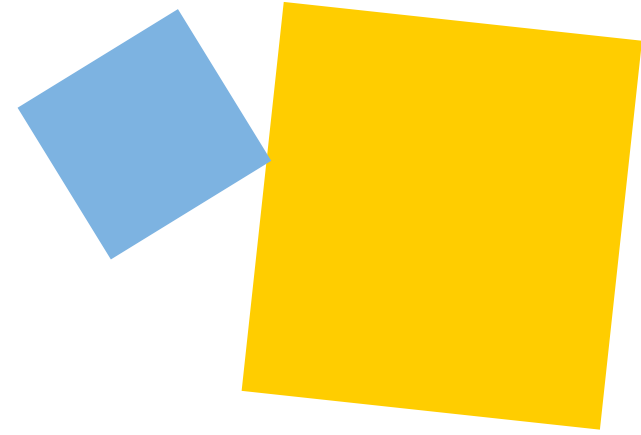




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Introduction: Insights from the Student Education Panel on Generative AI in Education

This is a summary of the discussions from the second Student Education Panel meeting of 2023/24. The meeting took place in December 2023 and was attended by 47 students from various departments and levels of study at LSE.

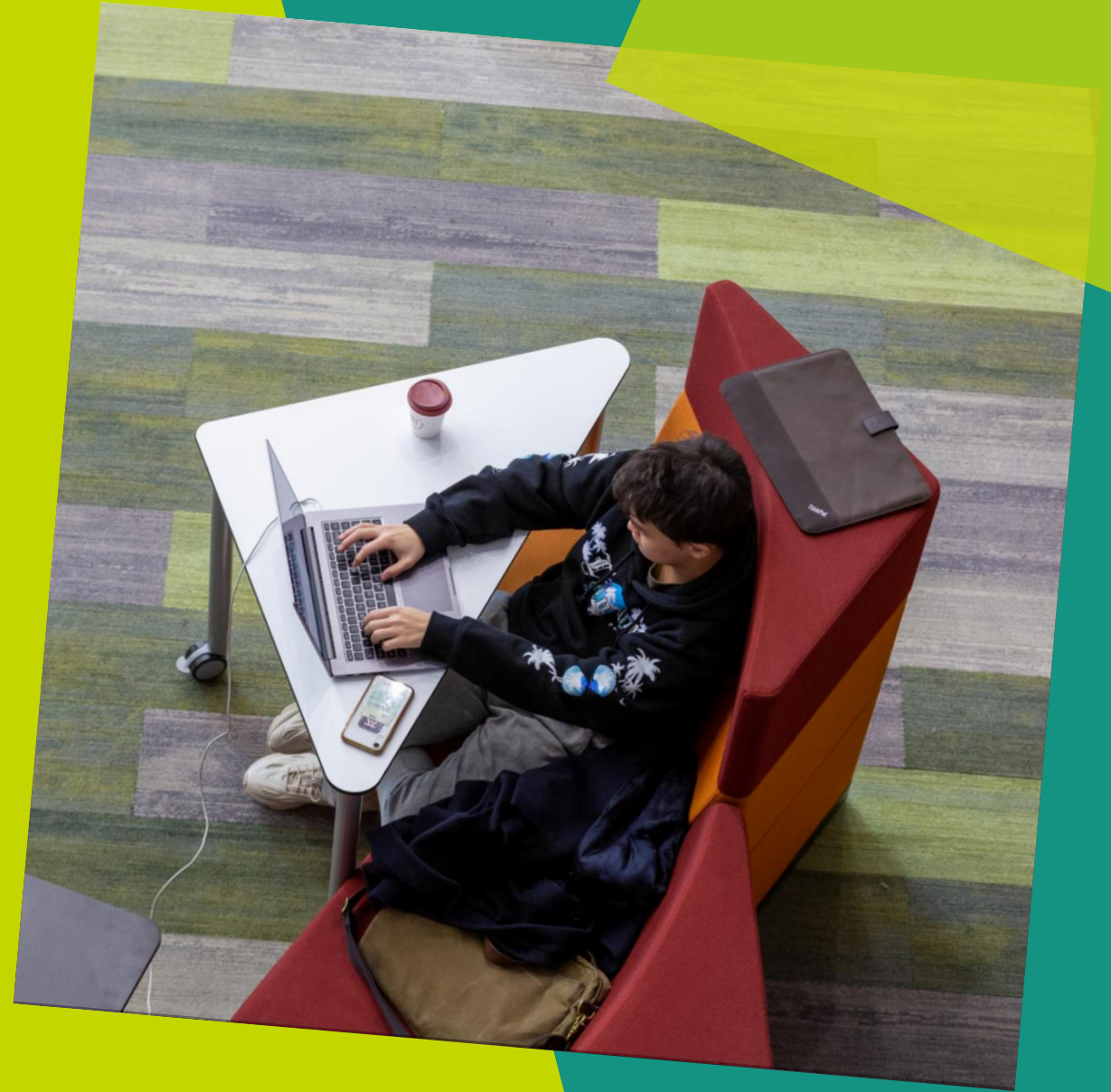
After the meeting, 8 student volunteers from the panel identified the main themes from panellists' discussions and prepared the following summary. These slides were presented at the Winter Term Education Forum in February 2024 (a video is available to view on the Eden Centre YouTube channel).

