

Ce cahier comporte 2 sujets :

- un sujet de type BCE - ELVi (pages 1 à 7)

Ecoles concernées : Audencia, Brest Business School, Burgundy School of Business, EDHEC Business School, Emlyon business school, Clermont school of Business, ESCP, ESSEC, Excelia, Grenoble Ecole de Management, HEC Paris, ICN, INSEEC, Institut Mines-Télécom Business School, ISC, SKEMA, South Champagne Business School, TBS Education.

- un sujet de type ECRICOME (page 8)

Ecoles concernées : EM Strasbourg, Montpellier Business School, Kedge, Neoma, Rennes School of Business

Vous traiterez un des 2 sujets au choix. Vous pourrez rendre vos copies au plus tôt 30 mn avant la fin de l'épreuve. Aucun document n'est autorisé.

Sujet Type BCE - ELVi 4h

Ce sujet comporte les 5 documents suivants:

- **Document 1:** *How AI could radically change schools by 2050* - Harvard Gazette, September 19, 2025
- **Document 2:** *AI will destroy critical thinking in K-12* - The New York Times, May 14, 2025
- **Document 3:** <<L'IA à l'aide des profs : une "machine de dépossession" ou un outil pour "personnaliser et dynamiser les cours" ?>> - Téléràma, 29 août 2025
- **Document 4:** A breakdown of the most common ways to use AI tools in primary education (K-12), AIPRM, 2024
- **Document 5:** *Cartoon: Homework Assignments* - Patrick Lamontagne, September 5, 2023

I. Résumé analytique comparatif

Répondre dans la langue cible à la question posée en 350 mots (+/- 10%) en identifiant et en comparant les informations pertinentes dans les documents 1 et 2, sans commentaire personnel ni paraphrase.

According to Document 1 and Document 2, to what extent AI will change education.

II. Expression personnelle: essai argumenté

Répondre dans la langue cible à la question posée en 500 mots (+ ou - 10%), en réagissant au contenu du dossier, sans paraphraser celui-ci, tout en développant son opinion personnelle. Vous devez illustrer votre argumentation avec des exemples culturels, civilisationnels et/ou historiques du monde anglophone.

In your opinion, should AI in the classroom be feared or praised?

III. Traduction du français en anglais (thème)

Traduire uniquement la partie du texte indiquée en français en gras et entre crochets [...]

Traduire du français en anglais de << Dans l'académie de Créteil >> à <<souveraine>>.

Document 1:

How AI could radically change schools by 2050, Sy Boles, *The Harvard Gazette*, September 19, 2025

By 2050, education will look radically different than it does now, according to psychologist and social scientist Howard Gardner — the originator of the theory of multiple intelligences — and Anthea Roberts, a visiting professor at Harvard Law School.

Gardner, speaking during a forum Wednesday at the Harvard Graduate School of Education, called AI as fundamental a change to education as the world had seen in 1,000 years — and even said it may render obsolete many of the forms of mind he is famous for describing.

“The need to have everybody in the class doing the same thing, being assessed in the same way, will seem totally old-fashioned,” he said.

The forum, titled “Thinking in an AI-Augmented World,” took place in Longfellow Hall and was hosted by Martin West, academic dean and Henry Lee Shattuck Professor of Education.

“AI is already shaping the future of education in ways that everyone in the sector, from policymakers and leaders to teachers, parents, and students, needs to understand,” West said.

Gardner and Roberts offered distinct perspectives of an AI-augmented education system.

In Gardner’s view, by about 2050, every child would need a few years of schooling in the Three R’s: “Reading, ’riting, ’rithmetic, and a little bit of coding,” he said. After that, teachers who functioned more as coaches would expose students to activities that would challenge their thinking, expose them to ideas, and guide them toward professions that excite them. “I don’t think going to school for 10 or 15 years as we’ve done it makes sense,” said Gardner, the John H. and Elisabeth A. Hobbs Research Professor of Cognition and Education.

Roberts offered another vision. Where previously knowledge production was “the actor on the stage, the athlete on the field, the writer of the book,” the next generation must be trained to orchestrate a team of AIs. “You become the director of the actor, you become the coach of the athlete, and you become the editor of the writer,” she said. “It requires actually having very strong faculties in terms of how you’re engaging.”

