



AI – FRIEND OR FOE?

Embracing the rise of ChatGPT and exploring where this leads us.

TABLE OF CONTENTS

AI – Friend or Foe?	3
Our point of View	4
Example – “AI” in action	5
Further Examples.....	5
Final Thoughts	6
And finally	8
Useful Resources:	9
About the author.....	10



AI – FRIEND OR FOE?

Like many of our friends and colleagues around the world of education, we have been thinking about AI (Artificial Intelligence) in recent weeks, prompted mainly by the remarkable and rapid rise of ChatGPT and the subsequent media coverage.

Schools across the world are responding to the challenges and opportunities that improved AI software is bringing to our educational landscape.

Perhaps you have already begun discussions in your school about how best to handle this generation of AI?

It's already been reported that despite the pretty impressive abilities of ChatGPT, the next generation is even more impressive – a game changer perhaps.

If ChatGPT is a thing, and based on the way Google and Microsoft are scrambling to launch their own alternatives, we'd say it definitely is, then the question becomes, is ChatGPT a good thing or not?

Friend or Foe?

What do you think? (and no asking ChatGPT itself how it would respond to that question!)

OUR POINT OF VIEW

Here's some of our initial and original, human thoughts.

ChatGPT and other forms of accessible AI is neither good nor bad – and that's not us just dodging a difficult decision! As the saying goes, it's what you do with it that counts, or perhaps more accurately, what the motivation behind using it is in the first place.

We found when we tested it out that it works better and better if your questions are clearer, more sophisticated and more detailed in the first place.

EXAMPLE – “AI” IN ACTION



For example - Dr David Porritt, one of our Directors asked it to “critically evaluate”, in 1,000 words using Harvard Referencing Style, his Doctoral Thesis.

It took ChatGPT about 2 minutes to produce something quite compelling. To the untrained eye, also quite convincing.

However given that we know a lot about coaching and particularly his thesis, it was somewhat generic and while mostly accurate, was not fully correct in summarising the text. It wasn't that critical either. But what it did do was structure a response in a way which was easy to read and by looking like a critique, could be believable. This led us to ask key questions not only about coaching, but also about AI.

FURTHER EXAMPLES

- ➡ We tested ChatGPT with other questions – for example, we asked what are some high impact questions an international school might ask about leadership at an interview for a senior leader position? This gave us some rather good questions and while we wouldn't use them in unedited form, it certainly provided a strong base from which to develop the nuanced, specific and helpful questions for individual school contexts. Seeing ChatGPT work in this way was a notch up from “googling” a list of good interview questions.

- ➡ We asked, what sorts of things would it be wise to include in a three day workshop about coaching?
- ➡ What are the key topics school leaders should think about when developing a leadership pathway for early career teachers?

All yield interesting and helpful information.

But, we realised though that while there was speed, (it is very fast, if you can get onto it when the server is not overloaded) and has some quality elements in the text it generates we still needed to apply our own intelligence and experience to what had been generated.

FINAL THOUGHTS

David mentioned that the 'noise' around using ChatGPT reminded him of the development of music synthesis and the rise in popularity of the synthesiser in the 1970s.

Given that he was once a musician in a rock band playing the synthesiser, he recalls that some folks saw this new invention of a synthetic way of producing sounds through electronic waves as 'fake, false, not really musical' and likely to be the harbinger of the end of Orchestras as we know them.

That's not happened of course. The synthesiser has continued to evolve and has provided designers with challenges to innovate, musicians with creative outlets and opportunities to share their work, composers to write and score orchestral pieces and has brought to the fore, international artists like Jean Michelle Jarre and Vangelis as well as catapulting bands like Human League to world-wide fame.

Perhaps, there are closer parallels for ChatGPT to the world of synthesis than to replacing human intelligence which some are worried is happening. The thing to remember is that ChatGPT is, after all 'artificial' and really what's happening is it is quickly and effectively selecting the most related content it can find to the question or statement it is asked, and then puts that information together in a way which we expect. And don't forget, it is not trying to or claiming to replace expertise or wisdom, or people.



Surely it is better to engage with ChatGPT, than ignore it or hope it will go away. Better to learn what it can do, use the application (**ZeroGPT - Chat GPT, Open AI and AI text detector Free Tool**)

which detects if it has been used in a piece of work if one is worried about plagiarism, and join the discussion about how we can safeguard humanity as AI gets faster and more able at impersonating human intelligence. Perhaps, the thing we can do best is be open to learning, to discussion and debate so that we are knowledgeable and thoughtful about how to harness the power of this electronic knowledge tool. When it becomes obsolete or, when the next version emerges, we simply cannot imagine ChatGPT writing its own song, and saying to the world.... 'Don't you want me baby?'

AND FINALLY

As with so many other things, there is no end, just new beginnings. As we were bringing this piece to a conclusion, we were invigorated by a recent piece from our development partners at AdaptiVLE. They have worked with us very closely on our Online Learning Platform – KAA Online, and we consider them “thought leaders” as we navigate our way through these new ways of working. They’ve recently published a piece that looks beyond ChatGPT, and introduced us to the concept of the “DHP” (Digital Human Presenter) and how applications are now coming to market that enable companies to create more compelling visualisations of ChatGPT.

We asked ChatGPT itself where it saw the next logical step for AI to take, and we found out the following;

One area that is likely to see significant growth in the coming years is the development of more sophisticated AI systems that can learn and reason across multiple domains. This means that AI models will be able to understand and process information from a wide range of sources, including text, images, and speech, and use this information to make informed decisions and take actions in complex and dynamic environments.

Another area of AI that is likely to see growth is the development of more human-like interaction between AI systems and humans. This involves developing systems that can understand natural language and communicate in a way that is natural and intuitive for humans, as well as systems that can detect and respond to human emotions and moods.

ChatGPT is most definitely a huge and important step forward, but there are still many more steps to be taken and to end on a truism – technology never stands still – buckle up!

Useful Resources:

- ➡ Dr David Porritt – **School Leaders Who Coach: Exploring the Effect of Coaching on Their Leadership, Learning, Self Efficacy and Professional Agency**. University College London, 2021.
- ➡ ChatGPT – can be accessed, when it's available, **here**
- ➡ In search of the truth? – Using ZeroGPT for fact checking for authenticity and plagiarism – can be found **here**.
- ➡ Our friends at AdaptiVLE discuss **AI – Text to Speech and Virtual Presenters**
- ➡ For more information about this topic, or **Karen Ardley Associates** and **KAA Online** in general, please contact **Kate Beetlestone**

ABOUT THE AUTHOR



Dr David Porritt is a director of Karen Ardley Associates and also the Principal at Budapest British International School in Hungary.

David has been a Headteacher and Principal for 24 years in the UK, Singapore, The Netherlands, and China. He holds an MBA in Educational Leadership (International) a Level 7 Certificate in Executive Coaching and Leadership Mentoring and has facilitated several cohorts of international teaching staff through the International Programme for Middle Leaders for the Council of British International Schools.

David has recently completed his Doctorate in Leadership and Coaching at UCL Institute of Education with the focus of the doctorate, understanding how leaders use coaching to impact their organisations.

He is a Fellow of the Institute of Leadership and Management and coaches several clients, helping them to promote desirable and sustainable change. Outside of school, David is a keen road cyclist and musician. He plays in a rock band when time allows and enjoys long rides with friends in a cycling club.