Response to “Med mennesket i førersetet”:

Can human beings expect to be in the driver’s seat with AI?

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Overview

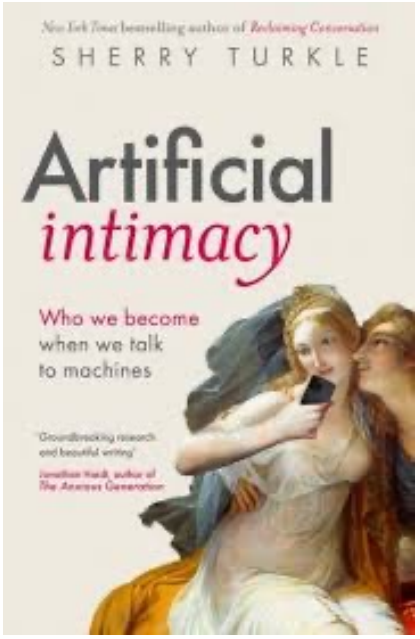
- Business model of AI is not addressed
- Contradictions in the report
- Student input consists of dissent
- Suggestions

Business model of AI is not addressed

- AI is a **commercial product**, made for profit
- By design, AI's aim is to **maximize** access to users' **attention**
- To achieve this, it **pretends** to act as an assistant, even a "friend"

Turkle (2026) traces the history of human relationships with machines:

- "Eliza Effect" 1970s: people engage in conversation simulated by machine
- Tamagotchi "digital pets" 1990s: people engage with simulated "caring" for machines
- Social media early 2000s: people communicate with each other through machines
- AI 2020s: people communicate with "caring" machines



Based on interviews with AI users across many professions, Turkle finds:

- People turn to AI for a specific purpose, with the intention of using it as a tool, but **AI doesn't stay in its lane**
- **AI takes over the leadership roles** in a task, demoting and devaluing the "human in the loop"
- AI works its way into **human emotions and attachment**

- **Turkle's warning:**
- AI is a **sippery slope**
- AI's purpose: hook you in, keep you online, and **never let you go**
- Ultimate result is **addiction, dependence**

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According to Turkle, this goal of the report is not realistic: "Målet er å sikre studentenes kontroll over KI-verktøy i bruk, slik at verktøyene ikke får en styrende eller dominerende funksjon i studentenes arbeids- og læringsprosesser." (p. 16)

Contradictions in the report

- Do we have a **choice**?
  - **No?** p. 2 “Fagene på HSL-fakultetet må derfor finne gode og læringsfremmende måter å integrere læring om KI og under visse forutsetninger læring med KI-verktøy i sine undervisningsopplegg og studieprogrammer.” p. 3 “alle vitenskapelig ansatte på HSL-fakultetet tilbys en grunnopplæring i KI”
  - **Yes?** p. 27 “Vi mener ikke at ansatte skal eller bør bruke / ikke bruke KI”

Contradictions in the report

- The report says we **need to develop "good AI strategies"** (p. 3), but it
  - **fails to identify good examples** of use of AI in teaching (pp. 30-31)
  - is preoccupied with developing **"AI-resistant"** (p. 24) means of assessment

Student input consists of dissent

- Students' **concerns** about sustainability, challenges to democracy, need to justify use in teaching, and threats to cognitive skills are **mentioned** (p. 31)

- The **student representative** in the working group has submitted a **dissenting opinion**, distancing himself from the entire report.

Can we accept the report? Wouldn't this invalidate our democratic procedure and our duty to serve our students?

Suggestions

- Designate “safe spaces”
  - Courses in which both instructors and students refrain from AI
  - AI-free supervision and writing of theses and dissertations

- Increase support for other AI-free activities:
  - Debate forums
  - Book clubs
  - Film screenings with discussions
  - Guest lectures