Critical Imaginaries and Reflections on Artificial Intelligence and Robots in Postdigital K-12 Education

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## Authors

Hrastinski S.;Olofsson A.;Arkenback C.;Ekström S.;Ericsson E.;Fransson G.;Jaldemark J.;Ryberg T.;Öberg L.;Fuentes A.;Gustafsson U.;Humble N.;Mozelius P.;Sundgren M.;Utterberg M.

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## Topics

## Sample

Three 30-minute keynotes from an international symposium on the theme "Digitalisation, education and design: The role of the teacher", followed by group discussions among Nordic K-12 teachers (N = 25) as well as researchers and pedagogical developers (N = 40) in workshops.

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Emerging technologies in education

## Implications For Stakeholders About

Researchers

# Abstract

It is commonly suggested that emerging technologies will revolutionize education. In this paper, two such emerging technologies, artificial intelligence (AI) and educational robots (ER), are in focus. The aim of the paper is to explore how teachers, researchers and pedagogical developers critically imagine and reflect upon how AI and robots could be used in education. The empirical data were collected from discussion groups that were part of a symposium. For both AI and ERs, the need for more knowledge about these technologies, how they operates, the need for more knowledge about these technologies, how they could preferably be used, and how the emergence of these technologies might affect the role of the teacher and the relationship between teachers and students, were outlined. Many participants saw more potential to use AI for individualization as compared with ERs. However, there were also more concerns, such as ethical issues and economic interests, when discussing AI. While the researchers/developers to a greater extent imagined ideal future technology-rich educational practices, the practitioners were more focused on imaginaries grounded in current practice.

# Outcome

"Many participants saw more potential in using AIED for individualization, as compared with ERs. However, there were also more concerns, such as ethical issues and economic interests, when discussing AIED. An overarching finding was that the teachers and researchers/developers have quite a limited understanding of what AIED and ERs actually are, and consequently how such advanced technologies could be used." (Authors, 441)