

AI News Digest

03/16/2026 - 03/22/2026

WEEKLY DIGEST: EDUCATION & LEADERSHIP

Equity and Creativity Shape Future AI Education

Recent articles highlight the growing emphasis on equity, diversity, and inclusion (EDI) in artificial intelligence, advocating for a more inclusive approach to AI governance and education. The establishment of collaborative hubs, such as the MIT and HPI AI and Creativity Hub, aims to enhance creativity and interdisciplinary collaboration in AI. Additionally, new frameworks for measuring progress toward Artificial General Intelligence (AGI) and initiatives to empower educators in AI literacy reflect a shift towards more responsible and effective AI integration in educational settings. These developments signal a transformative period in AI, focusing on human collaboration and ethical considerations.

KEY FINDINGS

- ✓ A new Collection aims to integrate EDI principles into the AI lifecycle.
- ✓ Research shows AI can enhance human creativity rather than just automate tasks.
- ✓ The MIT and HPI AI and Creativity Hub is launched to foster collaboration.

IMPLICATIONS

- Increased focus on EDI may lead to more equitable AI systems.
- AI's role as a creative collaborator could redefine educational practices.
- Collaborative initiatives may enhance interdisciplinary research and innovation in AI.

Key Metrics: Over 800 participants involved in AI creativity research.; 10-year initiative for the MIT and HPI AI and Creativity Hub.

1. Emerging roles and trends of equity, diversity, and inclusion in artificial intelligence

Category: Research

Departments: Computer Science, Political Science & Public Administration, Sociology & Anthropology, Educational Leadership

Topics: AI Ethics & Safety, Fairness in Recidivism Prediction, Value Pluralism in Generative AI, Justice-Oriented AI Framework, Equity, Diversity, and Inclusion in AI

Impact Score: 28.0

Rubric Scores

Research Relevance: 5

Educational Value: 4

Innovation / Novelty: 5

Practical Impact: 4

Interdisciplinary Potential: 5

Ethical / Policy Implications: 5

This article outlines a new Collection aimed at integrating equity, diversity, and inclusion (EDI) principles into the AI lifecycle through empirical and theoretical research. The Collection seeks to advance interdisciplinary studies that critically assess how AI systems impact various human identity axes, promote methodological innovations linking technical AI research with societal values, and present diverse global perspectives on EDI. It features 14 accepted papers that explore topics such as fairness in recidivism prediction, value pluralism in generative AI, and a multilevel framework for justice-oriented AI, emphasizing the need for context-sensitive approaches and broader discussions on power and representation in AI. The Collection reflects a shift from narrow bias mitigation to addressing systemic inequities and social transformation within AI systems.

<https://link.springer.com/article/10.1007/s00146-026-02969-z>

2. Pluralistic AI governance: Indigenous knowledge and the right of Indigenous peoples to self-determination

Category: Policy & Ethics

Departments: Political Science & Public Administration, Sociology & Anthropology, Educational Leadership

Topics: AI Policy & Regulation, Indigenous Knowledge Systems, Free, Prior and Informed Consent, AI Governance Frameworks, Capacity-Building for Indigenous Communities

Impact Score: 27.0

Rubric Scores

Research Relevance: 4

Educational Value: 4

Innovation / Novelty: 5

Practical Impact: 4

Interdisciplinary Potential: 5

Ethical / Policy Implications: 5

The article critiques global AI governance frameworks, particularly the proposed International AI Organization (IAIO), for marginalizing Indigenous participation and perpetuating hierarchical power dynamics. It argues that Indigenous peoples should not be treated merely as stakeholders but recognized as distinct entities with unique governance systems and knowledge. To achieve genuine inclusion, the IAIO must ensure ongoing Indigenous representation and authority, grounded in principles such as Free, Prior and Informed Consent (FPIC) and the CARE Principles. Additionally, the article emphasizes the need for dedicated funding and capacity-building to empower Indigenous communities in AI governance, moving beyond tokenism to substantive engagement.

<https://link.springer.com/article/10.1007/s00146-026-02938-6>

3. Measuring progress toward AGI: A cognitive framework

Category: Research
Departments: Computer Science, Psychology, Engineering Education & Leadership
Topics: Artificial General Intelligence, Cognitive Taxonomy, Evaluation Methods, Cognitive Abilities

Impact Score: 26.0

Rubric Scores

Research Relevance: 5	Educational Value: 4	Innovation / Novelty: 5
Practical Impact: 4	Interdisciplinary Potential: 5	Ethical / Policy Implications: 3

The article announces the release of a paper titled "Measuring Progress Toward AGI: A Cognitive Taxonomy," which aims to establish a scientific framework for evaluating the cognitive capabilities of AI systems as they progress toward Artificial General Intelligence (AGI). The framework is based on research from psychology, neuroscience, and cognitive science, identifying ten key cognitive abilities deemed essential for general intelligence in AI. Additionally, the authors are collaborating with Kaggle to host a hackathon, encouraging the research community to develop evaluation methods that implement this cognitive taxonomy.