Parts of this summary were written in collaboration with Chat GPT, but the final outputs were determined by the panellists.



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Some of our uses of Generative AI in Education





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Independent Learning & Research

- English Language Support
- Technical Software Support
- Reading Summary
- Effective Learning Plan Development



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Assessment Preparation & Submission

- Essay Planning & Structuring
- Expand Reading List
- Real-time Academic Feedback



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Positives of using generative AI in Education





Affordability and Access

- Free versions of GenAI reduce barriers
- Synthesizing information to save time
- ESL support of non-native speakers
- Free learning support



Improved Efficiency

- Helps improve the quality of work (e.g. phrasing and tonality for ESL students)
- GenAI helps save time by condensing masses of information into readable bits
- Automating routine tasks may allow more time for creative and innovative tasks



Learning Support

- 3am professor: 24/7 support
- Language-learning support
- Generating summaries and reading lists
- Developing ideas while maintaining their integrity
- Personalized support (at your own pace)

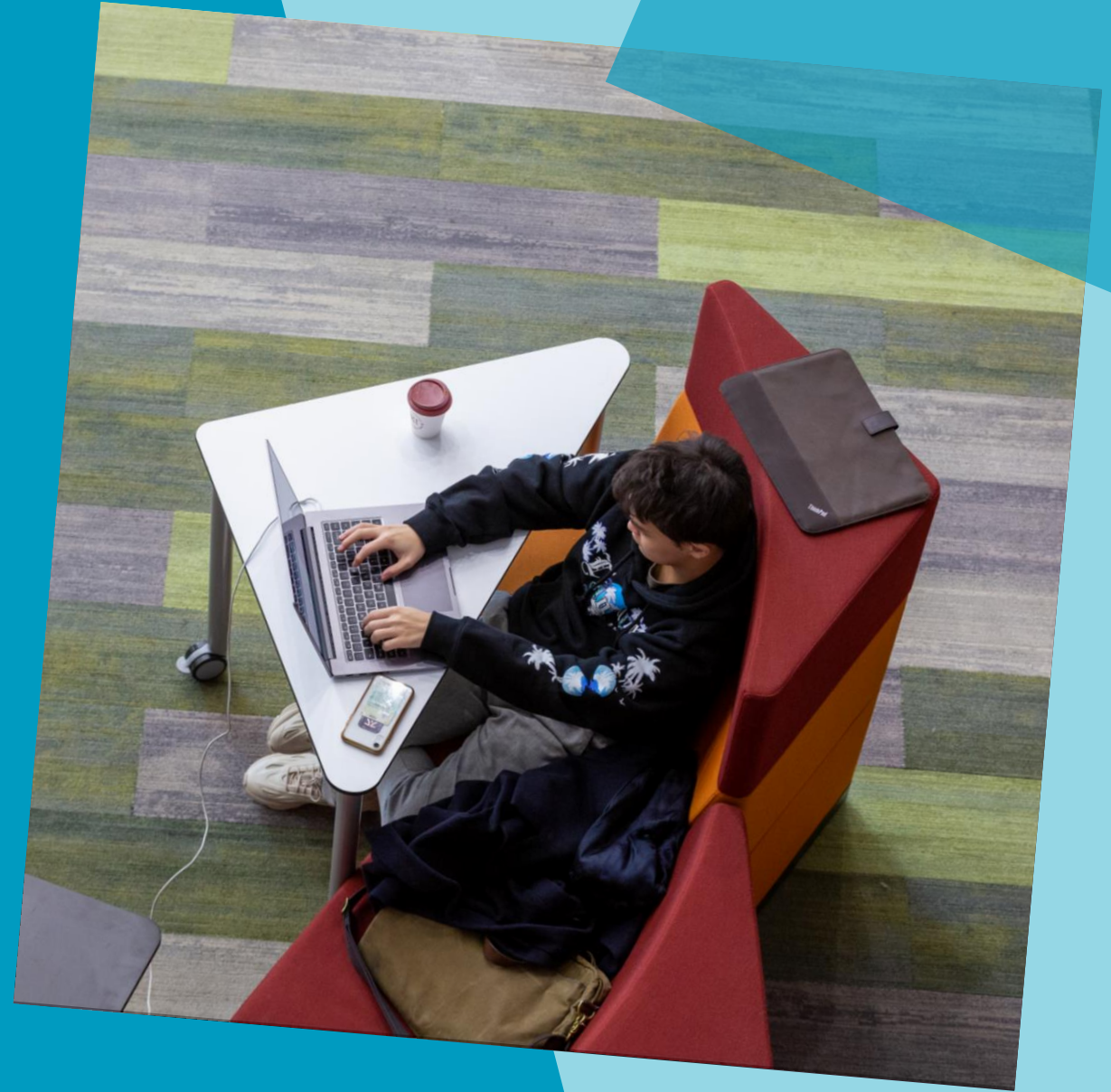




