

What the current approach to generative AI in higher education emphasises with surveillance and restriction echoes Foucault's theories of disciplinary power.

And by doing so, this creates an environment where students feel constantly monitored, limiting their academic freedom precisely when they need the space to explore and grow.

Well, so what?

This surveillance-focused culture threatens to stifle creativity and transformative learning.

Like the balance needed in teaching young children, providing both structure and nurturing, we must allow students the freedom to take risks without the constant fear of punishment.

Foucault's perspective on surveillance, combined with Habermas's 'colonisation of the life world', shows how over-regulation diminishes the personal aspects of learning.

And furthermore, the Shirky Principle suggests that institutions actually often preserve the problems that they should be solving in order to protect themselves as viable institutions.

And they do this by emphasising control features.

In doing so, we reduce learning to a mere compliance exercise rather than emphasising understanding, creativity and innovation.

So now what?

What's the way forward?

Well, I think we must radically reimagine our approach to embracing the uniquely

human capacities for creativity and cooperation
and put those centre stage
as highlighted by Tomasello.

By shifting towards a paradigm of transformative learning
that integrates AI responsibly
and rebalancing towards guidance
rather than punishment.

In doing so we can champion academic freedom
and innovation and creativity in higher education.

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