

## **Humanistic Approach in Education and the Question of AI**

### **Learner Agency in Social Sciences**

Hamid Asiayee

Hochschule Osnabrück

Pareidolia, a cognitive phenomenon in which humans tend to recognize familiar images and patterns in random or ambiguous sensory inputs, can offer a plausible explanation for our reaction to ChatGPT; a generative AI platform which is designed to mimic a humanlike conversation. The response to the prompt, typed in by the user, has a specific visual feature. The user receives the response as if being typed in real time. This, by extension, can be interpreted as a form of pareidolia. We are hardwired to ascribe human agency to the meaningful response which is being typed before our eyes and at a different level we are aware of the absence of human agency behind the screen.

While the future of AI remains unpredictable, the rapid expansion of Generative AI platforms underlines the inevitability of heightened social implications. Moving beyond speculative or dystopian scenarios like the advent of sentient AI villains, social scientists and educators now confront urgent concrete questions.

Approaching AI from a socially contextualized perspective would generate a distinct set of inquiries, concerns, and proactive solutions. Higher education, particularly in the social sciences, holds a pivotal role in shaping a holistic approach to AI development. To counter an anthropomorphic view of AI, it is imperative to adopt a collective humanistic approach. This approach envisions the learner as an autonomous and responsible entity, emphasizing a collaborative dialogue among educators and learners. Such a dialogue ensures the creation of an educational environment that caters to the learner's needs, fostering critical consciousness and autonomy in individuals and societies.