A later contribution, “Five Minds for the Future” (2005), posited five kinds of minds that education policy should aim to develop: the disciplined mind (learning subjects like history, biology or math); the synthesizing mind (putting strands of thought together in sensible ways); and the creating mind (“This is one we’re all interested in but it’s rare: It’s coming up with something new which actually

sticks,” Gardner said). Two other modes — the respectful mind and the ethical mind — help us deal with other people and with complex societal problems.

Artificial intelligence, Gardner said, may soon displace three of the five.

“I think most cognitive aspects of mind — the disciplined mind, the synthesizing mind, and the creative mind — will be done so well by large language machines and mechanisms that whether we do them as humans will be optional,” he said. “On the other hand, I don’t believe for a minute that aspects of respect — how we deal with other human beings — and ethics — how we deal with difficult issues as citizens, as professionals — can or should be consigned to even the most articulate and multifaceted, intelligent machines.”

The panelists acknowledged concerns that students might offload cognitive labor to AI, decreasing their critical reasoning skills.

“You absolutely will have the chance to cognitively offload,” Roberts said. “And you absolutely will have the chance to cognitively expand. Our duty as individuals and as educators is to try to work out how we do that expansion rather than that replacement. There isn’t a clear answer to that yet.”

Roberts said that she was compelled to put her academic books back on the shelf and start building AI tools after a younger colleague developed a “Robo-Anthea” that could converse fluently from her perspective.

“I now spend almost all my time in constant dialogue with LLMs,” said Roberts, who is also a professor at the School of Regulation and Global Governance at the Australian National University. “In all my academic work, I have Gemini, GPT, and Claude open and in dialogue. ... I feed their answers to each other. I’m constantly having a conversation across the four of us.”

Document 2:

A.I. Will Destroy Critical Thinking in K-12, Jessica Grose, The New York Times, May 14, 2025

A few weeks ago, my ears perked up when a gaggle of middle school volleyball players in my car were talking about the teachers they don’t like; I have an unfortunate appetite for teenage gossip, and sometimes it yields relevant information. Most of it was petty: One has a resting angry face. Another is too strict at lunch. But then somebody said, dismissively, “And I bet she uses A.I. to grade our papers.”

I don’t think this is true, but that it could be true is already corrosive. Even seventh graders can see artificial intelligence is a lesser form of care and attention. And now unregulated A.I. has the

potential to chip away at their trust of the educational process, from the moment they start kindergarten.

The push for A.I. in K-12 schools is now coming from the president, who issued an executive order on April 23 calling for the use of the technology in all grades. The secretary of education, Linda McMahon, previously said her goal is getting the federal government out of education, sending control back to the states and empowering parents, but apparently there's a carve-out for nudging Big Tech's continued incursion into the classroom.

The executive order claims that "A.I. education in kindergarten through 12th grade (K-12) is critical" because the United States needs "to develop an A.I.-ready work force and the next generation of American A.I. innovators." The executive order commands the secretary of education to also "prioritize the use of A.I. in discretionary grant programs for teacher training" so that educators might "integrate the fundamentals of A.I. into all subject areas."

Personally, I do not trust McMahon to responsibly administer anything having to do with A.I. when she repeatedly confused A.I. with A1, the steak sauce, in a speech this year: "A school system that's going to start making sure that first graders or even pre-Ks have A1 teaching in every year. That's a wonderful thing."

There are already many schools across the country that are integrating A.I. into the curriculum, though I fear that in many places it's being done without appropriate forethought or data privacy safeguards. "What I can say with a fairly high level of confidence is that A.I. is being forced upon schools without any particular context or funding that would allow them to make informed decisions about what may or may not be valuable to them," said Alex Molnar, the director of the National Education Policy Center at the University of Colorado.

If A.I. is carelessly incorporated all the way down to pre-K, it will be a horrible mistake. It could inhibit children's critical thinking and literacy skills and damage their trust in the learning process and in one another. As my newsroom colleagues reported last week in "A.I. Is Getting More Powerful, but Its Hallucinations Are Getting Worse," the hallucinations may always exist. But even more to the point, when we automate the most connective human tasks, like teaching, and relegate that to systems that can get basic facts wrong, it can lead to rot all the way down.

And for what? Research takes time, but for now, there is not even conclusive evidence that A.I. improves learning outcomes when compared with human teaching of older students. One study of nearly 1,000 Turkish high schoolers from researchers at the University of Pennsylvania compared two groups of students who were allowed access to different versions of OpenAI's GPT-4 when studying for a math exam with a control group of students who had no generative A.I. resources. Students with access to generative A.I. did much better on practice tests for which they could use the A.I. But when all of the students were given an exam with no access to A.I., the control group with old-school study resources outperformed the group who studied with A.I.[...]

