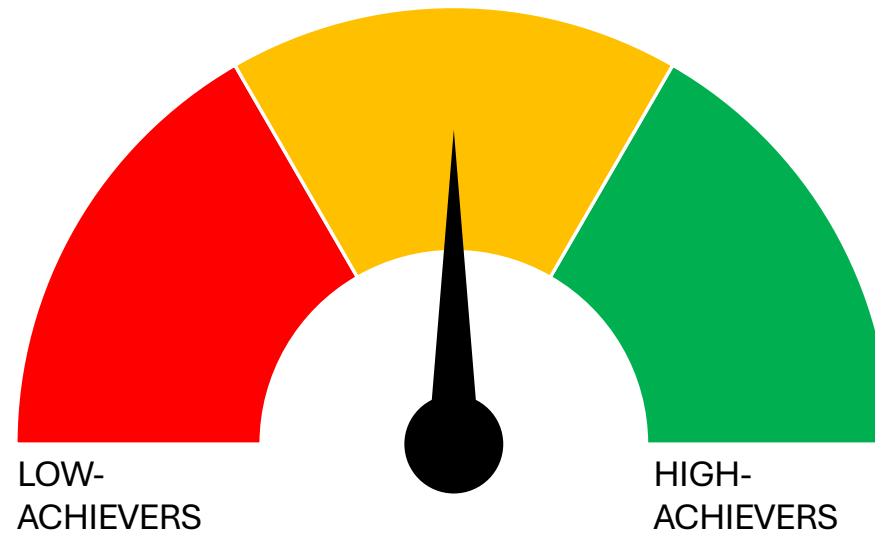


CHOOSE YOUR SIDE

Everybody
is a Genius.
But If You
Judge a Fish
by Its
Ability to
Climb a
Tree, It Will
Live Its
Whole Life
Believing
that It is
Stupid



