INTED2022
16th annual International Technology, Education and Development Conference

Artificial Intelligence related to education as seen by the European Union

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Keywords

Digital education
European Union
Artificial Intelligence

Fig.1 EU Compass for Europe's digital transformation

INTRODUCTION

More than 80% of young people in Europe use the internet for social activities. However, on the other hand, the lack of knowledge about fundamental rights and the exercise of citizenship is still worrying. European and national citizenship is not fully exercised, and we are already moving towards constructing a new digital citizenship with new associated rights. What makes you question whether education is achieving its ends?
As new technologies, how could the use of Artificial Intelligence (AI) be aimed at guaranteeing the educational process towards a better use of democracy in EU?

Digital transformation is currently an undeniable reality with a widespread impact on all sectors of activity, including education and society in general. Concerning education, it can be said that this sector is continuously affected by advances in digital technologies, which often contribute to significant, if not drastic, changes.

METHOD

The literature presents several definitions of AI; according to the British Dictionary, AI (Fig. 2) can be defined as "the ability of a digital computer or computer-controlled robot to perform tasks normally associated with intelligent beings" . And it is in this context the use of AI goes through the most varied fields of action ranging from society in general to areas such as medicine, production, and education. In the education area, the object of this study, AI, is used for several purposes, namely institutional use, Student support and preventing student dropout through predictive analytics.

This study intends to look at legislative and preparatory documents and cases presented in the literature that enshrine the issue of digital education and the use of Artificial Intelligence. For this, an integrative literature review will be used. From a theoretical and academic perspective, it is consolidated through the systematic and methodologically selected normative interpretation of national and international legal texts and the law of the European Union.

Without presenting quantitative data, the purpose is to bring to the discussion and debate the contribution of Artificial Intelligence in digital education as framed in the legislative intentions of the EU.

Fig.2 Artifitial Intelligence

CONCLUSIONS

The technological transformation is omnipresent, and the exercise of citizenship today requires extensive digital skills. Artificial Intelligence (AI) is both a resource and a constraint in these new technologies. Opening new paths to knowledge requires digital skills that are not yet within reach of citizens. Nevertheless, the use of AI in different domains, namely in education, is currently an effective strategy for major countries given the peak of a new wave of scientific and technological evolution - Digital Transformation. Thus, AI becomes a new engine for educational development and consequently for the world's economic development. However, there is a significant gap between developed countries at the level of education. In the face of aggressive competition between countries, the improvement of education supported by AI contributes to improving the level of education of the general population.The European Union takes a position as a driver of digital transformation and urges the promotion of the development of means for adequate digital literacy for European citizens through its policies with collaboration with the Member States.

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