



What Does AI Supposedly Offer Engineering Education – Separating Facts from Myths

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Institutions of higher learning have survived transformative changes brought about by technological innovations over the last several decades – invention of general-purpose computers, a much more connected world via the internet, access to the internet via a mobile phone, and powerful search engines. Primarily, brick and mortar institutions are still in the business of providing learning opportunities in a variety of modalities. The latest transformative technology, Artificial Intelligence (AI), is seen as a disruptor of status quo. In this paper we will see some aspects of the effect of AI on engineering education by answering a few key questions – What is AI? Does it perform as advertised? How does it affect assessment? What are myths and facts surrounding AI? How can educators prepare for the changes in the classroom? How do we train the future generation to not just survive but thrive in the changing workplace? Performance analysis of available AI software tools indicates that the current tools cover a tiny sliver of what engineering education deals with, require a large amount of high-fidelity training data, are susceptible to making fundamental errors with confidence, provide assistance in collecting information, and are unlikely to replace human intelligence. Furthermore, industry, academia, and regulatory agencies have been too slow to recognize the implications of widespread AI usage and appear to be unprepared to handle the changes in both educational and workplace worlds.