Document 3:

<<L'IA à l'aide des profs : une "machine de dépossession" ou un outil pour "personnaliser et dynamiser les cours" ?>>, Marion Rousset, *Télérama*, 29 août 2025

[Dans l'académie de Créteil comme ailleurs, des profs inventent de nouvelles manières d'enseigner avec l'IA. Ces tests grandeur nature sont encouragés, dans le second degré, par le ministère de l'Éducation nationale, qui a placé cette rentrée sous le sceau de l'intelligence artificielle. Le coup d'envoi a été donné le 7 février 2025, en marge du Sommet pour l'action sur l'IA. À l'époque, Élisabeth Borne promet notamment de publier un « cadre d'usage ». C'est chose faite : une charte parue avant l'été préconise une utilisation autonome de l'intelligence artificielle à partir de la quatrième, et considère comme une fraude tout recours à ces outils pour réaliser un devoir scolaire, « sans autorisation explicite et sans travail personnel d'appropriation ».

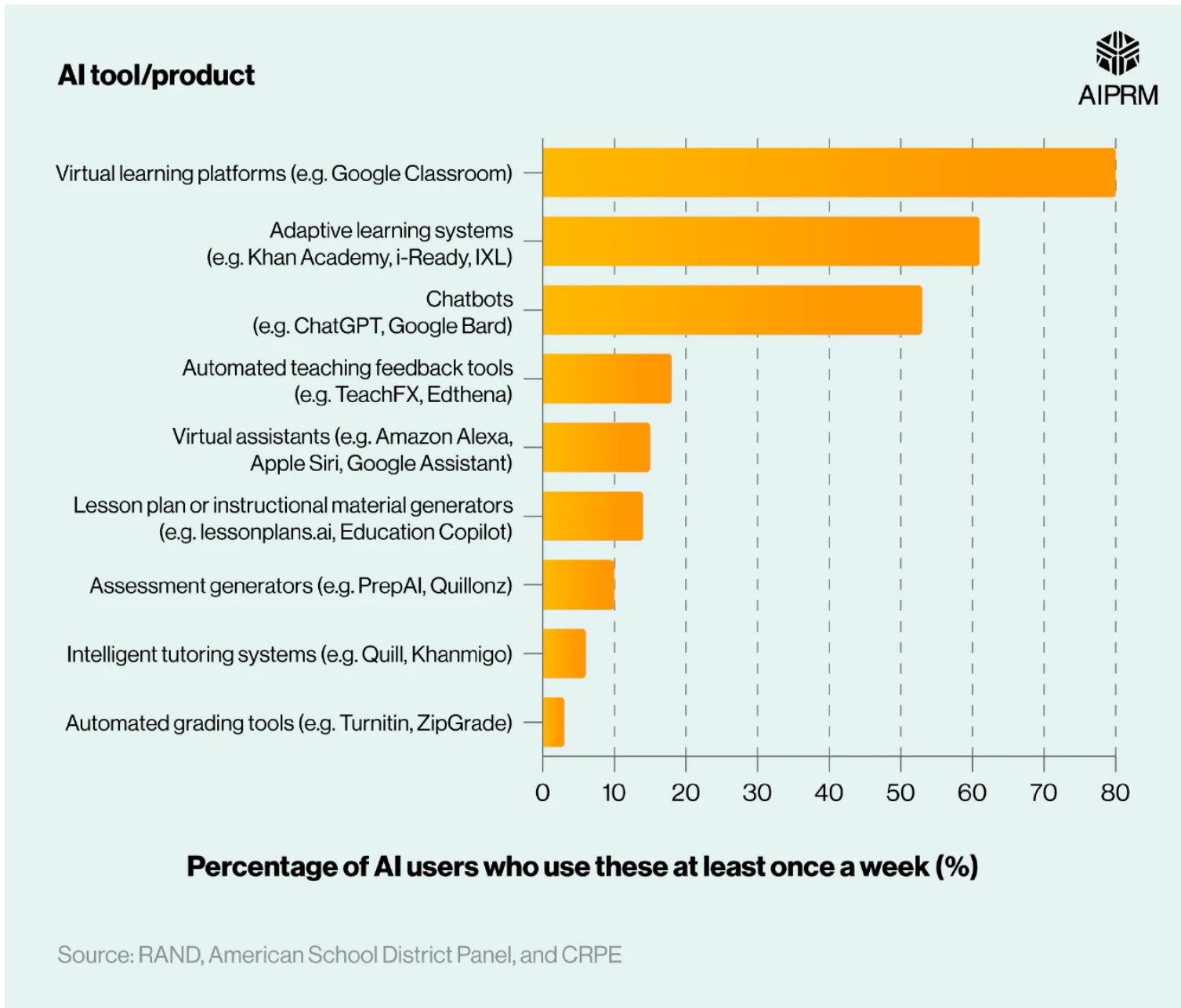
Outre la prise en compte de leur impact environnemental, elle pointe la nécessité de veiller à la protection des données des élèves, ou encore d'exercer son esprit critique. Une manière de préparer le terrain avant la rentrée des classes, qui verra le dispositif « Pix + Édu » — ouvert aux enseignants volontaires — s'enrichir d'un parcours dédié à l'intelligence artificielle. Sans oublier le lancement d'un appel à projet doté de 20 millions d'euros, pour développer une IA « transparente » et « souveraine ».]

