

第3回 次の文章を読んで、問 1～6 に答えなさい。〈夏期講習会3日目実施〉8 月22日

解答時間 20 分

Artificial intelligence is beginning to play a larger role in education around the world. In some schools, AI systems are already used to recommend study materials, evaluate students' performance, and even answer questions that learners ask online. Supporters of this technology argue that it can make education more efficient and accessible. Students who need extra practice can receive immediate feedback, while teachers may save time by allowing computers to handle repetitive tasks such as grading simple exercises. In addition, AI systems can analyze large amounts of educational data and identify patterns that human instructors might overlook. For these reasons, many people believe that AI has the potential to improve learning in (A) ways.

However, others are concerned about the growing influence of AI in the classroom. One problem is that educational systems often rely on (B) collected from students' past performance. If such data contain social or economic (C), AI programs may unintentionally reproduce them. For example, students from disadvantaged backgrounds may receive lower evaluations because the system has learned patterns based on unequal conditions rather than actual ability. Another concern is that excessive dependence on AI could weaken the relationship between teachers and students. Education involves not only the transfer of knowledge but also encouragement, trust, and emotional understanding. Some critics argue that these human elements cannot easily be replaced by machines, no matter how advanced the technology becomes.

Despite these concerns, researchers are now exploring ways to develop AI systems that support teachers rather than replace them. One promising approach is the use of AI as a "learning partner." Instead of simply giving correct answers, the system asks questions, offers hints, and encourages students to think more deeply about problems. Some educational researchers believe that this method could help learners become more independent and reflective. In addition, teachers could use information collected by AI to better understand students' strengths and weaknesses. ⁽¹⁾In this sense, AI may become less important as a source of knowledge itself than as a tool that helps people learn how to think.

If educational technology is designed carefully and used responsibly, AI could strengthen human learning rather than reduce the importance of teachers. The challenge for society, therefore, is not whether AI should be used in education at all, but how it can be used in ways that preserve the human side of learning.

問 1 空所(A)～(D)に入る最も適切なものを、下からそれぞれ一つ選び、記号で答えなさい。ただし、同じ記号は一度しか使えません。

- (ア) teaching (イ) data (ウ) biases (エ) ordinary
(オ) significant (カ) damaged (キ) although

問 2 下線部(1)を日本語に訳しなさい。

問 3 下線部(2)の内容を具体的に 30 字以内の日本語 で説明しなさい。ただし、句読点も 1 字に数えます。

問 4 下線部(3)を日本語に訳しなさい。

問 5 本文の内容と合致する文を、下から 二つ 選び、記号で答えなさい。

- (ア) AI systems may give lower evaluations to some students because they sometimes learn from data shaped by unequal social conditions.
(イ) Some people believe that AI can reduce teachers' workload by handling repetitive educational tasks.
(ウ) The writer suggests that AI should mainly replace teachers when students need emotional support and encouragement.
(エ) Some researchers are attempting to develop AI systems that encourage students to think independently.
(オ) The passage suggests that the central question is whether schools should introduce AI before considering how it affects human learning.

問 6 本文のタイトルとして最も適切なものを、下から一つ選び、記号で答えなさい。

- (ア) AI and the Future of Human Learning
(イ) Why Teachers Will Soon Be Replaced by AI
(ウ) The Dangers of Collecting Educational Data
(エ) Why Students Should Avoid Using Technology