Editorial Statement
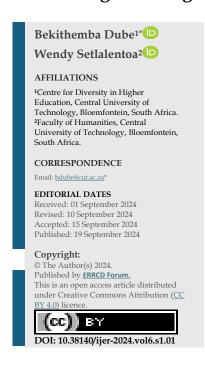
Artificial Intelligence in Education: Embracing Change, Addressing Challenges, and Shaping Tomorrow's Curriculum

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Statement: This special issue deliberated on AI and the curriculum with the aim of exposing various debates, controversies, and pathways in terms of policy and praxis in the Global North. Papers published in this special issue presented various arguments drawing from best practices to either problematise or support the use of AI within the curriculum. This is against the background that the advent of Artificial Intelligence (AI), integrating this advanced technology has become a pivotal topic of discussion and research, which in some cases is marred with controversy and the belief that ethical issues such as honesty and hard work are eroded as people use AI within the curriculum. As such, there seems to be resistance among conservative scholars, while other scholars have embraced AI as the future of curriculum implementation. Cognizant of the foregoing, it was critical that this special issue brings together various authors to air their views, which we hope will serve as part of policy formulation in the Global South. With this special issue, as editors, we premised the call on Harry (2023) that AI's role in education spans from personalised learning paths to automated administrative tasks, signalling a transformative shift in educational processes. Yet, the extent and manner of AI's integration into educational systems vary significantly, raising questions about its long-term impact, ethical considerations, and the role of educators in this new paradigm. While we believe that AI in the curriculum is important and is here to stay, we also became conscious of Lampou's (2023) observation that the potential of AI presents various issues, such as data privacy and algorithmic bias, which could lead to unequal access and outcomes in education, cognizant of the view that many schools in the Global South struggle with basic issues such as electricity and network access, which are pertinent to supporting the use of AI in teaching and learning.

The papers published in this special issue made reference to Kim et al. (2021) and Olari and Romeike's (2021) observation that the evolving curriculum in educational institutions is increasingly incorporating AI literacy to prepare students for a future dominated by AI technologies. Consequently, we argue that this shift brings forth the critical question of how AI can support, rather than supplant, human educators in their roles. The disparity in AI integration across different education systems worldwide further complicates the picture, highlighting global educational inequalities and the readiness of current educational infrastructures to support AI-driven learning. These disparities could potentially widen the gap between the digitally advanced and the less technologically equipped educational institutions.

In conclusion, we believe that this special issue is the beginning of many conversations among curriculum scholars as a way to tease out a new and beneficial direction in the

integration of AI with teaching and learning. It will also allow other scholars to respond to AI issues and fill the gaps that arise when other schools and learners have no access to support the implementation of AI.

Keywords: Artificial intelligence, education, embracing change, shaping curriculum, special issue.

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