

Generative AI in education

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Why dont you just use chatGPT Dad?



01.where it began!

- Generative AI (Gen AI) is one of the top issues in education in the UK, (Uniform Education, 2025).
- Become more widespread with the advancement of apps such as ChatGPT (Lo, 2023).
- ChatGPT gained 1 million users in the first week of operation, with 100 million users over a month (Hu, 2023).

02. what does the media say in comparison to literature?

“Can chatGPT help pre-service teachers analyse classroom discourse? critical reflections from a science methods course” (Pleasants, 2024)

“AI helps out time strapped-teachers” (Shearing, 2023).

“Comparing expert tutor evaluation of reflective essays with marking by Gen AI tool” (Awidi, 2024)

“Teachers can use AI to save time on marking, new guidance says” (Shearing, 2025).

UK’s first ‘Teacherless’ AI classroom set to open in london” (Caroll, 2025)

Will Gen AI replace teachers in higehr education? A study of teachers and student perceptions (C. K. Y. Chan & Tsi, 2024)

“is AI the future of education in the south east” (Panons, 2024).

“Role of AI in the future of education” (Shrivastava, 2023)

03. UK government policy

- The department for education (DfE), supports the **ethical** use of Gen AI to enhance teaching and learning.
- Explains AI can reduce teacher workload, support **lesson planning**, and provide **personalised learning**.
- Outlines risks such as inaccuracy, bias and data privacy.
- Advices that use should be age-appropriate, **transparent**, and compliant with **safeguarding** policies.

(Generative Artificial Intelligence (AI) in Education, 2025)



04. Welsh government policy

- Produced as a guidance for effective Gen AI use in education establishments in Wales for educators and learners.
- Stated it should be used **ethically** and purposefully.
- Can support **lesson planning**, feedback and **personalised learning**.
- Advised that schools should ensure **data protection**, inclusivity, and **transparency**.
- Advised practitioners should develop confidence in Gen AI literacy, to **safeguard** and advice learners.



05. What does the literature say?

- The **OECD (2023)** produced an ‘intial policy considerations paper’ which outlined the key considerations for policy makers, such as, Plagiarism, bias, and mis-information.
- There are subtle differences in policy when looked at from a global perspective (**Nguyen et al., 2025**).
- The united states want to make their Gen AI policy specific to education, addressing the potential it brings and the challenges.
- The UK wish to produce a Task Force that is specific to addressing the use of Gen AI in education.
- Japan gives institutions autonomy over whether it should or shouldn’t be used in education. (**Saito, 2024**).

06. what does the literature say.

students and teachers views of Gen AI:

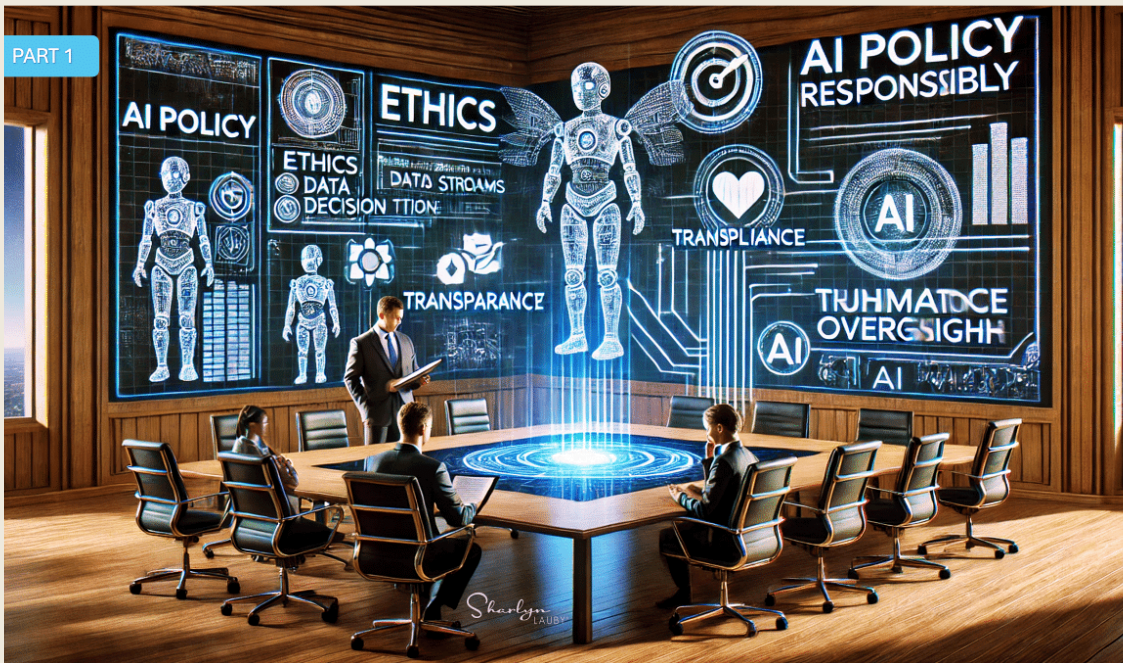
- A study conducted by **Haroud and Saqri (2025)**, found that students believe AI technologies can provide academic guidance more effectively than teachers, can help them improve results, simplify complex tasks, and students have a more positive view of Gen AI use than that of teachers.
- A systematic review conducted by **Premkumar et al (2024)** inferred that over use of Gen AI can reduce the critical thinking of students.
- Civil (2023)** inferred that teachers believe that using Gen AI can reduce the writing skills of learners.
- This was also stated by **Korn and Kelly (2023)** who added that teachers believed there is a risk to the quality of education that students will recieve which could potentially harm learning outcomes.

(AIPRM, 2025)

07. Refining the idea, what is missing from government policy.

how can policy help teachers with Gen AI use:

- Luckin et al (2024) eluded to the need for a national framework for teacher training on AI literacy, also stating there is a inequality gap in access to AI tools.
- Policy lacks robust ethical guidance on Bias, Transparency, and safeguarding for Gen AI use in education (Holmes et al., 2023).



References

