

Artificial Intelligence and Education: existential risk or everyday toolkit?

Tuesday July 18th, 18:00-19:15 | **Committee Room 14**

Hosted by Lord Jim Knight and Chi Onwurah MP. Organiser Defend Digital Me and chaired by Jen Persson. Lead contributors will include:

- Dr Wayne Holmes, Associate Professor in the UCL Knowledge Lab at University College London and member of The Council of Europe Working Group on AI and Education;
- Professor Dasgupta, The RAI UK consortium;
- Mary Towers, specialist in AI and employment, TUC;
- Daniel Stone, NEU;
- Sonja Hall, NASUWT, 12 Ethical Principles for AI and Education;
- Julia Garvey, Deputy Director General, British Educational Suppliers Association (BESA);
- John Roberts, Product and Engineering Director, Oak Academy;
- Mark Martin MBE CIPD (teacher; and curriculum and skills);
- Dr Janis Wong, The Alan Turing Institute (AI literacy and children in Scotland);
- Tracey Gyateng, Data, Tech & Black Communities (edTech practice).

Our aim: to create a room consensus of “the big picture” on AI and Education in devolved state education in England, the UK and beyond. A starting point of key issues and ideas to address (a) what is working well today (b) what is not (c) what is missing and (d) what is possible. We want to create a working summary of what would / should “good” look like across UK education; and what are the necessary steps and actions to take away in order to achieve it.

If you were designing UK education policy for the next 15 years, what is key for you?

Schools are sold AI in tools to support teaching and learning; for classroom management. It's used in biometric cashless payment systems; and even to infer and predict online risks, emotional states and mental health needs or suggest an interest in terrorism and extremism from digital classroom behaviour. The rapid recent growth in access to generative AI like ChatGPT and DALL-E has made questions more urgent over how schools manage plagiarism, copyright and authenticity. Now we are being told, artificial intelligence could pose a "risk of extinction" to humanity on the scale of nuclear war or pandemics, and mitigating that risk should be a "global priority," according to an open letter signed by well-known AI stakeholders. What does this mean for children and staff in practice, for learner and employment rights? What is the role for the Department for Education and government? Are MPs and peers taking the UK in the right direction with new regulation in the UK Data Protection Bill, and AI White Paper? What's the deal with "AI safety"? We note that the Department for Education is currently running an open consultation on generative AI and recently was even reported to be considering the re-use of national pupil data for AI product development. What could and should educational settings be doing, or not doing? What does edTech and AI mean in practice for children's rights and education? Most importantly, how do we ensure that technology and AI are used in ways that support equitable access for children and learners to education and do not undermine human rights, democracy and the rule of law?

After the very brief “idea openers” from lead contributors, we welcome questions from attendees with the aim of moving forward views on what UK policy and practice should consider now, and going forwards in and around AI and education. This event will not be live-streamed but a transcript will be available after the event. Chatham House rule applies to non-lead speakers.

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A selection of our own or our collaborative contributions to work relevant for AI and Education in the UK state education system and beyond.

All available via <https://defenddigitalme.org/research/>

	<p>Privacy and Protection: A children's rights approach to encryption (2023)</p> <p>https://home.crin.org/readlistenwatch/stories/privacy-and-protection</p>		<p>Mapping a child's digital footprint in the state education landscape in England (2015-20)</p> <p>https://defenddigitalme.org/research/the-state-of-data-2020/report/(2020)</p>
	<p>The State of Biometrics 2022: A Review of Policy and Practice in UK Education (2022)</p> <p>https://defenddigitalme.org/research/state-biometrics-2022/</p>		<p>Artificial intelligence and education - A critical view through the lens of human rights, democracy and the rule of law (2022)</p> <p>Council of Europe</p>
	<p>The Words We Use in Data Policy: Putting People Back in the Picture (2021)</p> <p>https://defenddigitalme.org/research/words-data-policy/</p>		<p>Guidelines on children's data protection in educational settings (2020)</p> <p>Council of Europe: Committee on Convention 108</p>

To learn more about Defend Digital Me and support our work via our website see <https://defenddigitalme.org/donate/>

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