DIFFERENTIATED LEARNING



**LOOONG LESSONS,
AFTER EACH OTHER**



**MICRO
LEARNING**



snien

snin

DIGITAL DISTRACTIONS



ROBBING US FROM LIVINING THE MOMENT

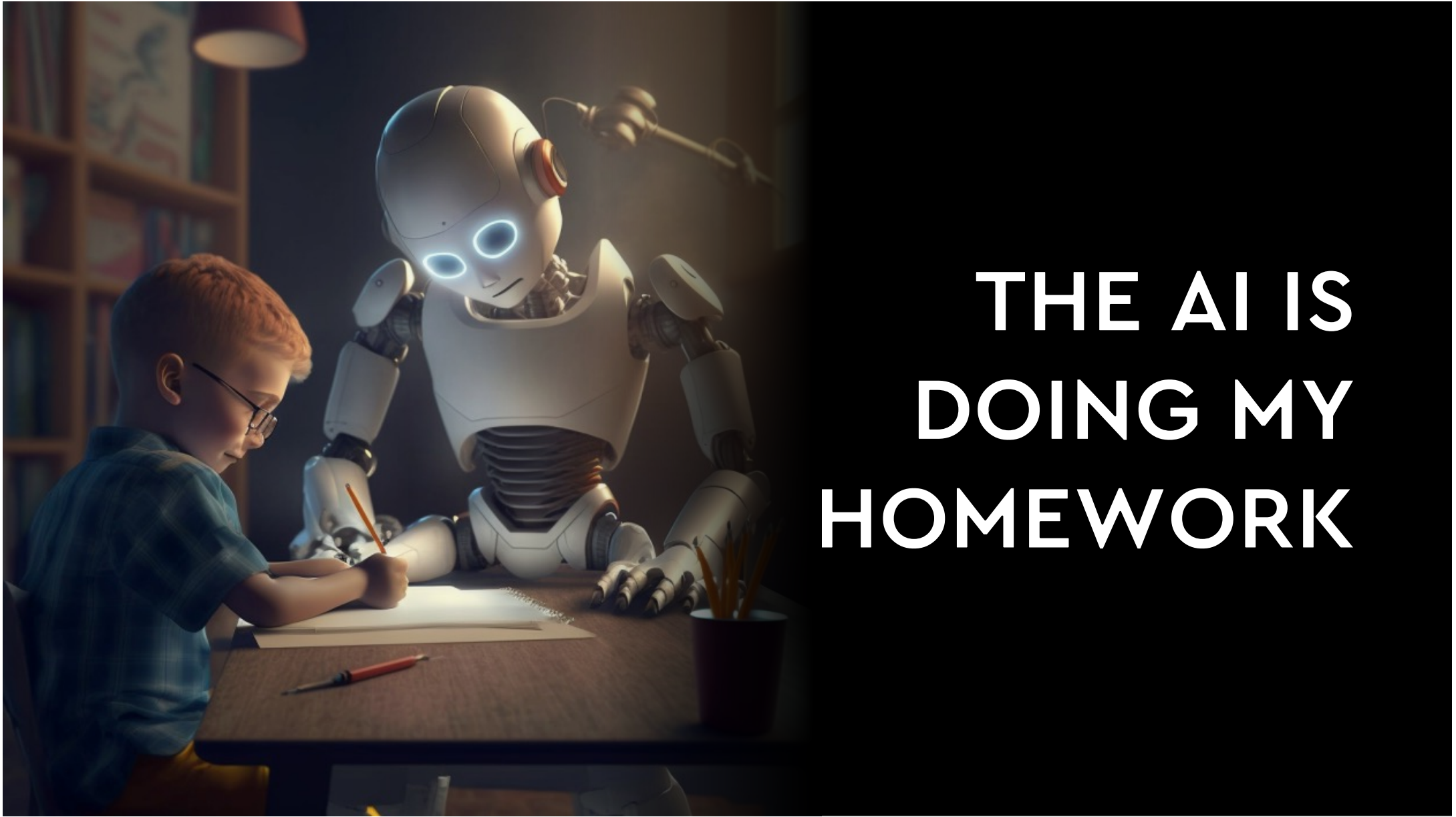


LEARNING RUBBISH



HOME ALONE





**THE AI IS
DOING MY
HOMEWORK**

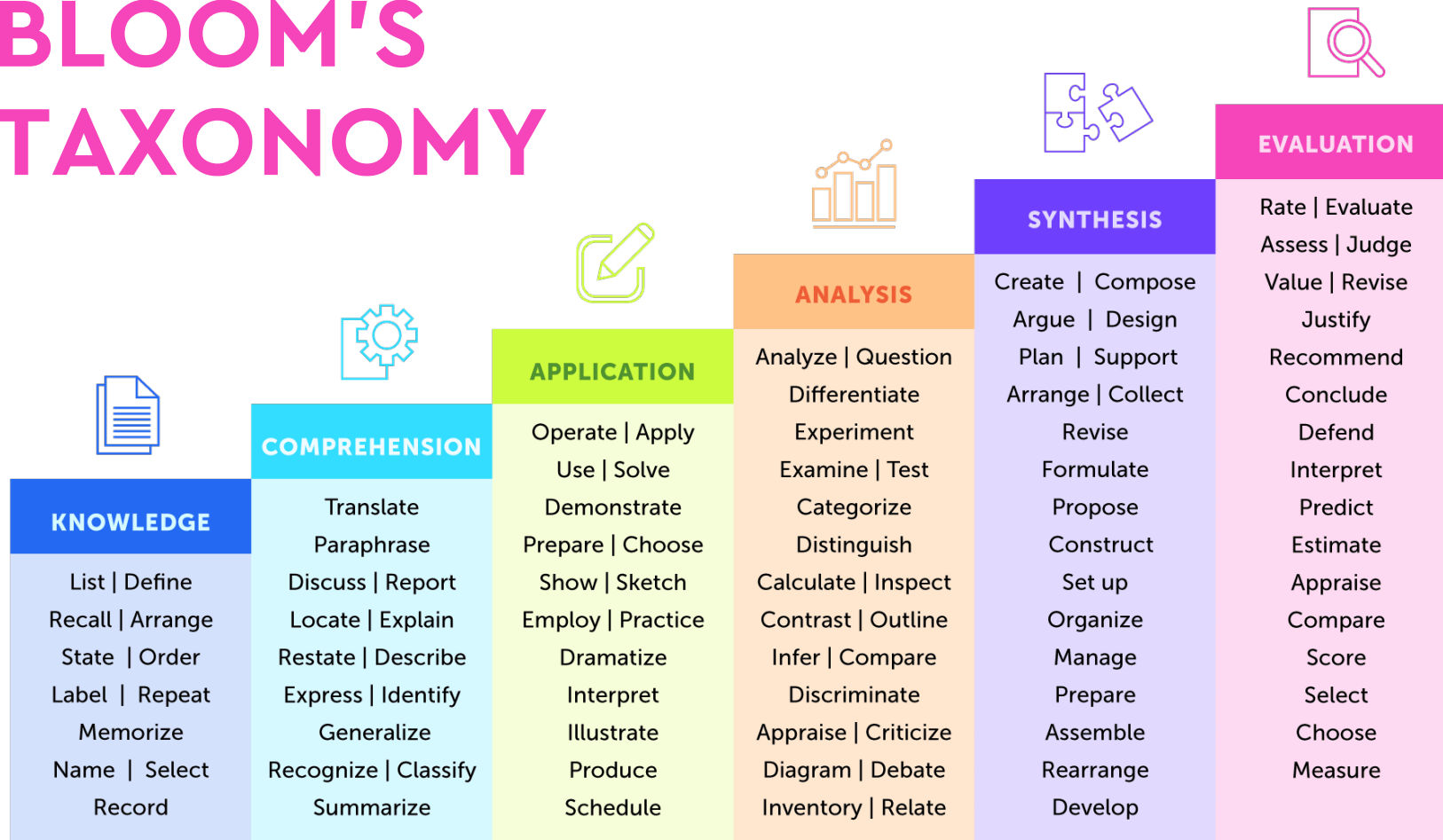
SCHOOLS OF TOMORROW



**EXPECT
MORE**



BLOOM'S TAXONOMY





FLIPPED CLASSROOM

AI GIVES YOU SUPERPOWERS



- Generating **prompts** in a literature class or drama
- **Answering student queries** in a history class
- **Providing initial feedback** on student essays in an English class
- Curating **educational resources** for a biology class
- Creating **personalised learning paths** in a math class
- **Acting as a tutor** for a chemistry class
- Providing instant **translation** in a foreign language class
- Suggesting **colour combinations** in an art class
- **Generating coding challenges** in a computer science class
- **Role-playing** historical figures in a social studies class
- Creating **economic simulations** in an economics class
- **Processing large datasets** in a statistics class
- **Answering questions** about stress management in a health class
- **Creating narratives** for virtual field trips in a geography class
- **Creating dialogues** for historical reenactments in a history class
- **Generating ethical dilemmas** in a philosophy class
- **Generating melodies** for music composition in a music class

