# GENERATIVE AI SWOT ANALYSIS

Kaplan International Pathways v Farrokhnia et al (2023)

#### **STRENGTHS**

Efficiency and consistency in assignment management

Skill development and problem solving

Personalised learning with real time

Increased access to information with enhanced education resources.

Decreased teaching workload with objective evaluation and scalable feedback

responses

Generates plausible answers

> Self improvement capability

#### WEAKNESSES

Technical limitations / dependencies

Impact on learning process and evaluation authenticity

Lack of deep understanding and contextual depth

Hard to evaluate auality of response / Academic integrity

Risk bigs and adaptation challenges in Teaching and learning methods

Discrimination

Lack of high order thinking skills

### **OPPORTUNITIES**

**Enhanced** assessment evaluation

**Practical applications** in education workshops

Increased accessibility of information (Research and technical skills development)

Decreased teacher workload with automated feedback

Facilitates complex learning and concept development

**Facilitates** personal learning

## **THREATS**

Dependence and Authenticity concerns

Impact on assessments

Future challenges in assignments

Als role in essay writing Challenges with AI integration

Threatens academic integrity

Democratisation of plagiarism in education/research

Decline in high order cognitive thinking

Lack of understanding of

Perpetuating discrimination

Decline in high order cognitive

# Recommendations taken directly from Farrokhnia et al (2023)

- Reflect deeply on the issues and take advantage of Als opportunities for education while attempting to minimise its threats
- Work with your students to develop Al digital literacy
- Focus on developing higher-order learning outcomes e.g. creativity and critical thinking
- Use formative assessment where learning can be monitored through authentic assessment
- Scale and amplify authenticity by engaging learners in activities that AI may not be able to generate appropriate responses for.

Kaplan International Pathways

Farrokhnia et al 2023

Link to Farrokhnia et al (2023)