# Artificial Intelligence in Education

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AI in Education

AI in Education Introduction
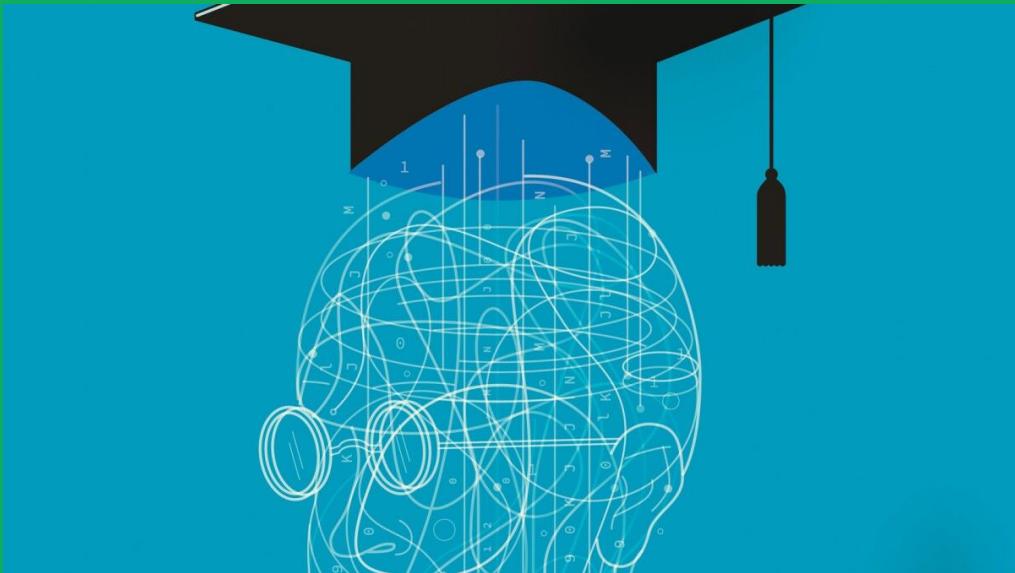
- **Artificial Intelligence is constantly changing and evolving, this calls into question its place in classrooms.**

  - **How should it be used? Regulated? Taught?**

- **As AI tools become increasingly prevalent in classrooms the way information from different actors is spread must be understood to understand how public understanding and policy is shaped.**

Informational and Attitudinal Divisions

(How does fragmentation play into AI in Education)

Fragmented Access to AI Knowledge in Education

- **Access Gap:** Schools with more funding access AI tools and training; underfunded schools are left behind.
- **Curriculum Differences:** Some institutions teach AI literacy, others don't mention it at all.
- **Educator Readiness:** Varied teacher familiarity with AI widens the gap in classroom use.

Different Attitudes Toward AI in Learning

- **Optimism vs. Fear:** Some view AI as a way to personalize learning; others worry about over-reliance on AI.

- **Generational Divide:** Students tend to embrace AI faster than older educators.

- **Ethical Concerns:** Who controls the AI? What biases are built into it?

Actors
Overview

Actor 1: AI Companies

Top Enterprise AI Companies in the US

- Companies flock to social media to advertise to different demographics.

- Facebook, Meta, Instagram, and X.

- Companies push advertisements towards student and teacher groups.

- Targeted ads based on occupation, interests, and other collected data.

Actor 2: Teachers

- Educators are present on social media, in news media, interviews, and public speaking events
- Teachers perspectives and opinions are incredibly important because they are first-hand witnesses to the benefits and dangers of AI in the classroom
- Teachers can use their platforms to influence local and national policies

Educators in Traditional & Social Media

Sal Khan (owner of Khan Academy) provided an interview to CNCB regarding AI in education. This traditional news source was then reshared on social media, allowing it to reach a larger audience.

https://www.tiktok.com/@cnbc/video/7486604385926155566?_r=1&_t=ZP-8vTMtvlnGaV

Actor 3: Parents

- Active but fragmented presence on social media (Facebook, TikTok, private forums)

- React to emerging AI issues affecting children's education and privacy

- Influence local decisions through school boards, PTA meetings, and community events

