



# HPST HONG KONG

What people should learn for an AI world



## Five dialogues, five topics

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- the impact of AI
- the significance of AI for what people should learn
- design principles for equitable, high quality systems in an AI world
- the potential of AI to strengthen teaching, learning and assessment
- the role of teachers in an AI world



## Scope

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- Broad AI (WEF 2016)
- Narrow AI (OECD 2019)
- the technologies themselves....and the societal transformations to which they are contributing



# Impact

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- Economies
  - Job and task automation
  - The new business model
- Individual lives
  - Work
  - Decision-making
- An inflection point?
  - End of the Enlightenment
  - End of the human story
  - Restoring meaning and purpose



# AI and the 2030 Learning Framework

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- Structure
  - What people should learn falls under four categories: knowledge, skills, attitudes and values, all not only malleable but measurable.
  - Knowledge, skills, attitudes and values are the constituent components of competences.
  - People should develop competences through anticipating what they are going to do; doing it; and reflecting on what they have done.
- Luckin's Human Intelligences
  - Intelligences sit above competences
  - Meta Intelligence: more than a cog



# AI and the 2030 Learning Framework

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- Orientation
  - The goal of humankind is to maximise the well-being of societies, communities and individuals
  - The goal of education is to enable people to act in the world (agency)
  - To act effectively in the world, people should develop a set of transformational competences: creating new value; reconciling tensions and dilemmas; and taking responsibility
  - Learning provides a navigational compass through life
- Questions raised by AI
  - More VUCA than ever
  - Co-agency with machines
  - Giving greater substance to Well-Being



## Curriculum initiatives for the AI world

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- Supporting people to do valuable work
- Supporting people to exercise decision-making responsibility
- Supporting people to find new sources of meaning and purpose
  - Science Maths and Reading + problem solving  
AND History, Philosophy, Civics and Ethics +  
decision-making



## Application

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- Finland, Singapore and the Anglo-Saxon tradition
- What societal goals are being pursued? How do education goals support those societal goals? What are the implications of the analysis so far?





# Finland

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- New perspectives on work
  - Collective Intelligence
  - Self-Transforming Mind
- 7 transversal competences
- Openings
  - social intelligence
  - meta intelligence
  - decision-making
  - humanities



## Singapore

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- Toward a world-class knowledge economy
- Student-centred and values-based
- Smart Nation
- Education system already responding to AI
- Openings
  - Scope of humanities
  - Challenge of decision-making



## Anglo Saxon tradition

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- Societal contestation
- Education contestation
- Rethinking the purpose of education:  
Human Flourishing
  - An old vision for new times
  - Aims-based schooling
  - Measurement



## What people should learn for an AI world: the dialogues ahead

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- Teaching, learning and assessment
- The teaching profession
- System design principles