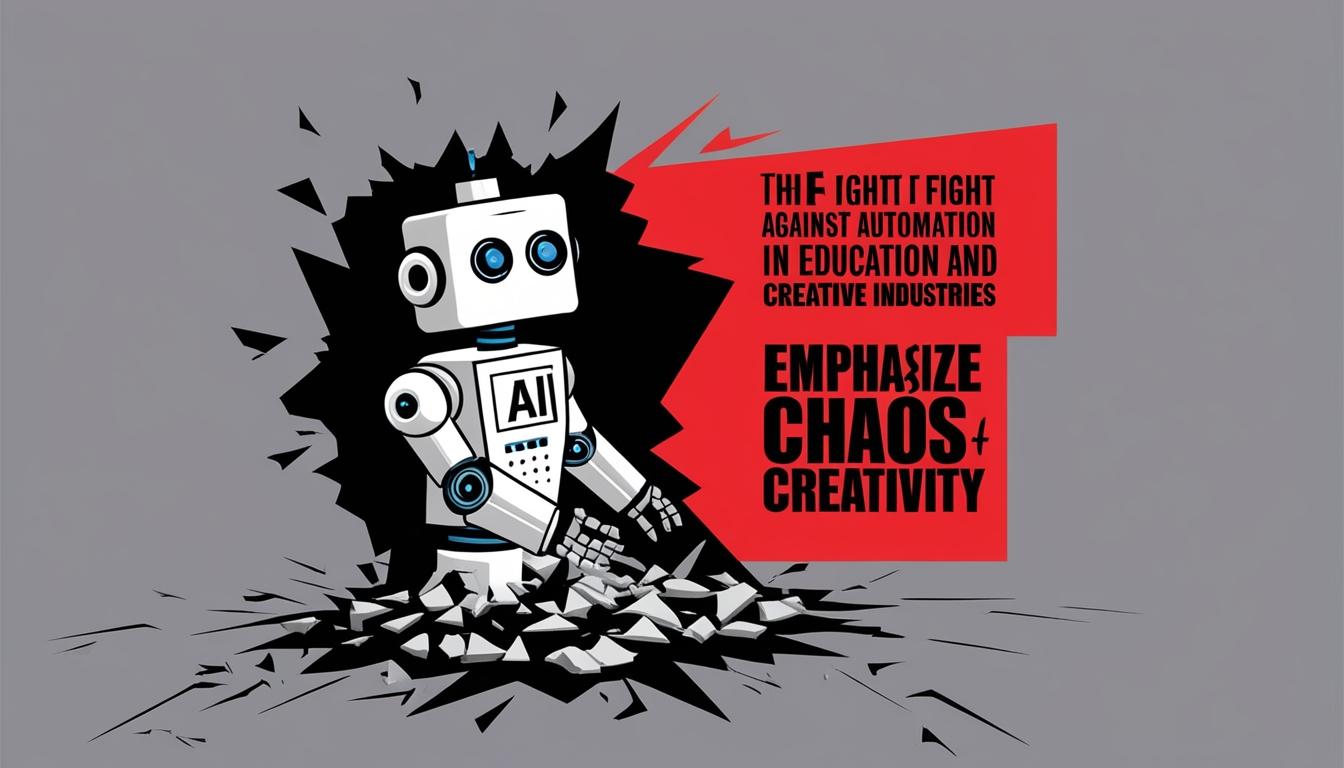
# The rise of AI: implications for education and creative professions



Lloyd Alter, a prominent figure in architecture, design, and sustainable practices, has recently focused his attention on the rapid ascension of artificial intelligence (AI) in educational and professional contexts. Having authored over 16,000 articles since 2005 and an established speaker at numerous conferences globally, Alter now teaches Sustainable Design at the School of Interior Design at Toronto Metropolitan University. As AI becomes increasingly integrated into various aspects of business and education, he has expressed concerns regarding its implications on learning and employment, particularly within creative industries.

