

Human-Centred AI in Education

Category: Artificial Intelligence in Education

Human-centred AI in education is an approach to selecting, designing and governing AI that places human dignity, agency, relationships and educational purpose at the centre. AI may extend human capability, but it should not displace the professional judgement, learner voice or social interaction on which education depends.

The approach does not reject automation. It asks whether automation serves a legitimate educational need, allows meaningful human control and produces benefits that are fairly distributed. High technical performance is insufficient if a system reduces autonomy, obscures responsibility or undermines trust ([Shneiderman, 2022](#)).

Design Principles

1. **Purpose before technology:** Begin with a learning or support need and consider whether AI is genuinely appropriate.
2. **Human agency:** Keep meaningful choices, consent and opportunities for learners and educators to override outputs.
3. **Transparency and contestability:** Explain consequential uses and provide routes to question or appeal decisions.
4. **Inclusion:** Design for linguistic, cultural, socioeconomic and accessibility differences rather than an assumed user.
5. **Oversight and accountability:** Assign human responsibility and monitor effects throughout the system's use.

Examples in Practice

A university early-alert system may identify students who appear to need support. A human-centred design treats the score as a prompt for careful conversation, not a judgement about ability. Students are told how data are used, advisers consider personal context, and an accessible process allows records or conclusions to be challenged.

Why It Matters

Education is a relational and value-laden practice; measurable efficiency is not equivalent to meaningful learning. A human-centred approach helps institutions use AI selectively while protecting trust, equity and the capacity of people to make consequential decisions ([Vincent-Lancrin & van der Vlies, 2020](#)).

Further Reading

6. Shneiderman, B. (2022). [Human-Centered AI](#). Oxford University Press.
7. Miao, F., & Cukurova, M. (2024). [AI competency framework for teachers](#). UNESCO.
8. Vincent-Lancrin, S., & van der Vlies, R. (2020). [Trustworthy artificial intelligence \(AI\) in education: Promises and challenges](#). OECD Education Working Papers, No. 218.

Related Terms: Ethics of AI in Education | Human Agency | Responsible AI | Learner-Centred Education