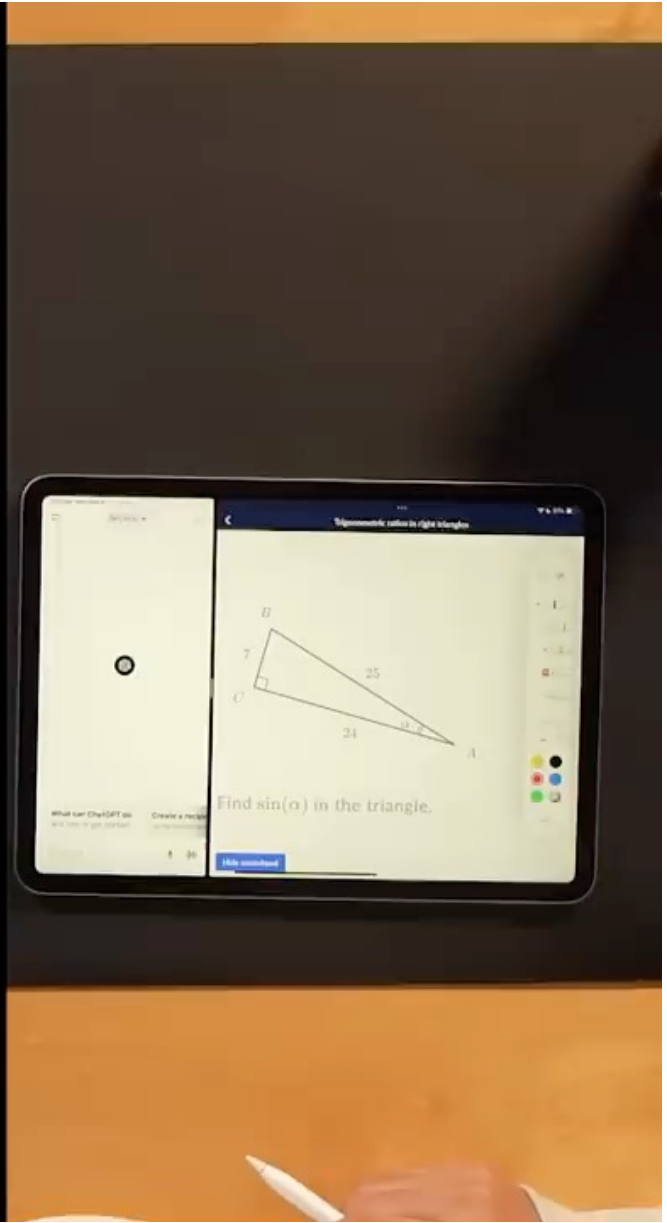


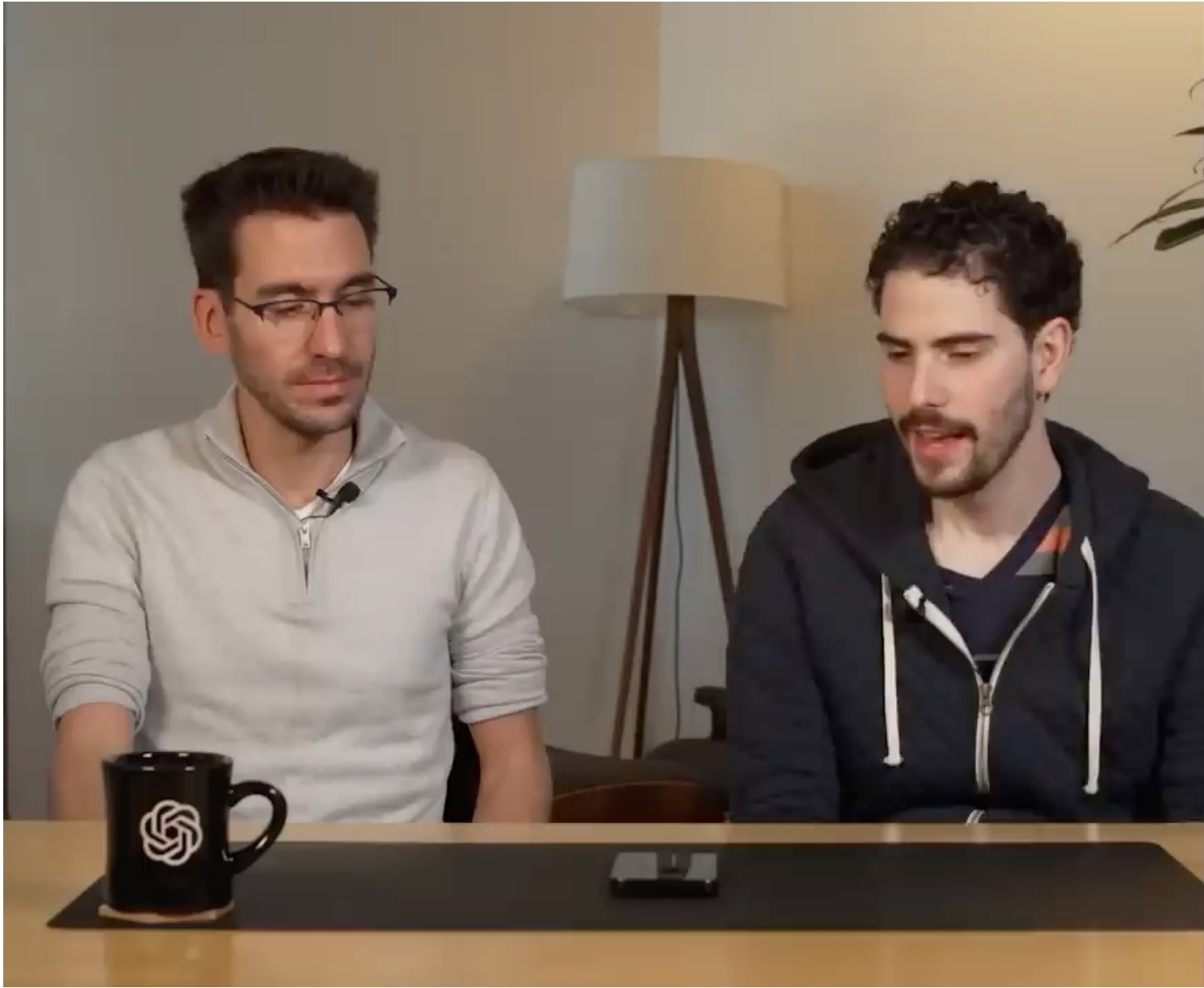


HYPERPERSONALISATION







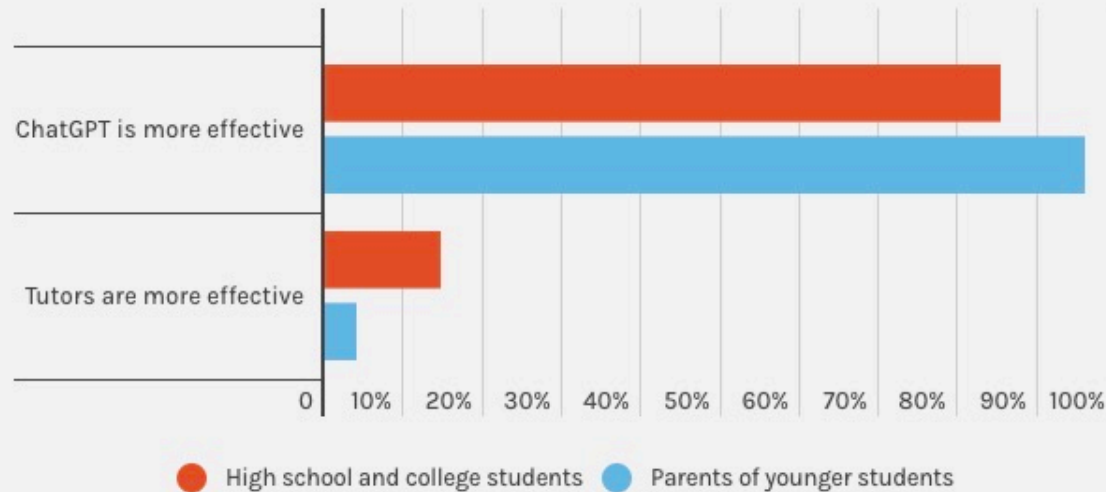




Computer use for
automating operations

IS AI REPLACING EDUCATORS (1)?

