

Use Of AI Within Education – Chat Summary

Q – Questions, S – Statement, A – Answer, R – Response

S. I'm a Secondary School teacher. Even before the AI summary I had year 7 students express the number of bits in a MiB and GiB as an exponent without understanding it. So it isn't Just an AI problem.

R. I absolutely agree with you. Gen AI is simply a tool that makes research a little easier, a bit like a web browser did in the late 1990's! Users still need to read, understand, and apply this new knowledge. This is why, as a university, we have taken the stance that we should allow the students and support the use of GenAI tools (in difference to directly encouraging them to do this), but to train and guide them to use these tools in an ethical, professional, and responsible way, that supports, develops and enhances their learning, and not replaces it!

Here is a link to the support and guidance that we offer to our students:

<https://students.canterbury.ac.uk/study/study-support-and-platforms/generative-ai-guidance>

Q. In the past, many UK school curriculums gave the same amount of time to ICT as they do to Computer Science now.

Do you think the UK education system needs a reset to allow the students to develop the skills mentioned by the Government? Already the curriculums in South Korea and China are altering or altered to take them into account? Does the CS department in a school need to alter to help the whole school community and not just the students?

A. There was a consultation by the UK Government that started in May 2024 and concluded in a White Paper being published that announced reforms to the national curriculum that recognised the need to broaden the scope of the Computer Science provision to become more Computing focused, which included the exploration of a new qualification in data science and AI for 16–18-year-olds, and there to be a much greater focus on digital literacy, recognising the need to train teachers and educators (see links 1 and 2).

Link 1: <https://www.computingschool.org.uk/forum-news-blogs/2025/november/car-final-report-summary/>

Link 2: <https://www.computingschool.org.uk/forum-news-blogs/2025/november/car-final-report-summary/>

Link 3: <https://www.gov.uk/government/publications/curriculum-and-assessment-review-final-report>

So, I think that the issue for refocus and redesign of the curriculum has been recognised (see link 3), but now we need to see words (recommendations) becoming measurable actions that actually impact on the next generation of learners.

Q. You've acknowledged potential risks. What specific types of information would you not enter into a generative AI tool currently due to genuine privacy or security concerns, not just existing regulatory guidance?

A. This is a very important question, and is one that I feel ought to be a part of training going forward, not just for children attending schools, but members of the general public too. In short, the sort of information that should never be entered into a GenAI tool, would be anything personal or confidential that can be used by others to compromise you, such as financial records, medical information, academic research, name & address, and so on.

It's the same premise that I would use for Social Media - don't share anything that you wouldn't want a random member of the public to know about!! I know that this is a very broad answer, but in reality, it's that simple. Any questions or prompts fed into a GenAI tool, as well as the answers provided, simply adds it to the central data repository that everyone else is accessing for their own prompts, questions, and answers... so beware!