# Article information:

Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators - ScienceDirect
<https://www.sciencedirect.com/science/article/pii/S1472811723000289>

# Article summary:

1. Generative AI is a powerful technology that has been popularized by ChatGPT and DALL-E, both developed by OpenAI.

2. Educators have voiced concerns about Generative AI, particularly around assessment and ethical issues such as originality and plagiarism.

3. The article presents four key paradoxes of Generative AI in education, including its potential to be both a friend and a foe, and offers lessons and implications for the future of education.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators" provides an overview of Generative AI and its potential impact on education. The authors argue that while there are concerns about the use of Generative AI in education, it also presents opportunities for transformative change.

The article begins by defining Generative AI as a technology that leverages deep learning models to generate human-like content in response to complex prompts. The authors note that Generative AI is distinct from Conversational AI, which relies on predefined responses, and Augmented AI models, which combine both Generative and Conversational AI.

The authors acknowledge that many educators have voiced concerns about the use of Generative AI in education, particularly around assessment and ethical issues such as originality and plagiarism. They note that many governments and schools have banned Generative AI tools such as ChatGPT amid fears of AI-assisted cheating.

However, the authors argue that there is an opportunity for Generative AI to transform education if it is embraced rather than shunned. They suggest that educators must transition into a future where Generative AI is used as a transformative resource in education.

The article presents four key paradoxes of Generative AI in education, including its potential to be both a friend and a foe, its ability to enhance creativity while also potentially stifling it, its potential to democratize access to information while also exacerbating existing inequalities, and its ability to support personalized learning while also potentially eroding social connections.

While the article provides useful insights into the potential impact of Generative AI on education, it has some limitations. For example, it does not provide sufficient evidence for some of its claims or explore counterarguments in depth. Additionally, the article may be biased towards promoting the use of Generative AI in education without fully considering possible risks or presenting both sides equally.

Overall, the article offers a thought-provoking perspective on the potential impact of Generative AI on education, but readers should approach it with a critical eye and consider alternative viewpoints.

# Topics for further research:

* Risks and limitations of Generative AI in education
* Ethical concerns surrounding AI-assisted cheating
* Impact of Generative AI on student creativity
* Inequalities in access to Generative AI technology in education
* Social implications of personalized learning through Generative AI
* Counterarguments against the use of Generative AI in education

# Report location:

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