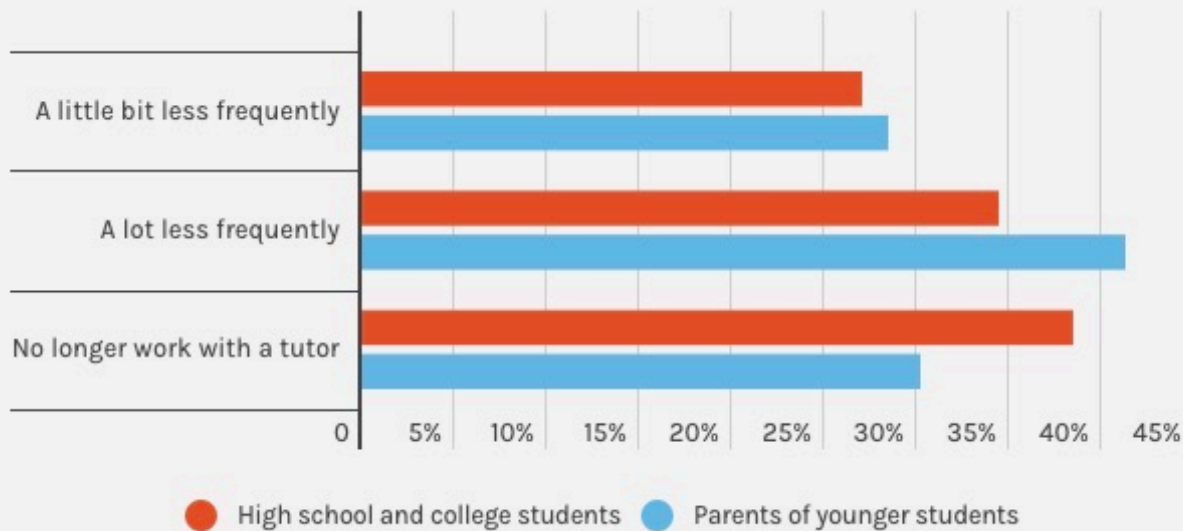
In general, do you believe studying with a tutor or studying with ChatGPT is more effective?



*Source: <https://www.intelligent.com/new-survey-finds-students-are-replacing-human-tutors-with-chatgpt/> (May 2023)

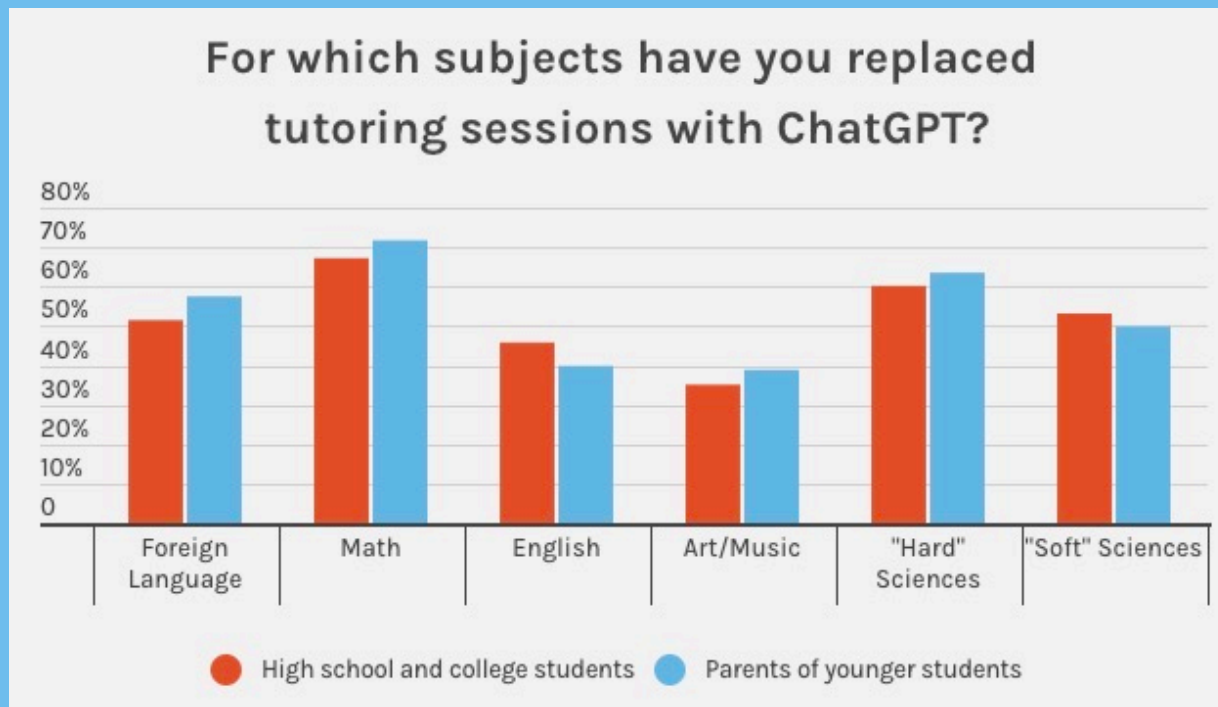
IS AI REPLACING EDUCATORS (2)?

