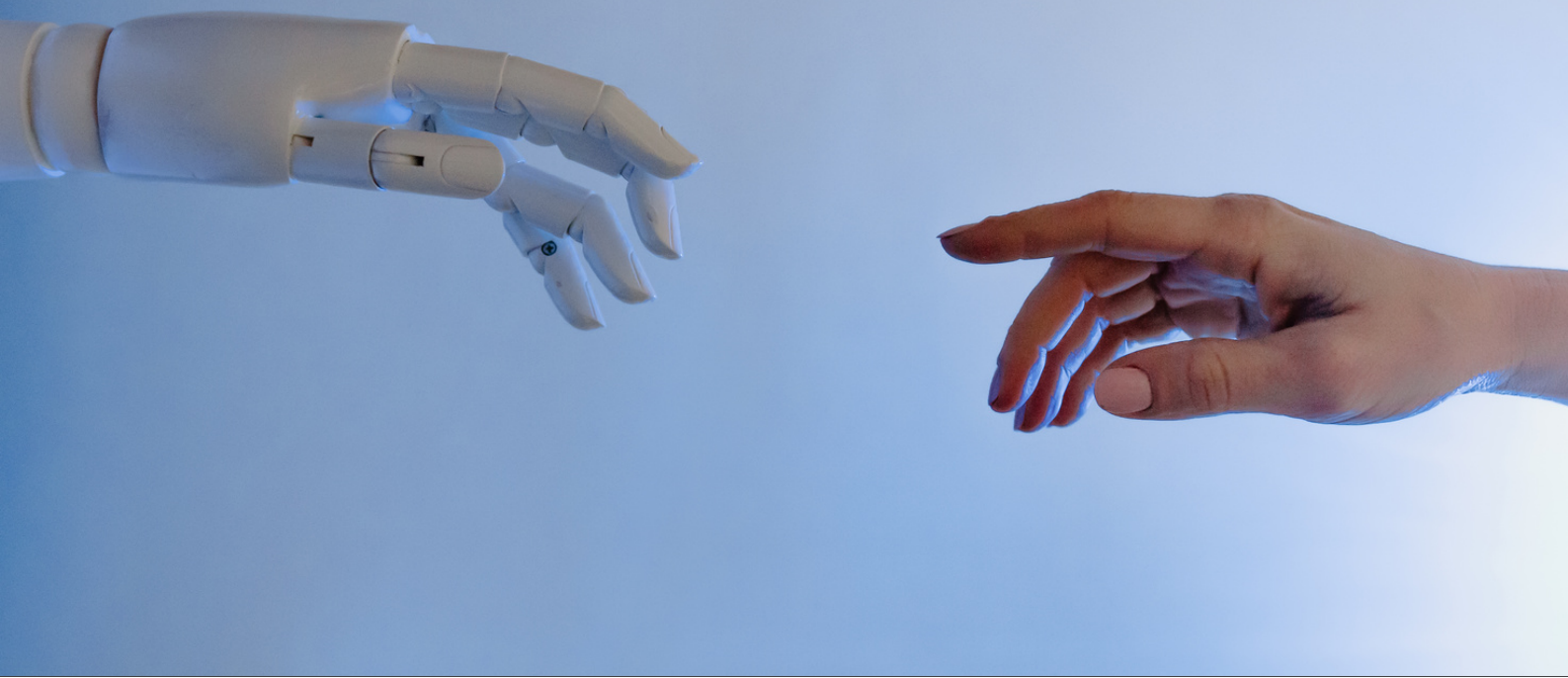# ARC Pre-Summit ThoughtMeet

A FOCUS ON DEMOCRACY & AI ADVANCED TECHNOLOGY
(LIKE CHATGPT) IN SCHOOLS
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EDUCATION AND DEMOCRACY IN CONTEXT

GLOBALLY, MORE MONEY IS SPENT ON EDUCATION THAN EVER, BUT THE OVERALL SYSTEM´S PERFORMANCE IS STAGNANT OR GETTING WORSE. WHY?

