

Case Study 1: Personal Tutors

Have you heard? AI is being used to provide children with their own 'personal tutors'. These AI tutors are like your own personal chatbot, made to assist you with learning. Many different companies have made AI tutors, their aim is to personalise each child's learning – to make sure the work is suitable for each child. The AI does this by using feedback from the child (for example: how many questions they are getting correct, or how long they are taking to answer), but we are not always sure about how these AI systems make their choices or the data that has been used to train them.

AI tutors are already used in schools and homes across the world, which means lots more children can have tutors! Based on how they have grown in use so far, it is likely that AI tutors will become much more common in the near future. Most of these AI tutors are made by companies (not governments) so you have to pay to use them, which not all schools or families can afford to do. Does this seem fair to you?

How would you feel about using an AI personal tutor? Would this technology be useful in your dream school?

Case Study 2: Augmented Reality (AR)

Augmented reality (AR) is a type of technology that uses a device, such as a smartphone, to make it look like 3D digital images exist in the real space that you're in. There are a lot of different AR apps that can help teachers, especially in subjects such as history, maths or science: imagine you're in a history lesson and you could use a tablet to look at an ancient Roman coin as if it was sat on your desk. The app could also show you information explaining what the writing and images on the coin meant and what it would have been used for at the time.

These apps can be games, quizzes and drawing tools which can help teachers giving lessons, and are created by companies who set the topics. This means that the companies decide what information or facts to include or leave out. Some people think these decisions should continue to be made by teachers, schools, or the government.

How would you feel about using AR in lessons? Would this technology be useful in your dream school?

Case Study 3: Generative AI - ChatGPT

Have you heard of ChatGPT? It seems to be everywhere now! Don't worry if not. ChatGPT is a type of generative AI known as a Large Language Model (LLM). Large language models learn by 'reading' lots and lots of information: books, stories, and articles on the internet. They absorb all the words, sentences, and ideas they find. ChatGPT can be used to answer questions, help find things on the internet, and even write books – all based on writing that people have already done and that has then been put into the AI system. People are excited about the possibility of teachers using AI tools like ChatGPT to help them to reduce workload by speeding up some of the planning and admin jobs they have to do, or helping them to create fun ideas. Despite being a very helpful tool, ChatGPT can also create false information because it can't tell what is true from the information it takes in. This can make it hard to know if something is real or not. It also can't always tell if information is appropriate to share with children. Some children and young people who took part in a research project said they didn't like using generative AI because it took away the chance to find things out for themselves.

How do you feel about generative AI being used in school? Would it be helpful for your dream school?

Case Study 4: Learning Apps

Many schools now use learning apps and games to give children fun opportunities to practice what they have learnt. Some of these, known as 'adaptive learning' apps, use AI to make decisions – they can change the difficulty of the task or questions. You might have used learning games like Sumdog which use an AI system to make questions more, or less, challenging depending on how you're doing. There are also AI systems used in apps that help children learn reading comprehension skills and use the results of how children do in quizzes to suggest what reading level they should be at. This includes making suggestions about the books a child might be able to read next (and which not). Some children have said that they would prefer their teacher to make these decisions as their teacher understands much more about them as an individual, and that they want to be able to choose the books that they are interested in even if they're a little bit easy or a bit challenging.

Do you enjoy using AI learning games? Would you include them in your dream school?