As a result of studying with ChatGPT, how much less frequently do you/your child work with a tutor?



*Source: <https://www.intelligent.com/new-survey-finds-students-are-replacing-human-tutors-with-chatgpt/> (May 2023)

IS AI REPLACING EDUCATORS (3)?

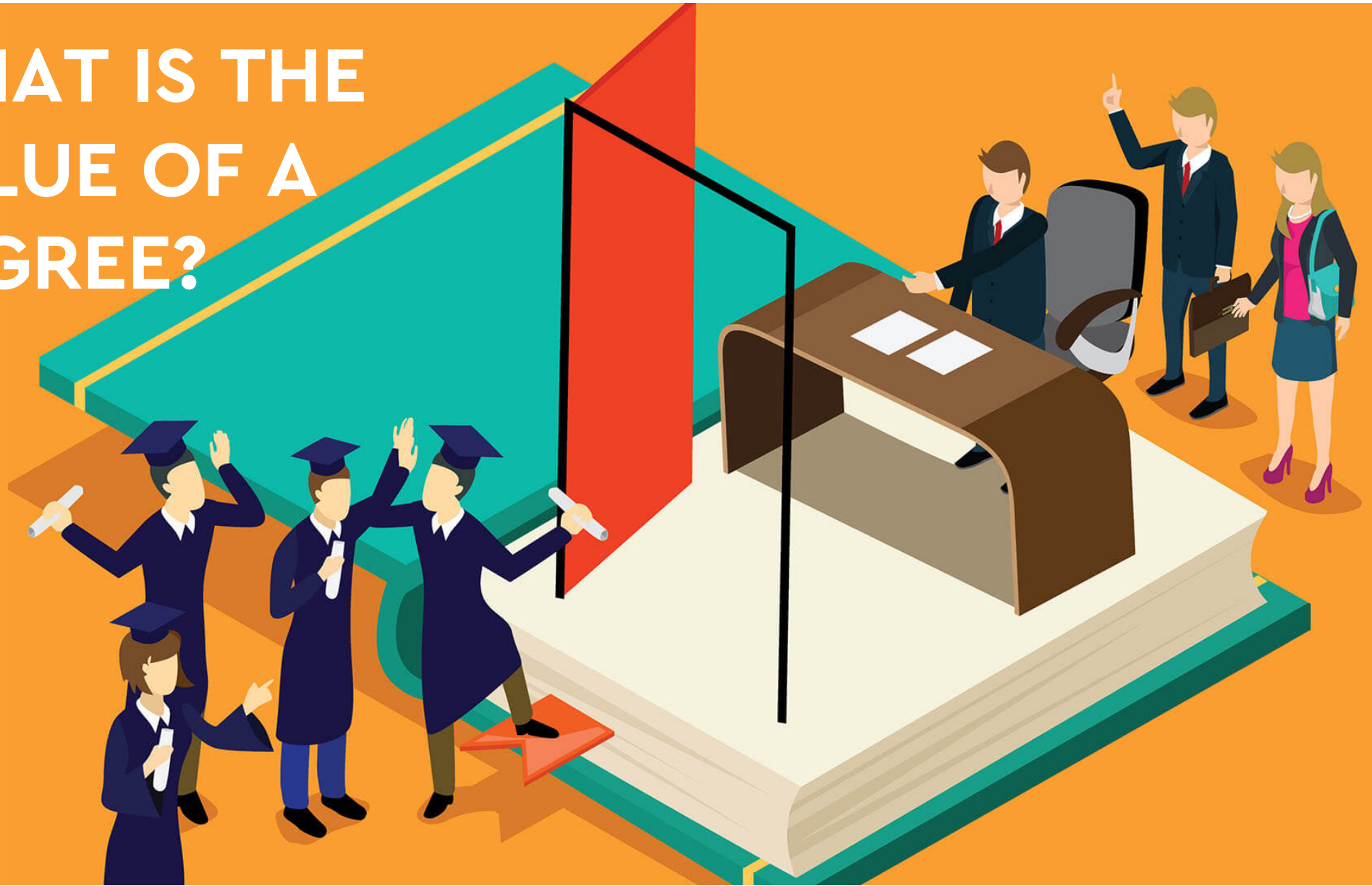


*Source: <https://www.intelligent.com/new-survey-finds-students-are-replacing-human-tutors-with-chatgpt/> (May 20

