

It is a great thing to learn from a human and be prompted, encouraged and indeed criticised to be your best.

The emotional investment students can have

in their educators can certainly enhance the learning process.

Students would as a consequence want to please their teachers

or in some cases compete with them,

prove them wrong

or more generally engage deeply.

Issues arise however when such an investment intersects

with a lack of emotional resilience,

a growing problem with student demographics.

This can lead to a student taking critical feedback personally,

and in some cases this can derail the learning process.

This is where machines can play a really useful part.

There is research that suggests that humans

can invest personally in interactions with GenAI in academic settings.

But as this research suggests,

and I would also conjecture,

there would be a difference in the degree to which this would be the case.

So indeed, for students who might take feedback from a human educator to personally,

feedback from GenAI might be a great first step in their learning journey.

But we can't forget that we exist as a collectivity of humans,

and if the art of humans interacting with each other

were to be forgotten or lost

as arithmetic skills have been with the advent of calculators and computers,

the societies the students would go on to constitute

would have lost more than they have gained.

Learning how to take feedback seriously

without taking it personally might indeed be the whole point

of the learning journey or at least a very important one.

It may indeed be the transferable skill that transcends disciplinary context.

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