

Artificial intelligence and education

Prof Rose Luckin, UCL's Faculty of Education and Society, shares how we can embrace artificial and human intelligence to drive the way we think about assessment.

April 2023

You will all have heard about generative AI systems like ChatGPT and wondered about its implications for the way we educate and assess. There is a need for change, but there is no cause to panic; artificial and human intelligence are different and can be powerfully complementary.

There are many aspects of human intelligence that cannot be automated, for example a sophisticated understanding of what contextualised knowledge is, and advanced metacognition, self-regulation and self-efficacy.

An AI like ChatGPT produces useful, coherent, collations of information as essays and conversations, however it does not understand a word it produces, nor the context within which these words apply.

Therefore, if we help students develop a contextualised understanding of their subject, an ability to understand themselves as learners, and to be self-effective individuals who will always know how to learn what they need to understand, there is no threat from any AI.

We could see AI, such as ChatGPT, as one of the many useful tools that we need students to master and use to increase their knowledge and understanding, a tool that will inevitably be part of their future lives.

As Professor Mary Richardson states in her planning effective assessment micro CPD video, the driver of assessment should be what we want to assess not the mode of assessment.