Insights from the AI in Education Survey for AI Pioneers Project

Introduction:

The "AI Pioneers" project, funded by Erasmus+ Forward Looking, strives to advance the incorporation and instruction of artificial intelligence (AI) in adult education and vocational training across Europe. Recognizing the transformative power of AI in education as endorsed by UNESCO and the European Digital Action Plan, this initiative aims to cultivate a network of educators, policy-makers, and other stakeholders, positioning them as reference points for future AI educational endeavors. The project's goals span from formulating AI policy recommendations and ethical use guidelines to developing supplementary materials for the DigCompEDU Framework. The project endeavors to streamline AI's integration into European educational systems, ensuring alignment with broader European directives and fostering a high-performing digital educational ecosystem.

The survey aimed to collect data for the development of a complement to the DIGCOMPEDU skills framework on AI-related knowledge and skills of adult and vocational trainers.

Demographics:

Majority of the respondents are aged between 30-49, showcasing a mix of experienced educators and younger professionals.

Most participants work in Germany, Spain, Greece, Portugal and Italy, with a notable representation from other EU members as respondents originated from 24 out of 27 EU countries. A significant number of teachers from countries outside the European Union participated.

Many participants work at Higher Education followed by those in VET and Adult education.

Technology Adoption:

Over 60% of educators have participated in ICT training in the past two years, signifying a drive towards digital pedagogy.

A significant number are already using AI tools in their educational practices.

Perception of AI in Education:

Most participants believe AI can enhance various educational practices, as outlined in the DigCompEdu Framework. There is a consensus that AI can foster development of educational resources, teaching and learning, assessment, and empowerment of learners.

Institutional Adoption:

Many institutions still lack a formal AI policy, indicating a potential area for development.

AI Tools in the Classroom:

While many educators aren't using AI tools in classrooms, those who do employ them are using mostly Chat-GPT for tasks like content generation and interaction.

Challenges in AI Adoption:

Respondents perceive the lack of skills and knowledge as the biggest hurdle in adopting AI. Concerns also revolve around ethical considerations, data privacy, and the potential for AI to dehumanize education.

Skills for the Future:

Educators emphasize that critical thinking, problem-solving, and computational thinking are pivotal for integrating AI into teaching practices.

Additional Insights:

In the open-ended section, respondents highlighted the importance of continuous learning, research, and a deeper understanding of AI's capabilities and implications.

Conclusion:

The survey underscores the promising potential of AI in reshaping educational paradigms. While educators recognize the benefits, they also emphasize the importance of ethical considerations, skills development, and a nuanced understanding of AI. As the nexus of AI and education continues to evolve, these insights can guide educators, policymakers, and institutions in fostering a symbiotic relationship between man and machine in the classroom.

Join us on this transformative journey as we navigate the future of AI in education, shaping a brighter, more inclusive tomorrow at www.aipioneers.org