<https://deepmind.google/blog/measuring-progress-toward-agi-a-cognitive-framework/>

4. Scientists discover AI can make humans more creative

Category: Research
Departments: Educational Leadership, Computer Science, Psychology
Topics: Generative AI, AI-Enhanced Creativity, Diversity in AI Outputs, User Engagement in Design

Impact Score: 25.0

Rubric Scores

Research Relevance: 5	Educational Value: 4	Innovation / Novelty: 5
Practical Impact: 4	Interdisciplinary Potential: 4	Ethical / Policy Implications: 3

Research from Swansea University challenges the conventional view of AI as merely a tool for automating tasks, presenting it instead as a creative collaborator that enhances human engagement and exploration. In a study involving over 800 participants, an AI-supported system utilized the MAP-Elites method to generate diverse design galleries for virtual cars, leading to improved design outcomes and increased user involvement. The findings suggest that traditional metrics for evaluating AI tools may be inadequate, as they often fail to capture the broader impacts on creativity and user experience. The study emphasizes the importance of diversity in AI-generated outputs, indicating that a range of ideas, including flawed ones, can stimulate creative thinking and prevent fixation on initial concepts.

<https://www.sciencedaily.com/releases/2026/03/260315004355.htm>

5. What's the right path for AI?

Category: Policy & Ethics

Departments: Computer Science, Political Science & Public Administration, Educational Leadership

Topics: AI Ethics, Task-Specific AI Systems, Protein Structure Identification, Purpose-Driven AI

Impact Score: 25.0

Rubric Scores

Research Relevance: 3

Educational Value: 4

Innovation / Novelty: 4

Practical Impact: 5

Interdisciplinary Potential: 4

Ethical / Policy Implications: 5

At a recent MIT conference, journalist Karen Hao emphasized the need to shift AI development away from large-scale data use and hyper-complex models, advocating for smaller, task-specific AI systems that can deliver significant benefits with less resource consumption. She highlighted the example of AlphaFold, a tool for protein structure identification, which operates on curated datasets and demonstrates the potential of focused AI applications. Scholar Paola Ricaurte reinforced the importance of purpose-driven AI, stressing that technologies should be designed to meet the needs of the communities that will use them. The event, which attracted over 300 attendees, aimed to foster discussions on the implications of AI, particularly in relation to gender and societal impact.

<https://news.mit.edu/2026/right-path-for-ai-karen-hao-paola-ricaurte-0320>

6. MIT and Hasso Plattner Institute establish collaborative hub for AI and creativity

Category: Research

Departments: Computer Science, Art, Engineering Education & Leadership, Educational Leadership

Topics: Generative AI, AI and Creativity, Interdisciplinary Research, AI Applications in Design

Impact Score: 25.0

Rubric Scores

Research Relevance: 4

Educational Value: 4

Innovation / Novelty: 5

Practical Impact: 4

Interdisciplinary Potential: 5

Ethical / Policy Implications: 3

The MIT School of Architecture and Planning, MIT Schwarzman College of Computing, Hasso Plattner Institute (HPI), and Hasso Plattner Foundation have launched the MIT and HPI AI and Creativity Hub (MHACH), a 10-year initiative aimed at enhancing collaboration between computing and design in the context of artificial intelligence. Funded by the Hasso Plattner Foundation, the hub will support interdisciplinary research, educational programs, and fellowships focused on AI applications across various fields. The collaboration builds on previous successful partnerships and aims to create an environment conducive to innovation and real-world impact, with an inaugural workshop scheduled for March 2024 to establish initial research priorities. Academic leaders from both institutions will jointly guide the hub's agenda, emphasizing the integration of technology, creativity, and societal challenges.

