

CONCOURS BLANC 2^e semestre

DEVOIR type X-ENS

Durée de l'épreuve : 4 heures
Sans dictionnaire

L'ordre dans lequel se présentent les documents est aléatoire

1^{ère} partie

Documents:

- article de *Forbes* de mai 2023
- article de *Politico* d'août 2023
- article de *The Guardian* de juillet 2023
- graphique d'une enquête du Pew Research Center de mars 2023

Consigne :

Sans paraphraser les documents proposés dans le dossier, le candidat réalisera une synthèse de celui-ci, en mettant clairement en valeur ses principaux enseignements et enjeux dans le contexte de l'aire géographique de la langue choisie, en en prenant soin de n'ajouter aucun commentaire personnel à sa composition.

La synthèse proposée devra comprendre entre 600 et 675 mots et sera rédigée intégralement dans la langue choisie. Elle sera en outre obligatoirement précédée d'un titre proposé par le candidat.

A. Document 1

School Leaders Warn AI Is A ‘Real and Present’ Danger to Education

Forbes, 20 May 2023, Nick Morrison

School leaders have warned that AI poses a “real and present” danger to education, leaving teachers “bewildered” by the pace of change.

And they have cast doubt on the ability and willingness of both governments and technology companies to regulate the technology effectively to protect the interests and well-being of students.

Developments in artificial intelligence have gripped the public imagination since Open AI released ChatGPT in December last year, but there is growing disquiet at the potential impact on education.

Now a group of school leaders in the U.K. has outlined their fears in a letter published in today's London Times. The letter warns of the “very real and present hazards and dangers” presented by AI, alongside the potential to benefit students and staff.

And while much attention has focused on the risk of students using AI to cheat in coursework and assessment, there are also concerns about the impact on children's mental health as well as on the teaching profession.

The school leaders, led by Sir Anthony Seldon, the head of Epsom College and biographer of former prime ministers Boris Johnson and Tony Blair, also announced the creation of an advisory body to help teachers navigate developments in AI.

“Schools are bewildered by the very fast rate of change in AI and seek secure guidance on the best way forward, but whose advice can we trust?” the letter said. “We have no confidence that the large digital companies will be capable of regulating themselves in the interests of students, staff and schools and in the past the government has not shown itself capable or willing to do so.”

Sir Anthony told the Times that while AI could prove the biggest benefit to education since the printing press, the risks were “more severe than any threat that has ever faced schools”.

“Learning is at its best, human beings are at their best, when they are challenged and overcome those challenges. AI will make life easy and strip away learning and teaching – unless we get ahead of it,” he added.

Prime minister Rishi Sunak told reporters at the G7 summit in Japan that “guardrails” would have to put in place so AI could be introduced safely and securely, but the school leaders' letter cast doubt on government's ability to effectively regulate the sector.

“AI is moving far too quickly for the government or parliament alone to provide the real-time advice schools need,” said the signatories, who included Geoff Barton, general secretary of the Association of School and College Leaders, which represents many school principals.

Education Secretary Gillian Keegan told an education technology showcase in March that AI had the potential to transform education and have a significant impact on teachers' workloads.

“The education secretary has been clear about the government's appetite to pursue the opportunities – and manage the risks – that exist in this space, and we have already published information to help schools do this,” the Department for Education said.

“We continue to work with experts, including in education, to share and identify best practice.”

But Professor Stuart Russell, of University of California in Berkeley and a former advisor on AI to both the U.S. and U.K. governments, cautioned earlier this month that governments were not doing enough to protect the public from the impact of AI.

And Dr Geoffrey Hinton, regarded as the godfather of artificial intelligence, warned about the growing dangers of developments in AI when he quit Google, also earlier this month.

A. Document 2

More schools want your kids to use ChatGPT. Really.

Politico 23 August, 2023, Mackenzie Wilkes and Katelyn Cordero

Many school districts spent the last academic year trying to seal students off from artificial intelligence. Now, they're racing to establish AI-friendly classrooms as a new school year kicks off.

They've crafted rules for AI use among students and trained teachers on how to fuse the technology into daily learning. The reason for the dramatic shift: a realization that it's better to harness the rapidly evolving technology than futilely attempt to insulate against it. (...)

The November release of ChatGPT — a free bot that can solve calculus equations, write term papers and translate Spanish — upended education seemingly overnight. Students from middle school to college tinkered with chatbots, using them to help with homework or complete assignments altogether, spurring some school systems to block their use.

Now, state by state, more school leaders are setting rules around acceptable use and preaching the benefits of the emergent technology while Washington weighs national AI regulations for K-12 classrooms.