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Identified Drawbacks

Potential Concerns Around Generative AI



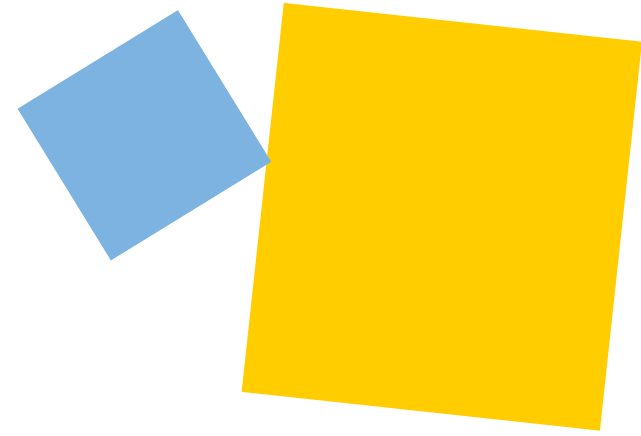


- **Lack of innovation**
- **Inequalities**
 - Biases and homogeneity in AI algorithms
- **Stunting skills development**
- **Skepticism**



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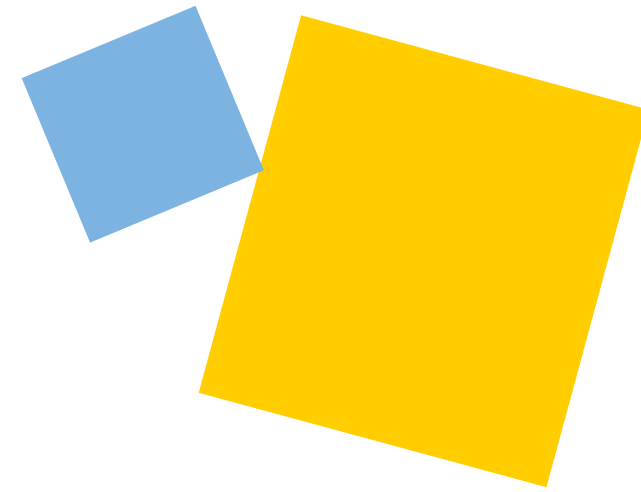
Potential Concerns Around Generative AI



Lack of Innovation

- Reducing the quality and quantity of creative work
 - AI reproduces, rather than innovates
- The ubiquity of the 'AI voice'
- Systemic issues:
 - Does AI foster overreliance? What happens when these people take positions of power?
 - Will our degrees still hold the same value?
 - If our data sets remain biased, AI will reproduce these rather than dismantle harmful ideas

Potential Concerns Around Generative AI



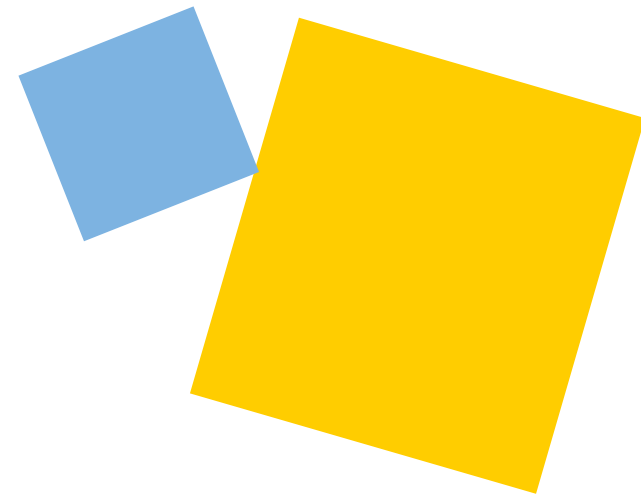
Biases and homogeneity

- AI reduces the number of jobs
- AI models are also prone to be built on biased and prejudiced datasets
- Affording the access to paid versions might be difficult for students which might cause disparities between those who can and cannot afford the latest versions
- AI will affect different departments/degrees and assessment modes in very different ways. This will make it more difficult to generate institution-wide enforcement/regulatory policies.