Microsoft has announced a staggering commitment of $80 billion to establish AI-capable data centres this year, underscoring the immense financial investments behind the technology. Alter reflects on this trend in his ongoing writings. He posits that while these investments signal a robust future for AI, the educational outcomes for students using AI tools remain uncertain. Speaking on this matter, Alter indicates a dilemma in the classroom: "Maybe I should be insisting that they get radical and fight the trend to AI," highlighting concerns that students may be compromising their learning for ease of completion in assignments.

Alter's apprehensions about the potential diminishment of creative jobs due to AI advancements are echoed in the words of writer Brian Merchant. In his Blood in the Machine Substack blog, Merchant articulately states that generative AI is being employed to "undermine and eliminate creative jobs," further noting that AI's prevalence is contributing to a diluted quality of online content, referred to as "AI slop." Alter himself acknowledges the shift in the job landscape, saying, "The interior designs shown on the PromeAI site are interior slop," pointing to the reduction in demand for professionals such as interior designers and journalists.

Amidst these shifts, Canadian futurist Chris Holland raised concerns over the economic ramifications of AI integration in the workforce. In a recent LinkedIn post, he referenced a thought by Sam Altman from 2021, which suggested that computer-based jobs may soon offer less job security and financial stability than positions in manual labour sectors like fast food. Alter emphasises that the current trajectory does not align with historical predictions for enhanced productivity leading to reduced work hours and increased leisure time, a concept envisioned by economist John Maynard Keynes.

Reflecting on the education sector, Alter argues that technological advancements have led to a recalibration of the educational experience, prompting him to question the place of creativity in a world increasingly reliant on automation. He suggests that students should "raise their hammers and smash the machines," advocating for a rejection of AI tools that utilise their work for training models, which subsequently regurgitate simplified outputs that he describes as "AI slop."

The broader implications of AI’s growing presence in both educational and professional realms provoke questions about the future of labour and the richness of creative output. Alter refers to the principle of "garbage in, garbage out" (GIGO) as he describes the risk of AI reinforcing cognitive biases. He states, "It may look the same, but it’s not even close," indicating a fundamental difference between genuine intelligence and the outputs produced by artificial systems.

As organisations continue to prioritise investment in AI technologies, the discussions surrounding their impacts are becoming increasingly critical. Alter concludes with a sense of incredulity regarding the potentially superficial progress promised by these investments, suggesting that the reality of AI’s functionality may not meet the expectations set by its hype. The dialogue around AI, its integration in business, and its implications for future job markets and educational systems is poised to evolve as these technologies continue to unfold within society.

Source: [Noah Wire Services](https://www.noahwire.com)

## Bibliography

1. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - Corroborates Lloyd Alter's concerns about AI in the classroom, his teaching at Toronto Metropolitan University, and the impact of AI on creative jobs.
2. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - Supports the dilemma in the classroom regarding the use of AI tools and the potential diminishment of creative jobs.
3. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - Echoes Brian Merchant's views on generative AI undermining creative jobs and the concept of 'AI slop' in online content.
4. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - References Canadian futurist Chris Holland's concerns about the economic ramifications of AI integration in the workforce.
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6. <https://stanmed.stanford.edu/dean-lloyd-minor-ai-medicine/> - Provides context on the broader implications of AI in professional and educational realms, though from a medical perspective, highlighting the need for responsible AI use.
7. <https://www.youtube.com/watch?v=vrDihiGNubI> - Supports the discussion on the impact of AI on medical education and the future of healthcare, though not directly related to Alter's specific concerns.
8. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - Highlights Alter's suggestion that students should reject AI tools that utilise their work for training models, contributing to 'AI slop'.
9. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - Reflects on the recalibration of the educational experience due to technological advancements and the questioning of creativity in an automated world.
10. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - Mentions the economic and job security concerns raised by Chris Holland and Sam Altman regarding AI's impact on computer-based jobs.
11. <https://lloydalter.substack.com/p/how-do-i-deal-with-ai-in-the-classroom> - Concludes with Alter's incredulity about the potentially superficial progress promised by AI investments and their real-world functionality.
12. <https://cleantechnica.com/2025/01/06/ai-gigo-and-you/> - Please view link - unable to able to access data