EVERYTHING HAS CHANGED IN THE WORLD WE LIVE IN AND WILL CHANGE AGAIN. HOW IS YOUR EDUCATION SYSTEM PREPARED FOR THAT?

- People in power [are] unaware of educational needs and do not know how to improve schools and educational systems

- Money needs to be invested in structural change that does not come from a centralized government or from the outside

- Systems are using wrong drivers and ineffective assessment practices: Too much centralization and too much focus on testing performance and school ranking.

- Education/schooling is being seen/perceived as having less value and is perceived as disconnected to real-world issues/problems. Developing non-academic cross-curricular competencies and involving students in democracy-based schooling/educational system should be the focus.

- Systems need to use a whole system approach, with collaborative frameworks and the involvement of all stakeholders to develop a controlled and focused long term strategies

- Teachers do not receive enough support: Low salaries, they are not listened to, do not benefit from budget increases

- Teachers and schools need to be trusted more and be given more flexibility: Taking small steps but making bold adjustments, and focusing on implementation and not on planning

ARC Talk 1:
Pasi Sahlberg:
Democracy in Context

1. The issue of inequalities in schooling/education and student declining/poor performance had been identified before the Covid-19 pandemic; the pandemic just made the problem worse.

2. Wrong reforms, growing administrations (bureaucracies in education taking money away from schools, teachers and principals who do the real work) and poor investments (expensive technology is not always contributing to student improvement) are the reason why we are spending more resources and money in education but are doing worse.

3. **There is a temporary window of opportunity for a bolder, bigger and cheaper change in education. If it's not now, when? If it's not you, then who?**

4. Our current contexts include: Global insecurity and conflicts, increasing instability and uncertainty, and a growing cost of national health and security

5. Questions to consider:
   - What is the purpose of schooling?
   - What kind of education are we thinking of/needing/ should we consider?
   - What can we learn from other systems?
   - "As educators we need to be even more aware of these questions and answers now when we are moving to the future where there will be less resources and less funding."

6. The issue of inequalities in schooling/education and student declining/poor

7. In education, what works somewhere might not work elsewhere.

8. Students need to be seen as part of the solution and not as the problem. Students should be seen as partners and co-leaders that help redesign their school/education system.

9. **"One of the ways in which the system could prepare for those unknown, uncertain, insecure system is to rather than try to convince people, and schools, and the profession that we know what to do, or that we are going to figure out what to do, is to invite schools, and principals and communities to work together with the government."**

10. System leaders also need professional learning and support to lead in a way that fosters leading from the middle (see Andy Hargreaves ARC talk here: x) and embracing the concept of imperfect leadership (see Steve Munby ARC talk here: https://www.youtube.com/watch?v=DjtfLruHoY4&t=142s).

Education outcomes vs. spending
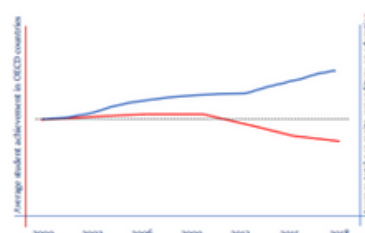
"Real spending on education has grown steadily over the last 10 years. But government education spending as a share of GDP has remained flat in the past 10 years."
- UIS; OECD; IMF; World Bank databases

ADVANCED TECHNOLOGY

What are your- or your system´s- concerns about AI advanced technology, such as ChatGPT, etc.?

- Ethics (who decides the values?) and privacy

- Impact on teachers: training in/on AI usage, professional standards and regulation,

- Impact on students: lack of (critical) thinking and creativity, unawareness of (omni) presence of AI, uncontrolled social dynamics vs. real-life social interaction.

