

Artificial intelligence and lifelong learning: El Dorado or Pandora's box of the future of teaching, education and schooling? / Umjetna inteligencija i cjeloživotno učenje: Eldorado ili Pando



Katarina Vanek¹, Tomislav Topolovčan²

¹ Elementary school Brezovica, Zagreb

² University of Zagreb, Faculty of Teacher Education

katarinavane5@gmail.com, tomislav.topolovcan@ufzg.hr

Education for personal and professional development

Number of the paper: 29

Abstract

This paper critically elaborates the role of artificial intelligence in lifelong learning using a hermeneutic, historical and theoretical-comparative methodological approach. The direction of the development of artificial intelligence inevitably brings changes in the consideration of learning, all the more so because the digital age expects the individual to master the latest technologies, which implies questioning the possibility of a possibly omniscient artificial intelligence becoming the backbone of modern learning and a dominant source of knowledge. Constructivist teaching established in reform pedagogy shifts the emphasis from instruction to processes of (lifelong) learning and individualized teaching. In the concept of lifelong learning, there is a visible shift towards the economization of education with an emphasis on a sustainable futures and techno-solutionist based on crisis situations and the absence of political debate, as well as a shift from the right to education to the duty of lifelong learning for the sake of the sustainability of employability. The emphasis is shifting from the formation of national to supranational educational policies based on standardized (inter)national external evaluations and evidence-based education, which has the repercussion of replacing educational theories with evaluation theories. It is justified to ask whether artificial intelligence reflects what is considered intelligence in the human sense, whether it has the potential to manage human knowledge, and whether it can be the way to end institutionalized education. In addition to educational benefit in the individualization of teaching, the role of artificial intelligence in this paper is discussed in the context of psychologization, standardization, economization, globalization and medicalization (research) of education and in the perspective of humanistic, emancipatory, democratic and creative essence of education.

Key words

comparative education; curriculum; didactics; digital media; hermeneutics

Katarina Vanek¹, Tomislav Topolovčan²

¹ Elementary school Brezovica, Zagreb
²University of Zagreb, Faculty of Teacher Education

katarinavane5@gmail.com, tomlav.topolovcan@ufzg.hr

Odgoj i obrazovanje za osobni i profesionalni razvoj	Broj rada: 29	
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Sažetak

U radu je hermeneutičkim, povijesnim i teorijsko-komparativnim metodološkim pristupom kritički elaborirana uloga umjetne inteligencije u cjeloživotnom učenju. Smjer razvoja umjetne inteligencije neminovno donosi promjene u razmatranju učenja tim više jer digitalno doba od pojedinca očekuje ovladavanje najnovijim tehnologijama što implicira na propitivanje mogućnosti možebitno sveznajuće umjetne inteligencije da postane okosnica suvremenoga učenja i dominantan izvor znanja. Konstruktivistička nastava etabliрана u reformnoj pedagogiji premješta naglasak s poučavanja na procese (cjeloživotnoga) učenja i individualiziranu nastavu. U konceptu cjeloživotnoga učenja vidljiv je pomak prema ekonomizaciji obrazovanja s naglaskom na održivu budućnost i tehnološka rješenja temeljenim na kriznim stanjima i izostanku političke rasprave te pomak s prava na obrazovanje na dužnost cjeloživotnoga učenja radi održivosti zapošljivosti. Premješta se naglasak s formiranja nacionalnih na nadnacionalne obrazovne politike temeljene na standardiziranim (inter)nacionalnim vanjskim vrednovanjima i obrazovanju temeljenom na dokazima što za reperkusiju ima supstituciju teorija obrazovanja teorijom evaluacije. Opravdano je zapitati se odražava li umjetna inteligencija ono što se u humanom smislu smatra inteligencijom, ima li potencijal za upravljanje ljudskim znanjima te može li ona biti put k prekidu institucionaliziranoga obrazovanja. Pored obrazovne dobrobiti u individualizaciji nastave, uloga umjetne inteligencije u radu je razmotrena u kontekstu psihologizacije, standardizacije, ekonomizacije, globalizacije i medikalizacije (istraživanja) obrazovanja te u perspektivi humanističke, emancipacijske, demokratske i kreativne esencije obrazovanja.

Ključne riječi

didaktika; digitalni mediji; hermeneutika; komparativna pedagogija; kurikulum

Revizija #2
Stvoreno 20 rujna 2024 23:12:07 od Martina Gajšek
Ažurirano 21 rujna 2024 10:40:40 od Martina Gajšek