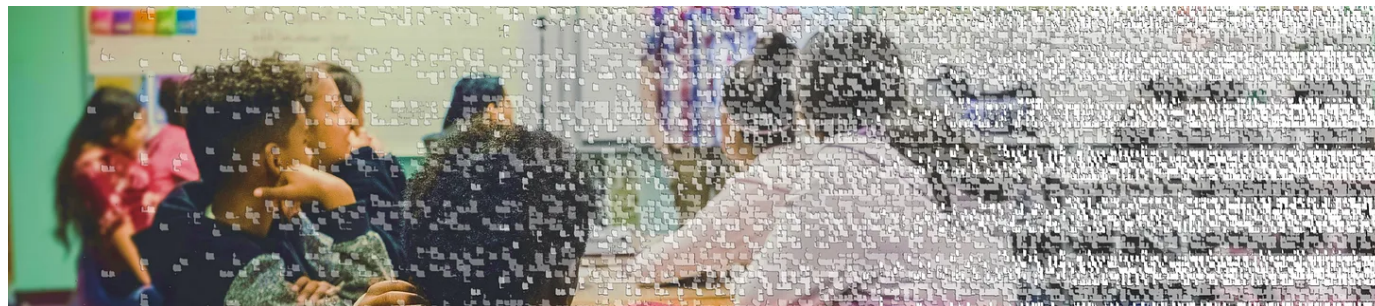


6 July 2025

An open letter from educators who refuse the call to adopt GenAI in education



We are a global community of education professionals who refuse the call for generative AI (GenAI) adoption in schools and colleges, and reject the narrative of its inevitability.

At its heart, education is a project of guiding learners to exercise their own agency in the world. Through education, learners should be empowered to participate meaningfully in society, industry, and the planet. But in its current form, GenAI is corrosive to the agency of students, educators and professionals.

Current GenAI technologies represent **unacceptable legal, ethical and environmental harms**, including exploitative labour, piracy of countless creators' and artists' work, harmful biases, mass production of misinformation, and reversal of the global emissions reduction trajectory.

GenAI is **a threat to student learning and wellbeing**. There is insufficient evidence for student use of GenAI to support genuine learning gains, though there is a massive marketing push to position these products as essential to students' future livelihoods. Young people using anthropomorphised chatbots are vulnerable to psychological and emotional addiction. GenAI "relationships" continue to trigger mental health crises, human relationship breakdowns, and in the worst cases, attempted and completed suicides.

Further, GenAI adoption in industry is overwhelmingly aimed at **automating and replacing human effort**, often with the expectation that future "AGI" will render human intellectual and creative labor obsolete. This is a narrative we will not

participate in.

We do not support the use of GenAI in education. We pledge to uphold the following commitments in our education work, and call on educational institutions, school leaders and policymakers to honor our right to enact them.

1 — We will not use GenAI to mark or provide feedback on student work, nor to design any part of our courses.

2 — We will not promote institutional GenAI products built on unethically-developed foundation models like ChatGPT, Claude, Copilot, Gemini, Grok or Llama. We will not allow corporate-institutional partnerships to compromise our academic freedom.

3 — We will not accept without evidence the sales agenda of people who are not educators, nor will we spread hype at the expense of student learning and vibrant pedagogy.

4 — We will not train our students to use generative AI tools to replace their own intellectual effort and development. We cannot endorse the automation and exploitation of intellectual and creative labor.

5 — We will not ask students or staff to violate the spirit of academic integrity by promoting the use of unethical products.

6 — We will not rewrite curriculum to insert generative AI into it for the purposes of "scaffolding AI literacy".

7 — We will not contribute to the erosion of academic freedom and educator agency by forcing educators into compliance with technology they find unethical.

8 — We honor students' rights to resist and refuse as well.

1,189

signatures

1,061 verified



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1. Melanie Dusseau, Associate Professor of English, The University of Findlay, Findlay
2. Miriam Reynoldson, Teaching academic, learning designer and postgraduate student, RMIT University, Melbourne
3. Elisa Bone, Lecturer, Educational Futures, Swinburne University of Technology, Melbourne, Australia
4. Chris Miciek, Director, Career Development, Thomas Jefferson University, Philadelphia
5. Matt Kurowski, Program manager, RMIT, Melbourne
6. Mat Osmond, Senior Lecturer, Falmouth University, School of Art, Falmouth, Cornwall
7. Graham Lovelace, School governor
8. Vicki J. Sapp, Professor/Instructor of English, Durham Technical Community College, Durham, NC
9. James Stacey Taylor, Professor, TCNJ, Ewing
10. Tamsin Haggis, Ex-Higher Education lecturer, Previously University of Stirling, Scotland, Edinburgh
11. Nicole Dittmer, Professor, Delaware Valley University, Doylestown
12. Lincoln Konkle, professor, The College of New Jersey, Ewing
13. Lydia Watson, Educational Developer, Capilano University, Sechelt

14. MICHAEL ISRAEL, Associate Professor of English Language, English Dept, University of Maryland, Silver Spring
15. Helen Choi, Senior Lecturer, University of Southern California, Los Angeles
16. Alexandra Ciaffaglione, Lecturer, RMIT University, Melbourne
17. Kate Wiedemann, Secondary Teacher, Teacher at Independent Educational Organisation, Brisbane, Brisbane
18. Tom Mahoney, Teacher and education researcher, Deakin University, Melbourne
19. Vicky Nagy, Senior Lecturer, University Of Tasmania, Hobart
20. Sarah-Jane Botham, Registered Teacher, K-12, Queensland Department of Education, Brisbane

...

1,021 more

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1043. Dr Eleanor Janega, Historian, LONDON
1044. Sharon Stanley, Professor of Political Science, University of Memphis, Memphis
1045. Ned Richardson-Little, Research Fellow, ZZF Potsdam, Potsdam
1046. Alexander Boivin, Social Studies Teacher, Hopkins Public Schools, Minneapolis
1047. Jessica Rett, professor, UCLA, Los Angeles
1048. Brigitte Kinney, English Teacher, Charlotte, NC
1049. Jedediyah Williams, Science, Technology and Engineering Teacher, Belmont Public Schools, Belmont
1050. Matthew Kuiper, Associate Professor, Hope College, Holland, MI
1051. Stefan Frank, Associate Professor of Psycholinguistics, Radboud University, Nijmegen
1052. Brandon Bates, History Teacher, Lake Norman Charter School,

Huntersville

1053. Anna E. Lindner, Assistant Professor

1054. David E Pike, Science teacher, AAE LCER, Victorville

1055. Kayko Driedger Hesslein, Associate Professor of Theology, Lutheran
Theological Seminary Saskatoon, Saskatoon

1056. Elizabeth Sloane Haugen, teacher, Oakland Technical High School, Oakland

1057. marc liam, Lecturer, University of Hamburg, Hamburg

1058. Cristina Archetti, Professor, University of Oslo, Norway, OSLO

1059. Brian Martin, PhD Candidate, The University of Melbourne, Melbourne

1060. Maxwell Helmberger, Academic Specialist, Michigan State University, East
Lansing

1061. Leah O'Hearn, Lecturer, Maynooth University, Maynooth



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