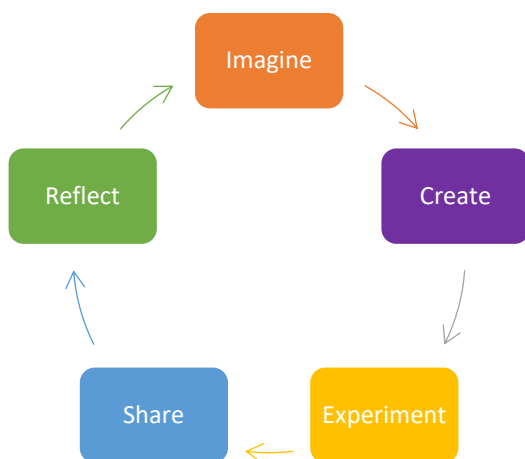


Artificial Intelligence: Learning and Creativity

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Each new wave of technology brings a challenge and revolution for education fraternity to integrate the technology into learning environments, but these decisions and choices are critically important. Different choices can have different outcomes and implications. Such decisions and choices should be based on the long-term education goals and the design must map with education values and vision.

The current century is of lots of up and downs and with this pace of change accelerating globally, current generation will face a stream of uncertain, unknown, and unpredictable challenges throughout their lives. The top educational priority in today's world is for young learner to develop 21st century skills, people with creativity, critical thinking, collaboration, effective communication, values and caring human beings. This proliferation of new AI technologies is further accelerating the changes and uncertainties. However, with these triumphs and traumas, the digital age learners are open to a lot of opportunities but training them on making wise decision is paramount.



Unfortunately, many of the current uses of AI in education are not aligned with 21st century educational goals and core values. Majority of people use it in edutainment, and its further ingrains existing educational practices at a time when significant changes are needed. Somewhere AI technologies are used in ways that constrain learners, focus on “close-ended” problems, and undervalue human connection and community. This generation if trained could use the AI technologies authentically in ways that support project-based, interest-driven creative learning experiences which expands the ways that learners can

imagine new ideas, build on their interests, design new projects, access diverse resources, and get feedback on their ideas. But it all depends on the education fraternity members whether they make explicit, intentional choices to use the new tools in this way or not. Integration of AI technologies in education is a cyclic and creative process. The learners imagine and spark with creative ideas, experiment with their creation, share it with others, reflect on their experiences and facilitators provide constructive feedback in this process of creative learning. The facilitators must make a distinction in AI integrated learning from traditional AI tutoring systems. The AI technologies must be used as a catalyst for their own creative process, not as a replacement. Learners sometimes use AI technologies to search the text and putting that in their project but AI integrated learning is somewhat similar to the way that learner, while working on



Figure 1

<https://www.indiatimes.com/explainers/news/why-are-schools-restricting-the-use-of-chatgpt-589719.html>

a project, use Google search or YouTube video or other tools to get new ideas or information, not exactly copy/ paste the information, it's not following others path, it making your own path. Generative AI systems can serve as an additional resource, offering a different style of interaction and a more diverse range of results.

It should not be taken as substitution to human tutors or coaches or companions as it is a concern of education fraternity in current context, the learners should consider AI technologies as a new category of educational resource, with their own affordances and limitations. When people are looking for help or inspiration, they sometimes talk with a friend, sometimes refer to a book, sometimes do an online search. Each plays a different role. They can add AI technologies to this mix.

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