En attendant, l'Éducation nationale a créé un espace de partage des ressources créées par des enseignants, La Forge des communs numériques éducatifs, où chacun pioche à sa guise. Vivien Mirbeau, un professeur de philosophie qui code depuis son adolescence, a par exemple développé une application gratuite : « PhiloGPT ». Celle-ci permet aux lycéens de converser avec des philosophes. Il a rentré sur son site leurs œuvres complètes et programmé le style des réponses. « Si vous parlez avec Socrate, par exemple, il commencera toujours par vous interroger. » Vivien Mirbeau a aussi mâché le travail des élèves, en préenregistrant des questions. À Machiavel, ils pourront ainsi demander comment il définit « le réalisme en politique ». « Sauf exception, les élèves ne vont pas lire les œuvres spontanément. Cet outil leur permet d'avoir accès aux passages pertinents. »

Mais pour quelques initiatives pertinentes, combien d'expérimentations peu probantes, bricolées à la va-vite avec ChatGPT ? Question d'autant plus vive qu'il s'agit de mettre les ados devant des écrans, alors qu'ils y passent déjà tant de temps.

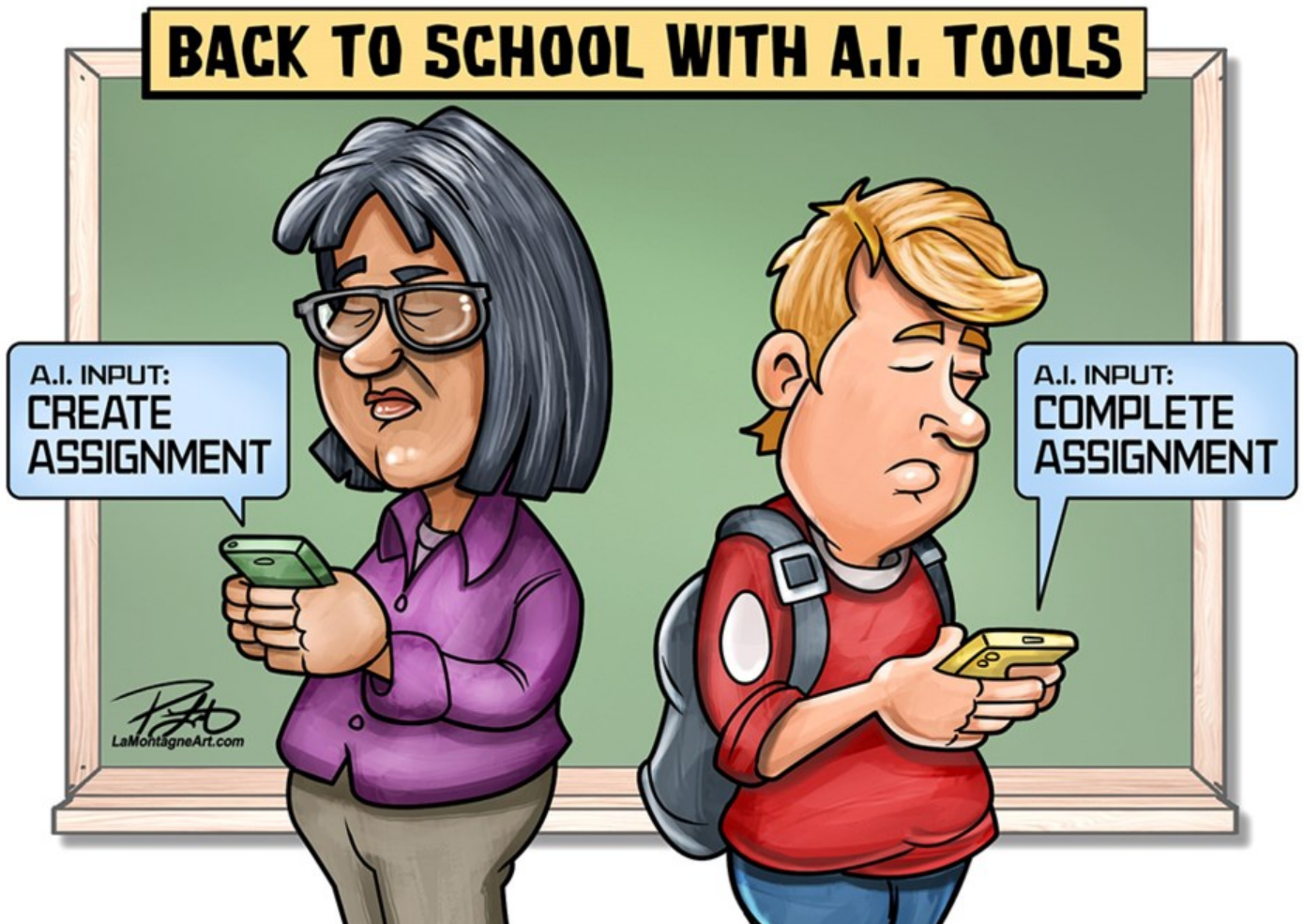
Document 4:

