

Junior A, Round 3

"that schools should encourage the use of Artificial Intelligence systems such as Chat GPT"

1. Type of Topic

This is a normative debate. This means that the Affirmative should propose a 'model' (a policy on how this idea would be implemented). This model should be clearly described to outline what changes the Affirmative team will make to the status quo, and how these changes will be enacted. The Negative team can either support the status quo or propose a counter-model. This counter-model must be different from the status quo, but also different from the model the Affirmative team is suggesting. The Negative team should ensure they clearly identify whether they are supporting the status quo or proposing a counter-model.

Both sides should take the approach that this is a policy to come into effect into Australia. Consider what challenges this will alleviate or create. Use logical reasoning to discuss how this policy could come into effect, who it will effect and how this kind of policy can be evaluated as effective or destructive to the current system.

2. Background / Context

ChatGPT, along with similar AI models, has been implemented across various sectors of society, including education. In schools, ChatGPT serves multiple functions, primarily aiding in educational assistance. It is integrated into learning management systems and educational platforms to offer personalised tutoring, homework help, and access to educational resources.

Students and teachers are able to utilise ChatGPT for its efficiency and reach. It is particularly useful in formats where students and teachers are under resourced or face certain difficulties such as remote access or where specialised student support is required.

While there are multiple benefits, there are risks, where dependency on artificial intelligence jeopardises the one's personal resourcefulness, analytical skills, intuition and problem solving abilities. With our society moving into the age of AI, we must also be mindful of privacy and data security within the cyber space.

Both sides of the debate should consider the ethical and social dilemmas associated with the implementation of this model.

3. Questions for Consideration

- How will AI integration affect teaching and learning methodologies? Which circumstances would AI enhance or complement the traditional teaching model and where would it detract?
- Is there any evidence which supports the effectiveness of AI in improving student engagement and learning outcomes?
- How can AI be tailored to meet the diverse needs of learning styles and students?
- Are there measures which can be taken to ensure equitable access to AI technologies for all students?
- Will schools need to implement additional protocols? Consider data privacy and the handling of sensitive information collected through AI. Also consider ethics.
- How will schools adapt with AI? What additional training will be required for educators to effectively integrate the systems?
- How can educators and policymakers navigate ethical dilemmas? Consider accountability, transparency and bias.
- Are there any financial implications of implementing this kind of model. Consider the initial investment and maintenance.
- How will this kind of model effect a student's ability to retain information and depend on their accumulated education? Will this have an effect on human agency?
- What are the long-term consequences of implementing this kind of model? Consider future careers and the advancement of society.
- Is it possible to have a wider focus group to assist in the broad spectrum implementation of this model? Consider all stakeholders.

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