Human Intelligence as an Emergent Inherent Quality of Life
Developing a guide to distinguish artificial intelligence from human intelligence

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Over the last few decades artificial intelligence has evolved tremendously and is nowadays almost omni-present in many aspects of our daily life. The use of artificial intelligence is ranging from medical diagnostics and improved internet search engines to ChatGPT, the famous generative artificial intelligence chatbot.

Currently, artificial intelligence (AI) still lags behind 'human intelligence'. But is it already fully understood what human intelligence is? From the way we classically quantify intelligence and how we think humans become 'intelligent' it does not seem that we have yet fully comprehended it. Moreover, AI is becoming better and better in creating 'fake' news and modified versions of reality that makes it more and more difficult to distinguish between what is 'real' and what is artificial.

The real question we have to ask ourselves is, how can we help our children to navigate in this 'new' world that we are creating for them.

Many studies suggest already that the use of smart phones and social media before the age of 12 should be avoided. But what to do after this age?

According to Waldorf pedagogy, teenagerhood is the development phase that is connected with truth. The teenagers are looking for the truth in themselves and around them. Clearly, social media gives them a 'simple' answer about that and hinders their own curiosity to 'explore' what is necessary to gain an holistic understanding about themselves and the nature around them.

In Waldorf pedagogy nature plays an intrinsic part of education, that already strengthens the children in many ways. In our understanding nature can also help us to deal with the dangers and effects of AI. Through the connection with nature we can find out what is true and put it into context. Our methodological approach consists is 're-connecting' to nature. Nature provides us with a natural environment to 'learn' about ourselves and the things around us.

Concretely, we present here a 'context-oriented' curriculum in high school to fully grasps the implications and natural consequences of artificial intelligence as well as an 'nature-oriented' curriculum in middle school. This starts, for example, in middle school with survival camps, where the kids can truly disconnect, and goes on, but not ends, with the discussion of environmental consequences of AI in science classes in high school.

In this way, we think, the children have the opportunity to develop an holistic understanding of the world and to develop a sense of distinguishing between what is 'real' and what is artificial and digital around them.

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