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# **Meta-Intelligence: Unintended Consequences of AI in Education**

*TREO Talk Paper*

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## **Introduction**

Today, AI is a force in many industries, and its impact educational sphere is no exception. In the early days of AI, it may have been seen as just a tool like the calculators of the olden days. However, AI today acts as a platform of systems intricately woven that facilitates higher and subjective tasks that may have been impossible some time ago. Extant research on AI in education has focused on the business-managerial implications of AI, however, with the rise of generative AI, which is creative and analytical, it appears that the legacy model of education is under threat. This has called for movements in regulating AI use in education amongst others. In this research, we seek to take a refreshing approach beyond business-managerial issues. We focus on the values that the participants are engaged in when learning or teaching which are critical in underscoring the rationale of education. We employ the value theory to view this phenomenon. We posit that this approach through reflexivity can lead participants in education into meta-intelligence as enabled by cooperative AI.

In today's technological advancements, it can be observed that as humans think so does a computer think (Chong et al., 2023). However, our cognitive process involves value-based approaches that are subjective, intrinsic, original, self-referential, creative, wisdom-based, and not just data-driven like the AI tools. This renders a focal difference worth developing. Thus, pedagogy must look at learners' cognitive features, focusing on the internal thought process. This can offer a deep learning activity that is of high value to the learner, leading to meta-intelligence. In this research, we seek to raise discussion on the subject of meta-intelligence as the output of AI in modern education.

In conclusion, we believe that AI in education may facilitate a transformative educational model that offers participants in the educational tray fresh ways of reflexivity that yield a depth of wisdom-based cognitive activity. This research seeks to elucidate the values embedded in the relationship between humans and AI in the context of education beyond business-managerial implications. Such an approach, we believe is needed as education incorporates new forms of technology. Although other researchers such as (Sarkar, 2023) have claimed AI is only a tool, we posit the idea of cooperative AI. This is because AI is not like the calculator tool, rather it subsumes a new platform of technology that comprises systems that mimic subjective actions, further given the current developments in AI cooperating with AI in education becomes an appropriate approach to follow.

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