“The jobs of the future, this world where AI exists, are going to demand skills that we haven’t even dreamed up yet,” New York State United Teachers President Melinda Person said in an interview. “We want to make sure that our instruction provides kids with the tools they need for that future job market.”

A majority of teachers support leaning into the fast-developing tech. About 61 percent of teachers think ChatGPT will have “legitimate educational uses that we cannot ignore,” according to a national survey commissioned by the Walton Family Foundation from progressive pollster Impact Research.

In New York City, Schools Chancellor David Banks announced in May that the Department of Education would support public schools as they navigate ChatGPT after initially banning the software earlier in the year. Since then, educators have been thinking about how to incorporate AI into their lessons. The department’s Digital Learning and Innovation team worked with the International Society for Technology in Education to offer a 15-hour course for educators.

Some high school educators have given students ChatGPT projects, such as requesting the bot write poetry in a particular style “and then analyze the product that they’ve received,” said Janella T. Hinds, vice president for academic high schools at the United Federation of Teachers.

Administrators in the heart of Silicon Valley have been developing rules that would allow for AI use only when teachers explicitly encourage it and mandate that students cite ChatGPT use in their work.

Like New York, school districts in Los Angeles and Seattle banned ChatGPT on district devices soon after its release. While Los Angeles Unified’s ban still stands, the country’s second-largest district acknowledged the technology’s upside by deploying an education-specific chatbot named “Ed” in 100 schools when classes resumed last week.

The tech, accessible on smartphones, will expand to all district schools within six months and remind students to complete assignments and help parents access students’ grades and attendance. (...)

The International Baccalaureate program, which is offered in nearly 2,000 schools across the nation, was among the first to announce it would not ban the technology in early 2023. IB curriculum encompasses college-preparatory courses that provide a growing alternative to Advanced Placement programs.

“AI will be affecting societies to a large extent, and they are so strongly influencing the basic ways of how we make sense of reality, how we know things, and how we create things, that it would be a mistake if we would leave schools out of that kind of development,” Olli-Pekka Heinonen, the director general of the International Baccalaureate program, said in an interview.

The growing embrace of AI technology by educators doesn’t mean that they’re ignoring concerns about cheating.

Some schools, including Glazer’s Mountain View High School, have purchased software meant to detect use of AI in essay writing and other assignments. But even the best products can’t always accurately identify what’s authentic. “There are some companies right now that claim that they can detect AI,” said Stanford University education researcher H. Alix Gallagher in an interview. “I would recommend suspicion about the promises of catching cheating.”

Federal officials and national education groups are also wrestling with how to strike a balance between embracing AI’s potential and protecting academic rigor and student privacy.

The U.S. Education Department in May released guidance highlighting the potential for AI to personalize learning while also raising concerns about technology companies surveilling students and risking their privacy.

But education-specific national regulations of the technology have yet to emerge.

The nation’s second-largest teachers union, though, is pursuing stringent rules on Capitol Hill. In June, American Federation of Teachers officials gathered in Washington and called on governments to “swiftly develop, pass and implement strict regulations” on artificial intelligence.

AFT President Randi Weingarten told union officials that school attempts to ban the technology will fail, as she praised European Union privacy and security regulations that are well ahead of the U.S.

“We need safeguards — particularly on disinformation, misinformation and privacy,” Weingarten said in an interview,

The National Association of Secondary School Principals isn’t yet advocating for specific regulations, CEO Ronn Nozoe said. But he stressed the importance of training teachers on AI use and said cuts to professional development funding in House budget legislation could limit schools’ ability to integrate AI.

Other national nonprofits are helping with trainings. The International Society for Technology in Education, an organization that works to boost the use of technology in education, has already offered an AI exploration course to around 2,800 educators, said CEO Richard Culatta.

Advocates of such trainings argue they help teachers incorporate AI into lessons and prepare students for jobs in tech.

A. Document 3

Yes, AI could profoundly disrupt education. But maybe that's not a bad thing

The Guardian, 14 July 2023, Rose Luckin

Education strikes at the heart of what makes us human. It drives the intellectual capacity and prosperity of nations. It has developed the minds that took us to the moon and eradicated previously incurable diseases. And the special status of education is why generative AI tools such as ChatGPT are likely to profoundly disrupt this sector. This isn't a reflection of their intelligence, but of our failure to build education systems that nurture and value our unique human intelligence.

We are being duped into believing these AI tools are far more intelligent than they really are. A tool like ChatGPT has no understanding or knowledge. It merely collates bits of words together based on statistical probabilities to produce useful texts. It is an incredibly helpful assistant.

But it is not knowledgeable, or wise. It has no concept of how any of the words it produces relate to the real world. The fact that it can pass so many forms of assessment merely reflects that those assessments were not designed to test knowledge and understanding but rather to test whether people had collected and memorised information.