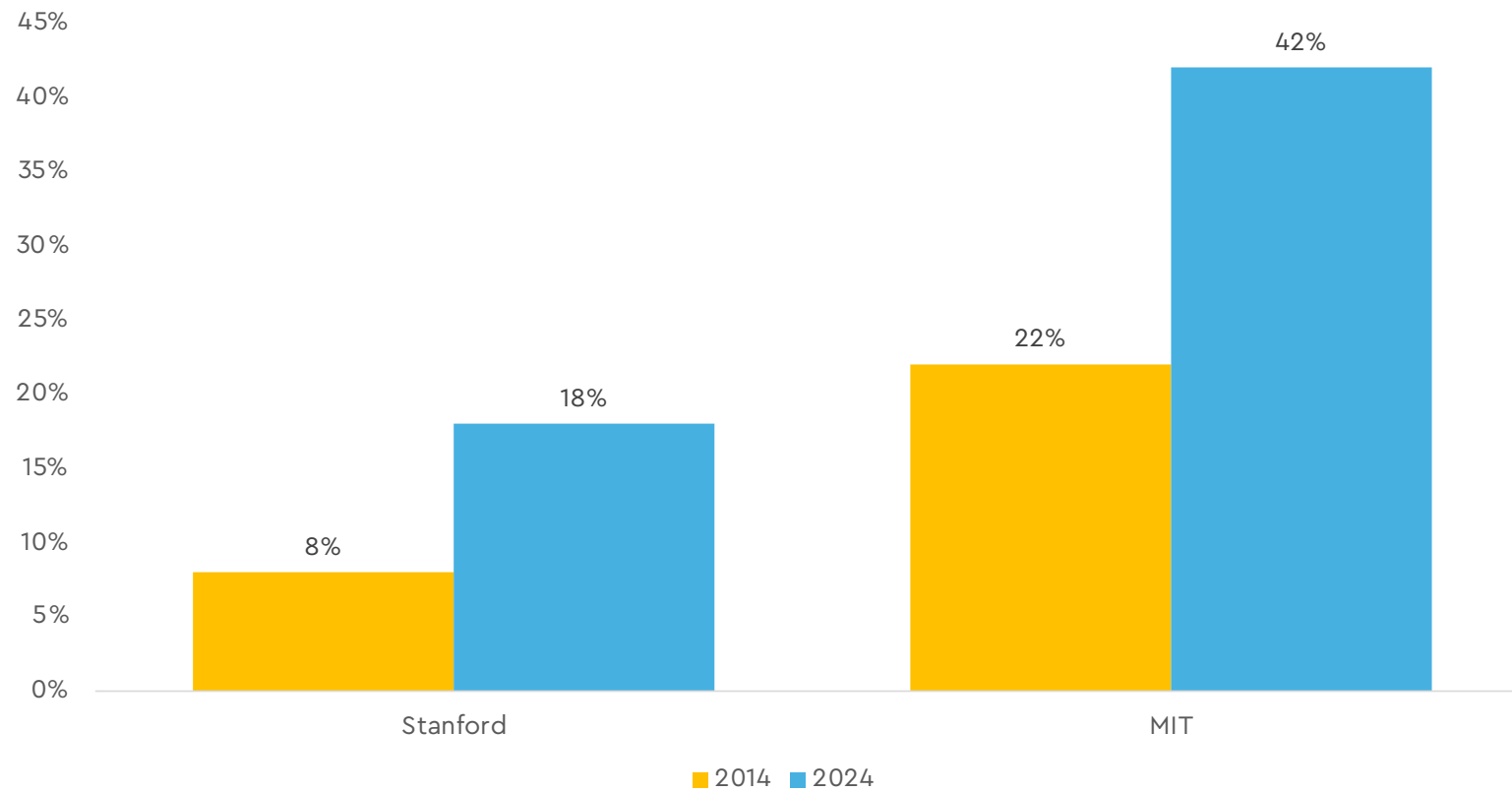
CONTENT VS SKILLS



WHAT IS THE VALUE OF A DEGREE?