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Potential Concerns Around Generative AI



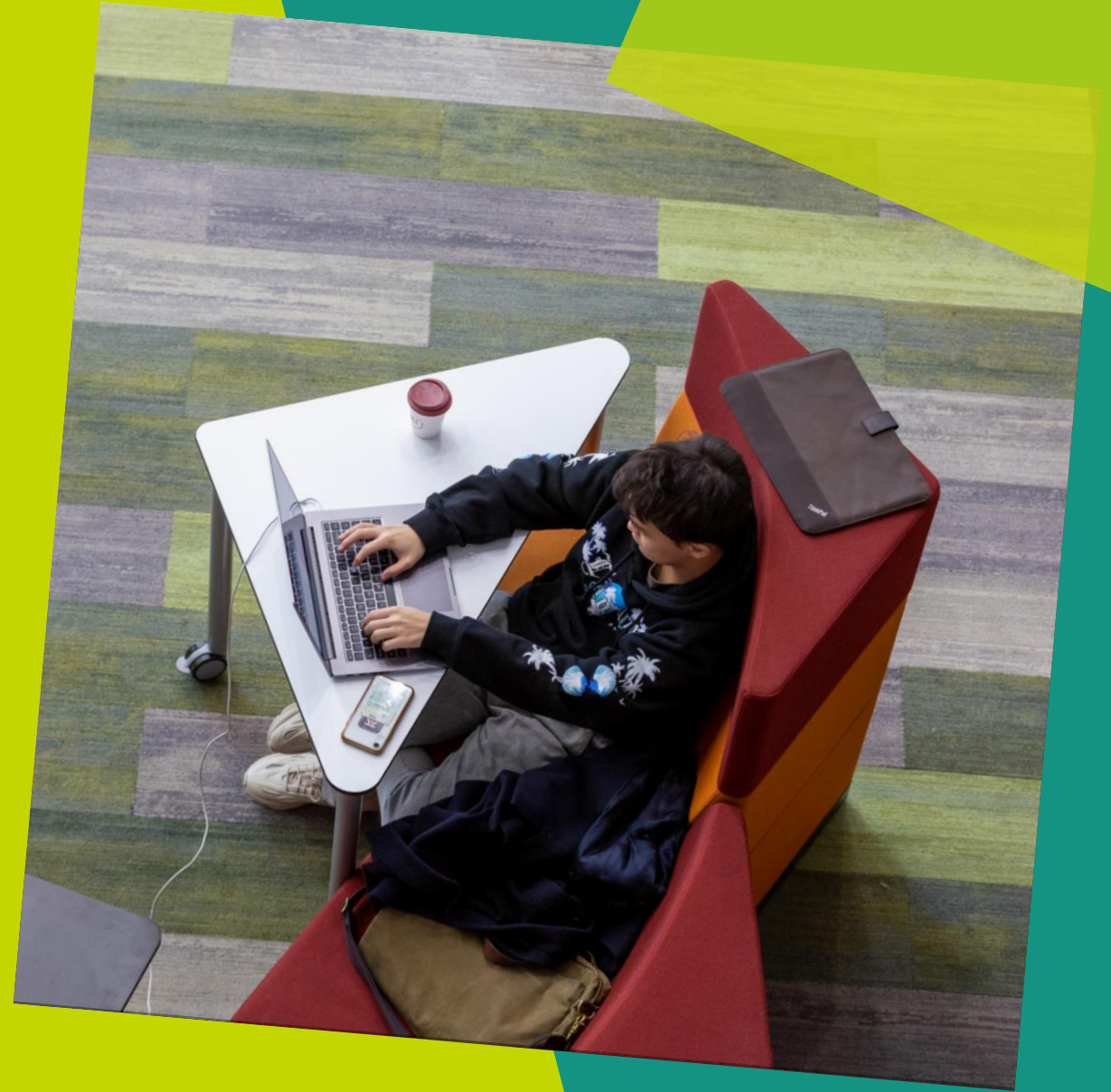
Stunting skills development

- Does AI offer an easy way around personal development and honing skills?
 - E.g. writing formal emails, creating a resume
- Reading complex academic articles and studies is essential to many disciplines, and using AI to synthesise them eliminates this need



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Suggestions for LSE when thinking about Generative AI in Education





- Address inclusivity issues (critical engagement with biases, unequal access to paid-for platforms)
- Position AI as a partner, not a replacement
- Offer education around using AI effectively – e.g. writing effective prompts, formation of question banks, etc.
- Design service courses around AI usage – Data Science Institute, Digital Skills Lab, external partnerships.
- Further research / understanding – the value of academic expertise, understanding the future, and LSE's role in preparing students