

VIDEO SUMMARY

Use and Misuse of AI in Education

Resource person: Jeff Crume | IBM Distinguished Engineer, Master Inventor and adjunct professor | Curated from IBM Technology

Use and Misuse of AI in Education | Emerging EdTech Trends | technology

Crume argues that prohibition and automated detection are fragile responses to generative AI. He uses cursive writing, memorisation, hand calculation and paper maps to illustrate a curricular problem: instructional time is finite, so educators must decide which foundations students need and which routine operations can sensibly be delegated to tools.

He prioritises flexibility, creativity and critical thinking. Critical thinking receives the clearest treatment. An AI response may be factually wrong, irrelevant to the task or harmful once its consequences are considered. Students need enough domain knowledge to verify output and enough ethical awareness to judge a proposed use.

The video lists possible roles for AI: just-in-time explanation, practice, writing feedback, accessibility support, lesson planning and simulated debate. Its best example has students use AI during preparation and then defend their own argument in real time. This preserves visible evidence of understanding.

The closing section focuses on AI literacy and assessment design. Faculty need to understand capabilities, limits, hallucinations, privacy and responsible use. Oral defence, debate, applied reasoning and process evidence can make student thinking visible. Use the linked independent guidance to evaluate these ideas and plan safeguards for a real course.