<https://news.mit.edu/2026/mit-hasso-plattner-institute-collaborative-hub-for-ai-and-creativity-0320>

7. MIT-IBM Watson AI Lab seed to signal: Amplifying early-career faculty impact

Category: Research

Departments: Computer Science, Engineering Education & Leadership

Topics: Large Language Models, Natural Language Processing, Interdisciplinary Research, Computational Resource Access

Impact Score: 25.0

Rubric Scores

Research Relevance: 4

Educational Value: 4

Innovation / Novelty: 4

Practical Impact: 5

Interdisciplinary Potential: 5

Ethical / Policy Implications: 3

The article discusses the significant role of the MIT-IBM Watson AI Lab in supporting early-career faculty members at MIT, particularly in the field of artificial intelligence. Faculty members, including Jacob Andreas and Yoon Kim, highlight how their engagement with the lab has provided essential computational resources and intellectual collaboration, enabling them to launch ambitious research projects and adapt to evolving challenges in natural language processing and large language models. The collaboration fosters interdisciplinary research, allowing faculty to develop innovative methods and enhance their research capabilities. Overall, the MIT-IBM Watson AI Lab serves as a transformative platform for emerging researchers in AI.

<https://news.mit.edu/2026/mit-ibm-watson-ai-lab-seed-signal-amplifying-early-career-faculty-impact-0317>

8. Data-centric AI governance for responsible organizational value: evidence from a European public administration

Category: Research

Departments: Political Science & Public Administration, Computer Science, Engineering Education & Leadership

Topics: AI Policy & Regulation, Data Governance Practices, Operational Efficiency in AI, Ethical AI Implementation

Impact Score: 25.0

Rubric Scores

Research Relevance: 4

Educational Value: 3

Innovation / Novelty: 4

Practical Impact: 5

Interdisciplinary Potential: 4

Ethical / Policy Implications: 5

This analysis investigates the practical governance of the DGOBCAN-AI system, focusing on the observed dynamics during its implementation rather than a predefined theoretical framework. The study identifies three key dimensions: operational efficiency and institutional innovation, technical and data governance practices, and ethical and organizational responsibility. Findings indicate that the automation of document processing significantly reduced the time required for initial screenings, allowing staff to concentrate on high-level analysis of relevant cases, while also fostering new institutional capabilities and enhancing organizational responsiveness. The research highlights that strategic management of AI-driven efficiency gains can augment human expertise within public sector workflows, rather than replace it.

<https://link.springer.com/article/10.1007/s00146-026-02978-y>

9. Haraway's cyborg manifesto in education: after AI

Category: Education

Departments: Educational Leadership, Engineering Education & Leadership, Computer Science

Topics: AI Ethics, Cyborg Education, Alien Logic, Human-Machine Interaction

Impact Score: 25.0

Rubric Scores

Research Relevance: 4

Educational Value: 4

Innovation / Novelty: 5

Practical Impact: 3

Interdisciplinary Potential: 5

Ethical / Policy Implications: 4

The article explores the methodological implications of Donna Haraway's "A Cyborg Manifesto" in the context of digital education, emphasizing the need for a nuanced understanding of the interplay between human, machine, and animal relations. It critiques the prevailing focus on clear-sighted critique in digital education, advocating instead for an appreciation of the joys and transgressions that can emerge from these interactions. The author presents three examples of contemporary work that resonate with Haraway's ideas, suggesting they hold potential for transforming educational practices involving AI. The discussion includes the concept of "alien logic" as proposed by Parisi, which challenges dominant narratives of technological inevitability and advocates for reclaiming subjectivity from automated systems.

<https://link.springer.com/article/10.1007/s00146-026-02972-4>

10. From Apprehension To Empowerment: Creating A Four-Part AI Education PD Series

Category: Education

Departments: Educational Leadership, Engineering Education & Leadership

Topics: AI Education, AI Literacy, AI Ethics Training, Teacher Workflow Optimization

Impact Score: 25.0

Rubric Scores

Research Relevance: 3

Educational Value: 5

Innovation / Novelty: 4

Practical Impact: 5

Interdisciplinary Potential: 4

Ethical / Policy Implications: 4

Courtney Bock, an AI Implementation and Library Media & Technology Specialist in Washington State, has developed a four-part professional development series aimed at enhancing AI literacy among educators in her district, which serves approximately 10,500 students. The program includes sessions on foundational AI knowledge, addressing cheating with AI, using AI with students, and improving teacher workflow through AI tools. Post-training data indicates a 50% increase in teacher confidence in using AI tools and a 48% increase in preparedness to teach AI ethics. Bock emphasizes the importance of focusing on AI literacy before introducing specific tools to ensure educators fully understand the underlying concepts.

<https://www.techlearning.com/technology/ai/from-apprehension-to-empowerment-creating-a-four-part-ai-education-pd-series>