- Bring emotional urgency and accountability to the public conversation

## Technological Advancements and the Reduction of Barriers
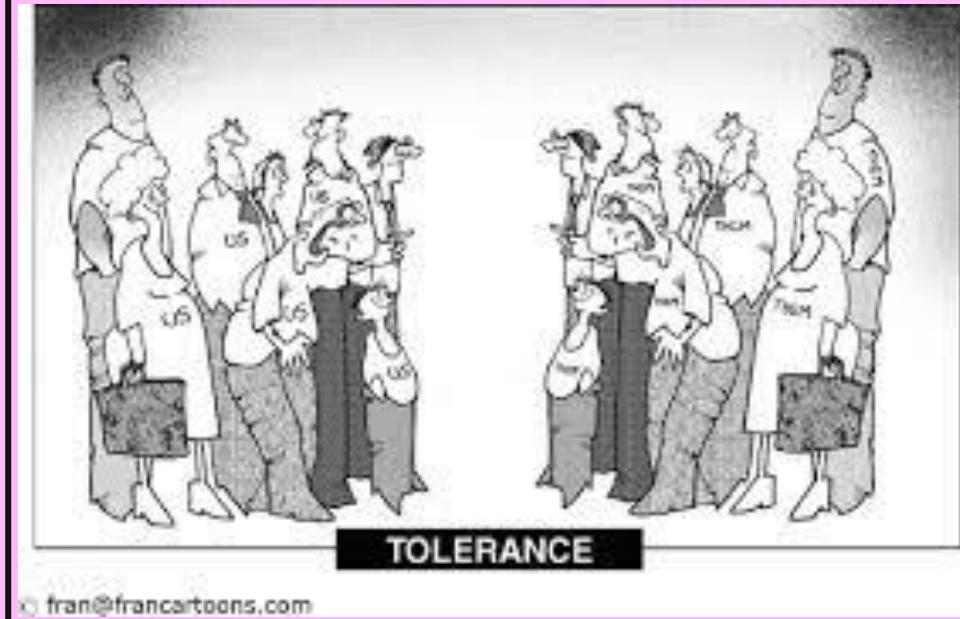
- **Social media has changed the way science and society interact.**

- **Large corporations have the resources to invest in traditional media to push their agenda. Other actors (parents and teachers) do not have these resources.**

- **Technological advancements and the rise of social media give a platform to those with less resources who are directly affected by AI use.**

"Digital media not only provide new channels for discussion and public engagement but also give increasingly open access to scientific sources, different ways to communicate, changing spaces of interaction, and a diversification of actors who engage in science communication (Fahnrich)."
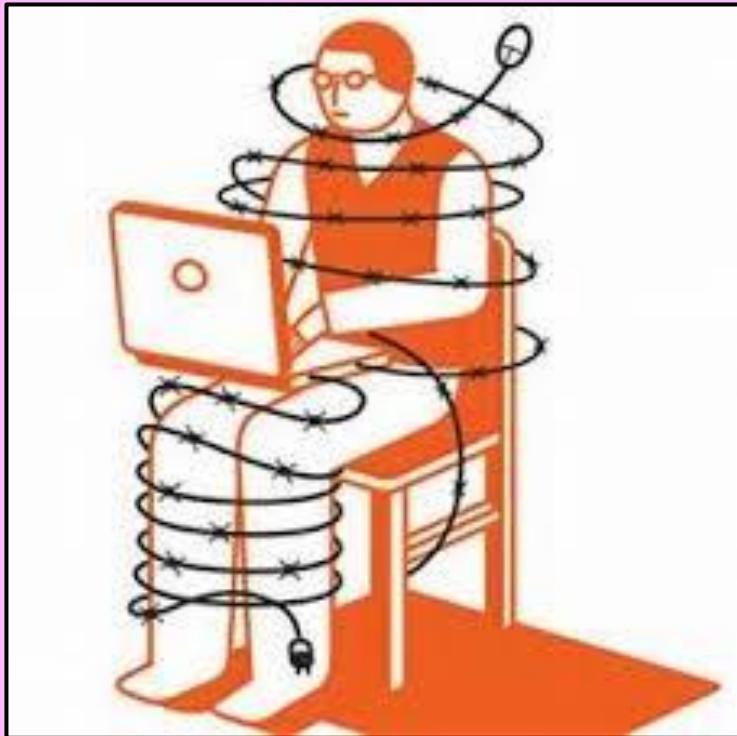
Polarization

- **Ideological polarization**
    - **Shaped by algorithms and platforms**
    - **Corporate Influence:**
    - **Educator vs. Parent Values**
    - **Platform divides**
- **Emotional Polarization**
    - **Driven by social interactions**
    - **Mistrust and Fear**
    - **Us Vs. Them Mentalities**
    - **Hopeful Narratives**
- **Polarization creates new barriers and actors**
- **Affective Polarization:**
    - **Us vs. them**
    - **Distrust across roles**

TOLERANCE

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Technological Determinism

- **Bimber defines technological determinism as the idea that technology shapes society with little human control.**

- **AI companies dominate digital platforms, creating a narrative of inevitability around AI in education.**

- **Social media empowers educators and parents to influence how AI is discussed and implemented.**

- **Bimber argues that information infrastructure can disrupt traditional power, making technology's impact subject to public dialogue.**

Questions/Comments?