AI could be a force for tremendous good within education. It could release teachers from administrative tasks, giving them more opportunities to spend time with students. However, we are woefully equipped to benefit from the AI that is flooding the market. It does not have to be like this. There is still time to prepare, but we must act quickly and wisely.

AI has been used in education for more than a decade. AI-powered systems, such as Carnegie Learning or Aleks, can analyse student responses to questions and adapt learning materials to meet their individual needs. AI tools such as TeachFX and Edthena can also enhance teacher training and support. To reap the benefits of these technologies, we must design effective ways to roll out AI across the education system, and regulate this properly.

Staying ahead of AI will mean radically rethinking what education is for, and what success means. Human intelligence is far more impressive than any AI system we see today. We possess a rich and diverse intelligence, much of which is unrecognised by our current education system.

We are capable of sophisticated, high-level thinking, yet the school curriculum, particularly in England, takes a rigid approach to learning, prioritising the memorising of facts, rather than creative thinking. Students are rewarded for rote learning rather than critical thought. Take the English syllabus, for instance, which requires students to learn quotations and the rules of grammar. This time-consuming work encourages students to marshal facts, rather than interpret texts or think critically about language.

Our education system should recognise the unique aspects of human intelligence. At school, this would mean a focus on teaching high-level thinking capabilities and designing a system to supercharge our intelligence. Literacy and numeracy remain fundamental, but now we must add AI literacy. Traditional subject areas, such as history, science and geography, should become the context through which critical thinking, increased creativity and knowledge mastery are taught. Rather than teaching students only how to collate and memorise information, we should prize their ability to interpret facts and weigh up the evidence to make an original argument.

Failure to change isn't an option. Now these technologies are here, we need humans to excel at what AI cannot do, so any workplace automation complements and enriches our lives and our intelligence.

This should be an amazing opportunity to use AI to become much smarter, but we must ensure that AI serves us, not the other way round. This will mean confronting the profit-driven imperatives of big tech companies and the illusionist tricks played by Silicon Valley. It will also mean carefully considering what types of tasks we're willing to offload to AI.

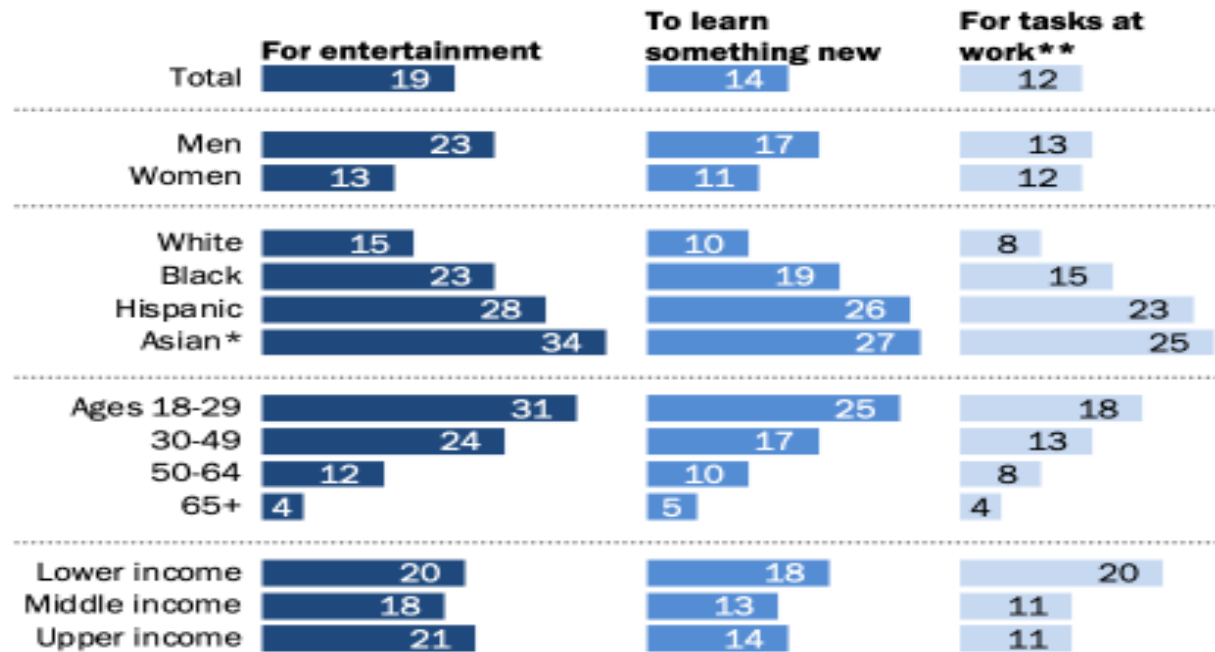
Some aspects of our intellectual activity may be dispensable, but many are not. While Silicon Valley conjures up its next magic trick, we must prepare ourselves to protect what we hold dear – for ourselves and for future generations.

