

Friction or non Friction

Friction or do we agree?

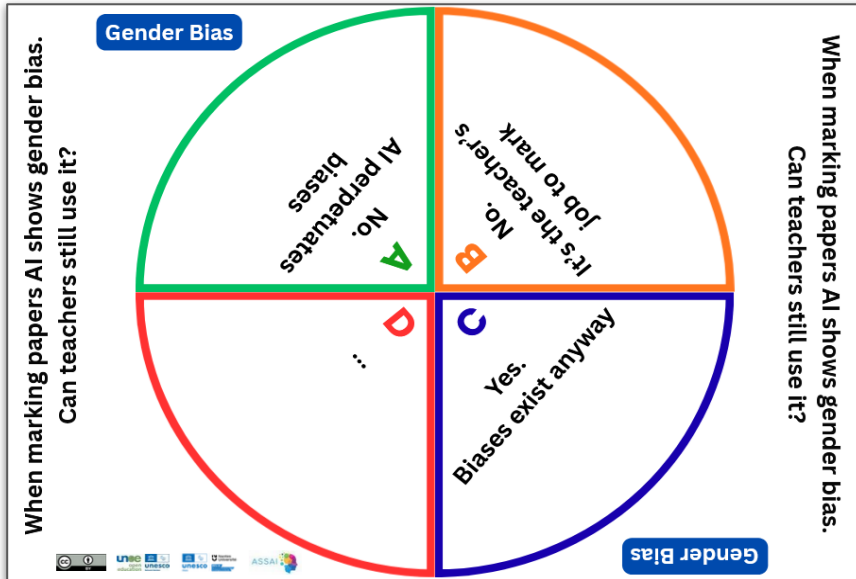


Organisation as a workshop

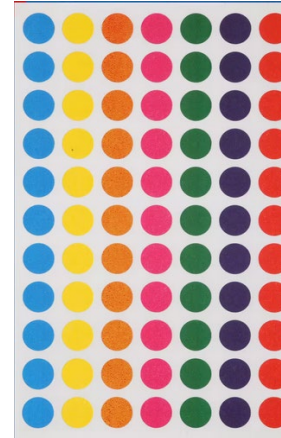
- Workshop duration: 30 minutes
- Number of participants: about 25 seated participants
- 4-5 participants will be seated per table

Workshop material

A3 Friction Board (1 per table)



Stickers, Post-its, pens



Some possible roles

- **The room manager** looks after the time, picks up the boards, distributes the new boards
- **The table manager** sits at the table and makes sure that table has the stickers they need. Also helps to solve questions

A friction

Each friction describes a situation. More details for each friction are in this booklet.

There are 3 possible positions (A, B and C) for each friction.

Participants start by choosing their initial position. They do that by adding a sticker to the board. Then they are encouraged to discuss. At the end of the discussion they can:

- write a new position in D using a post-it
- change their position by adding a new sticker

Activity flow

The table manager puts a frictions board on the table. They then distribute round stickers to the participants. The participants vote by putting their sticker next to their preferred response. The table manager then lets the participants discuss and only intervenes to ask questions (if the participants don't know how to continue) or to give context (this can be invented).

After 9 minutes **the room manager** says “One minute left”. Time to wrap up! The table manager tries to get participants to vote using the stickers.

After 10 minutes **the table manager** picks up the boards and puts down a new board.

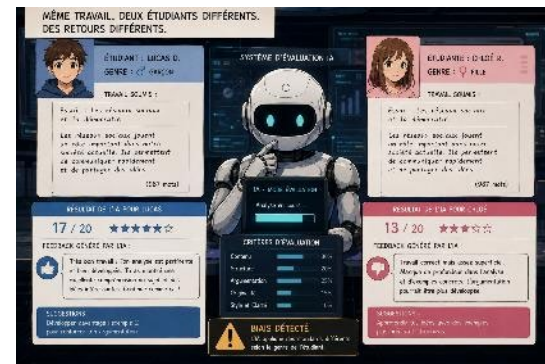
Acknowledgement

- The idea for this activity came from Miguel Morales, Professor at Galileo University, Guatemala
- The actual initial list of dilemmas was built at the UNESCO RELIA chair, with a special effort by Hélène Stakounis. It was then tested in Nantes and Lorient in workshops led by Mélanie Pauly-Harquevaux.
- We are indebted to Christian Stracke, Fawzi Baroud and others for ideas and suggestions
- The idea to run this as a special activity came from discussions with Michela Pagano and Maya Prince

Gender bias

When marking papers AI shows gender bias. Can teachers still use it?

- A. No. AI perpetuates biases
- B. No. It's the teacher's job to mark
- C. Yes. Biases exist anyway



[Benchmarking educational LLMs with analytics: A case study on gender bias in feedback](#)

Yishan Du, Conrad Borchers, Mutlu Cukurova

Elements of context

This is an interesting situation. What the research paper says is that AI will not mark nor annotate papers in the same way if it is grading boys and girls.

Teachers' use of AI

A teacher prohibits pupils (aged 13) from using generative AI but uses it to generate material. Parents find out and are furious.

A.If pupils aren't allowed to use AI, neither should the teacher.

B.A teacher must do the work: that's what they're paid for.

C.Teachers are capable of using AI responsibly; pupils aren't.



Elements of context

This situation has happened before. It seems to show that parents don't understand what is at stake. Nor even the role of school.

In the long version, the teacher produces some learning material and forgets to take away some "Made by ChatGPT"

We also wanted to add the word "adult" somewhere.

Suspicious of AI use without evidence

A student, who attended few classes and previously got poor results, hands in an excellent assignment. The teacher is convinced the student used AI, but has no proof.

- A. The teacher should give a low grade
- B. The institution should establish clear rules on the use of AI
- C. High quality work should be given a high grade



Elements of context

There is a lot to say here. What is not clear is what the rules are or even if there any. We are clearly in a situation of assessment, but we don't know how important is the mark.

Inequality of access to AI

Some students have paid subscriptions to more powerful Generative AI tools, but others have to use more limited free versions.

- A. This reflects existing inequalities
- B. The institution should pay a subscription for everyone
- C. Its use should be banned to ensure fairness



Elements of context

This is a complicated one.

Note that we didn't write "for assessment". So there are many questions here:

- do we really expect public money to go to (usually foreign) large tech companies?
- if the AI is not used for assessment, is it really an advantage to have a better AI?
- In recent papers, it seems that those who use AI most are losing out because of this

AI and language learning

A university is proposing to close the foreign languages department to cut costs.

- A. AI makes language learning unnecessary
- B. Learning languages develops important skills that AI cannot replace
- C. Instead of closing it, teach how to use AI to communicate in foreign languages



Elements of context

This is the sort of situation which happens.

But it also corresponds to the idea that something is not worth teaching if AI can do it. Coding is another typical example.

But we can argue that in that case, writing becomes unnecessary. Is that what we really want?