A breakdown of the most common ways to use AI tools in primary education (K-12), AIPRM, 2024



Document 5:

Cartoon: Homework Assignments - Patrick Lamontagne, September 5, 2023



1 - Version

A.I. Is Starting to Wear Down Democracy

Since the explosion of generative artificial intelligence over the last two years, the technology has demeaned or defamed opponents and, for the first time, officials and experts said, begun to have an impact on election results. Free and easy to use, A.I. tools have generated a flood of fake photos and videos of candidates or supporters saying things they did not or appearing in places they were not — all spread with the relative impunity of anonymity online.

The technology has amplified social and partisan divisions and bolstered antigovernment sentiment, especially on the far right, which has surged in recent elections in Germany, Poland and Portugal.

In Romania, a Russian influence operation using A.I. tainted the first round of last year's presidential election, according to government officials. A court there nullified that result, forcing a new vote last month and bringing a new wave of fabrications. It was the first major election in which A.I. played a decisive role in the outcome. It is unlikely to be the last.

As the technology improves, officials and experts warn, it is undermining faith in electoral integrity and eroding the political consensus necessary for democratic societies to function.

The New York Times, 26 June 2025

2- Thème

Chez nous, on ne causait guère. Les enfants hurlaient et les adultes vaquaient à leurs tâches comme ils l'auraient fait dans la solitude. Nous mangions à notre faim, quoique frugalement, nous n'étions pas maltraités et nos vêtements de pauvres étaient propres et solidement rafistolés de telle sorte que si nous pouvions en avoir honte, nous ne souffrions pas du froid. Mais nous ne nous parlions pas. La révélation eut lieu lorsqu'à cinq ans, me rendant à l'école pour la première fois, j'eus la surprise et l'effroi d'entendre une voix qui s'adressait à moi et disait mon prénom.

- Renée ? interrogeait la voix tandis que je sentais une main amie qui se posait sur la mienne.

C'était dans le couloir où, pour le premier jour d'école et parce qu'il pleuvait, on avait entassé les enfants.

- Renée ? modulait toujours la voix qui venait d'en haut et la main amicale qui ne cessait d'exercer sur mon bras - incompréhensible langage - de légères et tendres pressions.

Muriel Barbery, *L'élégance du hérisson*, 2006

3- Essai -Les candidats traiteront l'un des deux sujets proposés et indiqueront le nombre de mots employés (de 250 à 350). **Indiquer le nombre de mots utilisés** en portant les mentions suivantes très lisiblement et à l'encre: repère formé d'un double trait // dans le texte écrit après chaque tranche de 50 mots, décompte chiffré cumulatif (50, 100, 150, etc) en regard dans la marge, total exact en fin d'exercice.

1. Should AI be praised or feared ?
2. Is creativity dead?