THE COMPUTER SCIENCE PROBLEM



ETHICAL AI

- **Privacy**
 - Data Collection & Usage
 - Surveillance and Monitoring
- **Fairness**
 - Algorithmic Bias
 - Equity in Access
- **Transparency**
 - Algorithmic Transparency
 - Policies

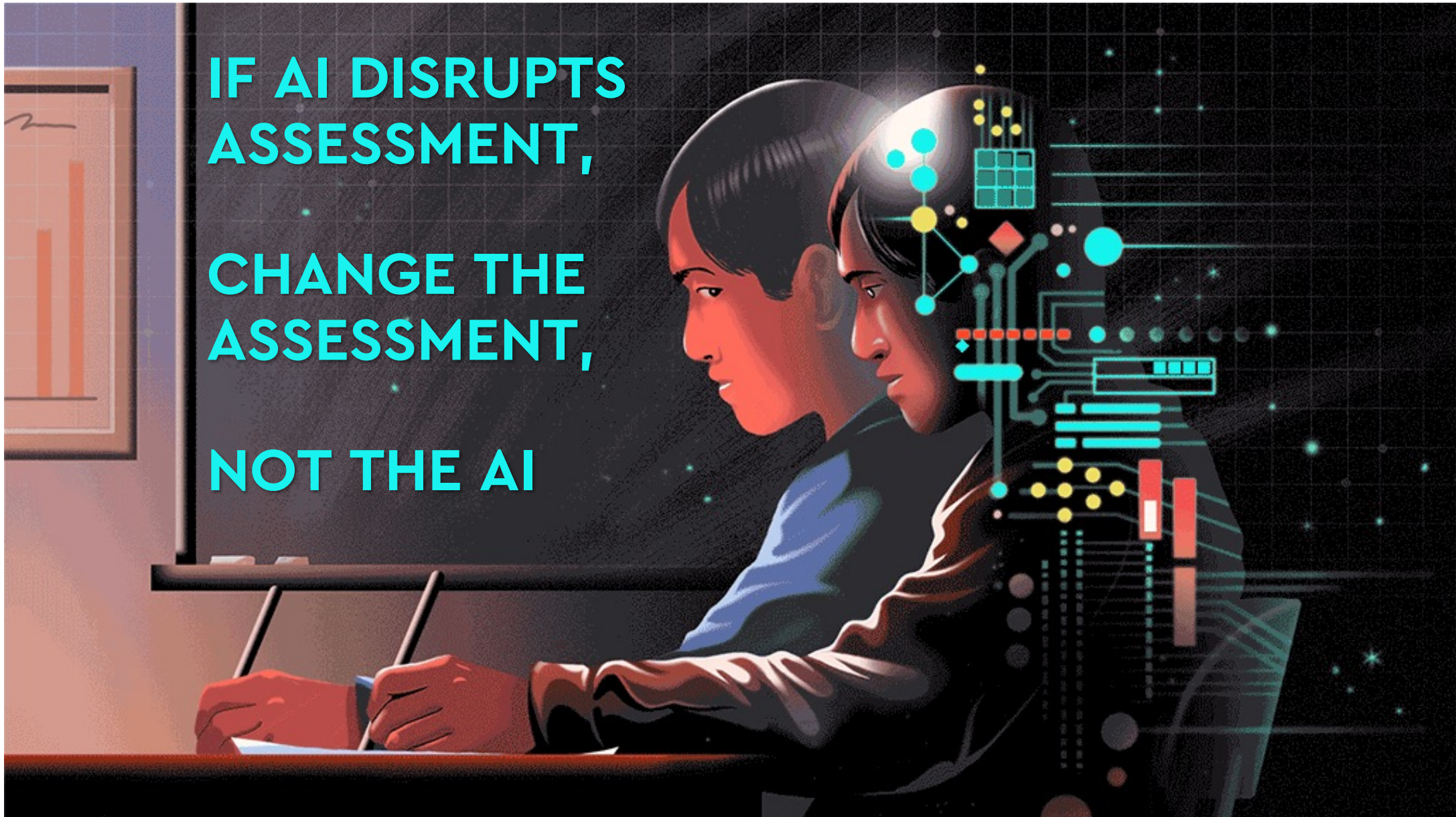


An illustration on a tan background showing a red hand in a blue suit sleeve placing three blue puzzle pieces into a white robotic arm. The robotic arm has blue circular joints. Two white starburst shapes are positioned above the puzzle pieces. Below the illustration, the title 'BALANCING ACADEMIC INTEGRITY AND INNOVATION' is written in bold black text.

BALANCING ACADEMIC INTEGRITY AND INNOVATION

- AI-Powered Detection System
- Comprehensive Policies on Acceptable AI Use
- Training & Awareness
- Disclosure and Citation Requirements
- AI Integration in the Curriculum

**IF AI DISRUPTS
ASSESSMENT,
CHANGE THE
ASSESSMENT,
NOT THE AI**



**TECHNOLOGY
IS JUST A TOOL
WHICH
motivates kids
and GETS them
WORKING
TOGETHER.**

**IN THE HANDS
OF TEACHERS,
IT CAN BE
TRANSFORMATIONAL!**



THANK YOU!

Questions?

Email: alexiei.dingli@um.edu.mt
Web: <http://www.alexieidingli.com>
Facebook: alexieidingli
LinkedIn: alexieidingli
Twitter: alexieidingli
Medium: @alexieidingli