- Impact on teaching & learning processes: digital citizenship and digital literacy, assessment practices
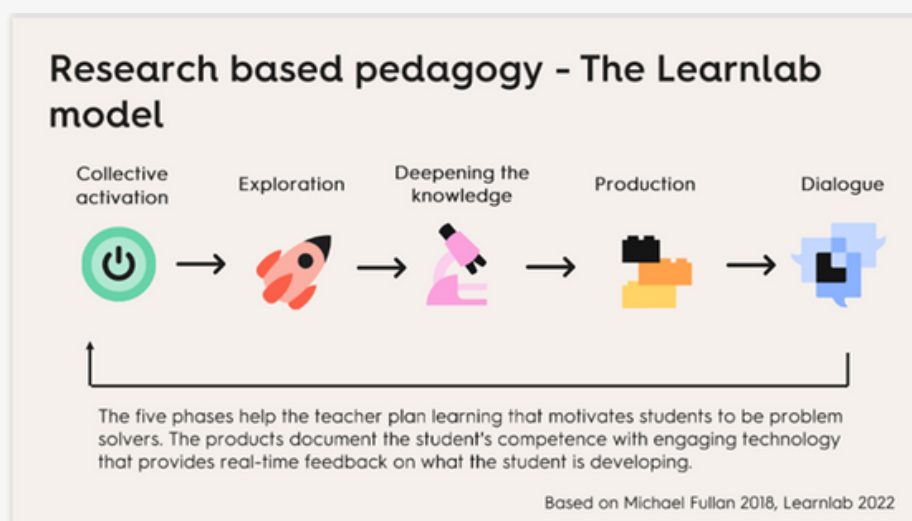
1. Data-informed learning means that "data must be generated and used in the learning situation".

2. "If you are able to make an AI-empowered solution, within your system, controlled by your system, linked to the curriculum, tagged with curriculum goals, making student feedback based on the intentions in the curriculum, then we have a system that could actually change something (…)"

3. In current AI/data management, governments perceive that things are going fast and that they don´t have control; the reaction is to stop or ban the use of AI.

4. The risk in the lack of diversity: Creating an echo chamber. The origin of content in most of the data management systems/platforms is unknown and might respond – now or in the near future- to specific interests that are not those of educational systems, and that do not promote/foster teaching and learning.

5. From an educational perspective, the problem is that when a student uses data from AI/internet(?), the output is not based on the student product, it is based on the machine helping the student.

6. A good change in education would be to go from problem-based learning to production-based learning in order to show student competence in multi-modal ways.

7. One implication is on assessment: a shift from summative to formative assessment.

8. In the new AI paradigm and with new technologies there is no data manager: Teachers and students own the data.

9. In order to implement an AI-empowered solution that is pedagogically relevant, your system should:
- Own the login platform, even if a company runs it for the system.
- Control the student catalog which contains the data
- Implement very strong General Data Protection Regulation regulations, and decide –at a federal, provincial and/or municipal level- which applications are allowed to use
- Own the curriculum by making sure that the applications filter the information so that it includes only the content that is relevant/pertinent to your curriculum

Research based pedagogy - The Learnlab model

Collective activation	Exploration	Deepening the knowledge	Production	Dialogue

The five phases help the teacher plan learning that motivates students to be problem solvers. The products document the student's competence with engaging technology that provides real-time feedback on what the student is developing.

Based on Michael Fullan 2018, Learnlab 2022

DELEGATE TAKEAWAYS

- How can we connect countries/systems to form networks for change?

- How do we position our systems to be more responsive to emerging and changing priorities for education?

- How do we obtain/offer/foster relevant support to create efficient learning communities in every school?

- How do we encourage/promote/foster active and meaningful participation and involvement of parents?

- How do we meaningfully involve children and youth in policy making and transformation (of) our education(al) systems?

- How do we evolve and keep students invested in their learning?

PROVOCATIONS

- Why are we spending more money in education without improvement our systems?

- If not now, when? If not you- then who?

- What is the purpose of schooling?

- What kind of education should we have?

- What can we learn from other systems?

- How do we involve students as co-leaders as we develop the solutions we seek?

- How do we make data relevant for teachers?

- How can teachers and students be data generators?

- How do we generate and use data in the learning situation?

- How can teachers be their own data managers and have access to effective tools for data informed feedback in real time?