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Titolo	Artificial Intelligence in Vocational Education and Training : Understanding Learner and Teacher Perspectives on the Integration of Generative AI through Participatory Action Research // edited by Selena Chan
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Descrizione fisica	1 online resource (IX, 200 p. 11 illus., 9 illus. in color.)
Collana	Education Series
Disciplina	375
Soggetti	Education - Curricula Educational technology Professional education Vocational education Curriculum Studies Digital Education and Educational Technology Professional and Vocational Education Tecnologia educativa Formació professional Intel·ligència artificial Orientació educativa Psicologia social Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di contenuto	Introduction ai in aotearoa nz vocational education and training -- Participatory action research and case study analysis and their roles in aotearoa nz vet research -- Ethical issues for the utilisation of gen ai in vet contexts -- Teaching database topics strategies and techniques for inclusion of large language models -- Student experience with ai assisted situational analysis in construction management -- Assessing quality of ai assisted ideation a study in graphic design education -- Unlocking innovation exploring the integration of generative ai into

undergraduate capstone research projects -- Exploring the use of generative ai for developing reflective practice and critical thinking in nursing undergraduate education -- Perspectives of neurodivergent vet learners on gen ai -- Gen ai in the craft trades industries a needs analysis to inform the vet curriculum -- Guidelines and recommendations for the integration of gen ai into vet learning.

Sommario/riassunto

This book details a series of studies across several levels of learning and vocational education and training (VET) discipline areas. In the main, the advent of natural language AI chatbots exemplified by ChatGPT, has caused the educational sector to take on a defensive stance. Both schools and the higher education sector are engaged in an on-going 'arms race' to prevent learners from using AI to augment assessments. Therefore, there has been a focus on plagiarism prevention, rather than to better understand the potentialities for utilizing AI to support better learning. This book explores the collaborative development and planning between educational developers/learning designers and teachers to design learning activities which could leverage off various artificial intelligence (AI) platforms. In doing, support is provided for effective learning to be undertaken with an emphasis on the learning and application of critical thinking skills. The studies presented through the volume, describe the integration of AI literacy, to support learners in evaluating the relevance and efficacy of AI tools and platforms, and to understand how to best utilize these for specific purposes. This book also synthesizes a framework for the introduction, selection, and implementation of AI into the VET curriculum. It showcases recommendations and guidelines to inform the future integration of AI tools/platforms into the VET curriculum.
