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From disposable education to acting in the world as a human in the time of AI

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Synopsis

From automatic learning to generative AI

Bildung: the purpose of education

AI: an eye opener on our society

Wisdom and responsibility to move forward?

Openness: a lever?

Automatic learning

Alan Turing in 1950: a child brain to initiate an intelligent machine

“Instead of trying to produce a programme to simulate the adult mind, why not rather try to produce one which simulates the child’s? If this were then subjected to an appropriate course of education one would obtain the adult brain. Presumably the child-brain is something like a note-book as one buys it from the stationers.”

Turing, 1950, p. 456

Generative AI

Machine learning algorithm specificities:

- Identify patterns in data
- Develop a set of rules
- Apply rules to new data to predict a class or a score

Challenges:

- Compare algorithms to achieve superior outcome / to perform better than humans
- Define and optimise a mathematical function to determine this «better» (accuracy of rules or errors committed)

Bildung: the forgotten purpose of education

Mathematical functions determine education

Origin of *Bildung*: the university model of von Humboldt

“The concept of *Bildung* brings together the aspirations of all those who acknowledge – or hope – that education is more than the simple acquisition of knowledge and skills, that it is more than simply getting things ‘right,’ but that it also has to do with **nurturing the human person**, that it has to do with individuality, subjectivity, in short, with **‘becoming and being somebody’.**”

Biesta, cited by Deimann, 2013, pp. 192-3

Conceptions of learning: surface learning vs deep learning



Marton & Säljö, 1984

AI: an eye opener of our society

Surface learning:

- Reproduction from predictions
- Disposable assessments, disposable education

ChatGPT:

- Access to quality reproduction
- Democratisation of getting good grades

Bildung has been hijacked!

- From an end in itself to instrumenting education for the workforce

Wisdom philosophy

“Any such wisdom philosophy should aim to preserve the **academic freedom** of students as neophyte academic skeptics who possess a **developing capacity to think critically** about collective societal issues and **respond** with actions in favor of the **common good.**”

Peters & Green, 2024, p. 15

Table 1: Comparative analysis of the normative implications of commons and GPGs.

	Commons	GPG: Global Public Good
Power	Power-with Power as cooperation	Power-over Power as the ability to steer the conduct of others
Relationship with the state	No unilateral coercion, violence, or manipulation Emergence and governance of commons independent from the hierarchical structure of the state, but ideally not challenged by the state	Possibility of unilateral coercion, violence or manipulation Provision through supranational and top-down mechanisms capable of coercing free-riding states
Spatial scale	Polycentric Eco-centric Small to moderate-sized groups Primary role for the local level	Monocentric Anthropocentric National and larger-sized groups Primary role for international/global level
	Bottom-up	Top-down

Brando et al., 2019, p. 570

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Responsibility

- Individual obligation to repair damage, with the focus being on a fault that had occurred in the past
- Encompass the future: emphasis shifting from the act itself to the consequence of one's actions

From a semantics of authorship, subjectivity and accountability to a semantics of care, respect and concern.

Respondere: responsibility is foremost a response, an answer

Raffoul, 2018

Crying need to reintroduce philosophy in education

To move away from reproduction, disposable education and assessments, teach for the test and « learn » for the grade,

To reconnect with *Bildung* :

Philosophy is seen as a way to develop the capability to ask good questions

Open Scholar competences

Need to introduce **epistemic competences** for Open Scholars in all three missions of Higher Education institutions:

- Open Education
- Open Science
- Open Community

Openness: leverage judicious connections

“Philosophy of openness predicated on a process-oriented view, whereby research is understood first and foremost as an **effort to foster collective agency, grounded on intimate forms of relationality and trust, among widely diverse individuals and groups** – an agency that is often enacted through recourse to various technologies, shared interpretations of research outputs and collaborations with non-human agents”



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Thank you!

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