A. Document 4

Pew Research Center, survey on the use of ChatGPT, March 2023

Young adults who have heard of ChatGPT are more likely than their older counterparts to have used it

Among the 58% of U.S. adults who have heard of ChatGPT, % who say they have ever used it ...



*Estimates for Asian adults are representative of English speakers only.

**This item was asked only of respondents who were working for pay at the time of the survey.

Note: White, Black and Asian adults include those who report being only one race and are not Hispanic. Hispanic adults are of any race. Family income tiers are based on adjusted 2021 earnings. Those who did not give an answer are not shown.

Source: Survey of U.S. adults conducted March 13-19, 2023.

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Instructions :

Rédiger en anglais et en 500 à 600 mots environ un texte d'opinion qui réagisse à l'éditorial proposé (doc5). Vous indiquerez avec précision à la fin de votre texte le nombre de mots qu'il comporte.

Document 5**How Schools Can Survive (and Maybe Even Thrive) With A.I. This Fall**

The New York Times, Aug. 24, 2023, Kevin Roose, columnist

Last November, when ChatGPT was released, many schools felt as if they'd been hit by an asteroid.

In the middle of an academic year, with no warning, teachers were forced to confront the new, alien-seeming technology, which allowed students to write college-level essays, solve challenging problem sets and ace standardized tests.

Some schools responded — unwisely, I argued at the time — by banning ChatGPT and tools like it. But those bans didn't work, in part because students could simply use the tools on their phones and home computers. And as the year went on, many of the schools that restricted the use of generative A.I. — as the category that includes ChatGPT, Bing, Bard and other tools is called — quietly rolled back their bans.

Ahead of this school year, I talked with numerous K-12 teachers, school administrators and university faculty members about their thoughts on A.I. now. There is a lot of confusion and panic, but also a fair bit of curiosity and excitement. Mainly, educators want to know: How do we actually use this stuff to help students learn, rather than just try to catch them cheating?

I'm a tech columnist, not a teacher, and I don't have all the answers, especially when it comes to the long-term effects of A.I. on education. But I can offer some basic, short-term advice for schools trying to figure out how to handle generative A.I. this fall.

First, I encourage educators — especially in high schools and colleges — to assume that 100 percent of their students are using ChatGPT and other generative A.I. tools on every assignment, in every subject, unless they're being physically supervised inside a school building.

At most schools, this won't be completely true. Some students won't use A.I. because they have moral qualms about it, because it's not helpful for their specific assignments, because they lack access to the tools or because they're afraid of getting caught.

But the assumption that everyone is using A.I. outside class may be closer to the truth than many educators realize. ("You have no idea how much we're using ChatGPT," read the title of a recent essay by a Columbia undergraduate in *The Chronicle of Higher Education*.) And it's a helpful shortcut for teachers trying to figure out how to adapt their teaching methods. Why would you assign a take-home exam, or an essay on "Jane Eyre," if everyone in class — except, perhaps, the most strait-laced rule followers — will use A.I. to finish it? Why wouldn't you switch to proctored exams, blue-book essays and in-class group work, if you knew that ChatGPT was as ubiquitous as Instagram and Snapchat among your students?

Second, schools should stop relying on A.I. detector programs to catch cheaters. There are dozens of these tools on the market now, all claiming to spot writing that was generated with A.I., and none of them work reliably well. They generate lots of false positives, and can be easily fooled by techniques like paraphrasing. Don't believe me? Ask OpenAI, the maker of ChatGPT, which discontinued its A.I. writing detector this year because of a "low rate of accuracy."

It's possible that in the future, A.I. companies may be able to label their models' outputs to make them easier to spot — a practice known as "watermarking" — or that better A.I. detection tools may emerge. But for now, most A.I. text should be considered undetectable, and schools should spend their time (and technology budgets) elsewhere.

My third piece of advice — and the one that may get me the most angry emails from teachers — is that teachers should focus less on warning students about the shortcomings of generative A.I. than on figuring out what the technology does well.

Last year, many schools tried to scare students away from using A.I. by telling them that tools like ChatGPT are unreliable, prone to spitting out nonsensical answers and generic-sounding prose. These criticisms, while true of early A.I. chatbots, are less true of today's upgraded models, and clever students are figuring out how to get better results by giving the models more sophisticated prompts.