

AI-Powered Education: A New Era of Learning

Problem 2

What actions should Nordic educational institutions take to create future world champions in business?

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In recent years, the Nordic countries have gained significant global recognition for their exceptional education systems, producing some of the world's most innovative and successful entrepreneurs. Countries such as Denmark, Finland, Norway, and Sweden have consistently ranked high on the Global Innovation Index, reflecting their ability to cultivate creativity and innovation in their educational institutions¹. In this essay, we will examine what actions Nordic educational institutions should take to create future world champions in business.

Firstly, Nordic educational institutions should focus on providing students with practical experience in the business world. Theoretical knowledge is essential, but it is not enough to develop successful entrepreneurs. Students must have the opportunity to apply their knowledge in real-world scenarios. One effective way to achieve this is by establishing partnerships with successful business organizations. These partnerships can take many forms, including internships, job-shadowing programs, and business incubators. This will allow students to learn from the experience and expertise of seasoned entrepreneurs while also giving them the chance to apply their classroom knowledge to real-world situations.

Secondly, Nordic educational institutions should place a strong emphasis on entrepreneurship education. Many of the world's most successful entrepreneurs did not have a background in business but rather developed their entrepreneurial skills through practice and experience. By teaching students about entrepreneurship, Nordic educational institutions can help to nurture the entrepreneurial mindset and provide students with the tools and knowledge necessary to start their own businesses. Entrepreneurship education should be integrated into the curriculum and delivered by experienced professionals who can share their insights and experiences with students.

Thirdly, Nordic educational institutions should prioritize diversity and inclusivity in their education systems. The business world is becoming increasingly diverse, and entrepreneurs must be able to navigate and understand different cultures and perspectives. By promoting diversity and inclusivity in their educational institutions, Nordic countries can prepare students to thrive in a global business environment. This can be achieved by recruiting a diverse student body, promoting international exchange programs, and creating a curriculum that values and promotes diversity.

¹ World Intellectual Property Organization, 2021

This all sounds wonderful, does it not?

However, what if I told you everything up to this point in the essay has been written by ChatGPT?

How does that make you *feel*? Worried and betrayed?

Or – do you feel amazed and slightly in awe of the capabilities of today's technology?

I would argue that the perspective Nordic universities need to take is one of amazement and awe toward AI. There is no other way. To future-proof the students of today and tomorrow, education cannot neglect or forbid the technological advancements that are available today. Nor can universities and schools be afraid of them – they have to work *with* them.

First, schools and universities need to redirect their education to focus on the skills that complement and augment AI. While AI can perform many routine tasks, it cannot displace the power of creativity, critical thinking, and emotional intelligence. Therefore, education must focus on developing these skills in students, as they will be essential in the AI-driven future and workplace. This can be achieved through project-based learning and case cracking, where students are given real-world problems to solve using a combination of human and AI skills. Thus, focusing education on developing our irreplaceable human traits and learning how they can work in tandem with AI.

Second, AI tools also need to be introduced as part of the educational curriculum. Nordic schools and universities have always prided themselves on providing students with the skills and knowledge to be competitive and innovative in their careers. However, AI is revolutionizing the business world too, not just education. Therefore, to play a role in cultivating future world champions in business, Nordic universities must ensure they prepare students with a basic understanding of AI. This can be done directly; by creating new AI courses, but also indirectly; by introducing AI elements in already existing courses, e.g. statistics and economics. Additionally, AI can also be used more generally in education to enhance the learning experience. It is now possible to create more personalized education

than ever by adapting to student needs. If Nordic schools and universities prioritize integrating AI into the classroom, it will help more students reach their full potential.

Finally, and most perhaps most importantly, Nordic schools must ensure that students are being taught the ethical and social implications of AI. Whilst AI creates countless new opportunities it also has the potential to create new risks, such as privacy concerns and biases. Universities and schools have the chance to take responsibility and educate students on the ethical and social implications AI has on society. Thus, future-proofing the business world by creating responsible AI users with critical mindsets.

AI has the potential to transform the educational sector, but education must respond to this technology to fully realize its benefits. Education cannot view AI as its enemy or challenger, that will only create irresponsible users and unethical AI usage. Instead, I urge Nordic educational institutions to embrace the AI revolution and utilize it to enhance the learning experience for their students. Education must encourage the development of skills that complement AI, incorporate AI into the curriculum, and prepare students for the ethical and social implications of AI. By doing so, education can prepare students for the AI-driven future and ensure that they are equipped with the skills and knowledge they need to succeed in the business world. Funnily enough, the reluctance of schools to AI education is reminiscent of schools' hesitation towards providing sex education. However, whether we like it or not AI is here to stay. If students are going to end up using it anyway – why not help them do it responsibly?

Bibliography

1. World Intellectual Property Organization. (2021). Global Innovation Index 2021. Retrieved from https://www.wipo.int/global_innovation_index/en/2021/