Weekly Newsletter

The staff and students of Dungtse Central School would like to extend our heartfelt Trashi Delek to Mr. Dawa Gyeltshen for being selected to the post of principal. We wish him continued success in his future endeavours.

Reunion: A happy occasion for Dungtsians

Jigme Pema Wangmo 9A

The boarding students of Dungtse Central School returned to their heavenly learning environment on the fifteenth day of the seventh month. After fifteen exhausting, blissful, wonderful, and enjoyable days, the learners were once again united with the hope that the second term would go smoothly. As the saying goes, "The sweetest thing after union is reunion." Every student had a radiant smile on their faces, resembling a sunflower opening up to the sun.

Since I was a day student, I didn't begin my second term until the 16th. Days were generally the same as they always were, but on the 16th, I felt a little nervous and thought it was the first day of the year, even though it wasn't. In a different sense, I was thrilled to see my friends' stunning and attractive resemblance after nearly two weeks. My midterm review papers were what I feared the most, but even so, I accepted that they were in the past and could not be changed. Even though it was a typical day in my life, this particular day didn't feel like other days; rather, it was entirely different. And now, for the next four to five months, my family and I will be giving everything we have to whatever we do moving forward in order to strengthen our foundation and brighten our future!

I want to wish all of my readers the very best of luck for their impending challenges, a smooth transition to the second term, and a collaborative effort to make our learning experience meaningful, memorable, and fruitful.

Chapter 7: My World of Fascination

Jigme Pema Wangmo 9A

My eyes widened in a surprised manner. That being said, I was shocked to learn that what I had seen on social media was actually happening to me. Lovely balloons adorned my mother's rear end of the car, and the cake they purchased for me bore the words, "Happy Birthday to our little but not little princess." I experienced abundant and gratifying love and affection from my parents for the first time in my life. I didn't feel any regret at all after spending roughly 365 days with my parents, unlike what I had anticipated upon leaving Bhutan. In actuality, it was a wonderful chance for me to win my parents' love and affection—something I had sorely needed over the previous few years.

Let's get back to the celebrations now. As soon as I got close to the car, my father opened a pricey bottle of wine, and it burst open beautifully. It was customary for Americans to toast to new beginnings and occasions. They then began to sing a birthday song for me while clapping their hands, which made me feel really at ease. At that point, I was ecstatic. When I finished cutting the

cake, it was almost dark and we were going inside, but I really wanted to stay outside. I didn't want to leave and go inside because the scene and decorations were so elegant and lovely, but what could I do? I have to get there by any means. I felt so happy that I had reached inside and said something truly meaningful to my parents. My mother and I then went to make dinner. Before we ate dinner, we took some time to relax after deciding which of our favourite dishes to make. I was having such a great time that I completely forgot about Ngawang, who is my closest friend in Bhutan. Upon checking my phone, I saw that she had sent me a message. It was filled with such lovely wishes and our lovely, heart-breaking memories from that time—memories that I will always cherish. I replied with a note of gratitude. Meanwhile, my mom called to me, saying, "Jigme, come on, let's eat now." With a broad smile on my face, I quickly made my way to the kitchen.

And as we were eating, it suddenly occurred to me that Make and I were going to start our part-time jobs tomorrow. Thinking that my lovely day would be ruined if I told them now and they reacted strangely, and that my parents would be angry with me for not talking to them about it earlier, was my thought. Because this is a rare opportunity for us to get together, I finally made the difficult decision to tell them. "Apa, Mummy, I have something important to tell you today," I began in an awkward tone. My mother asked, "What is it? Go on, dear." Apa nodded. "I... I... I... ummmm, I had decided to recruit with my friend Make for a part-time job in one of the stationery stores," I uttered. I was supposed to speak with you two right away, Apa and Ama, but I lacked the necessary confidence. My parents appeared angry and as though their faces were drowning, which made me afraid. I waited patiently for their response, and when I saw it, my mother grinned and said, "That's wonderful, dear; we are happy that you are now developing and becoming more adult. That only served to increase the value of my birthday.

I have to admit that the most joy in life comes from not expecting things to happen and from certain things happening. I had no idea that my birthday would be so memorable. Actually, at first, I didn't even realise that today was my birthday! Journaling is necessary after all, so I completed my daily task of journaling before turning in for the evening. It was a lovely day, and my journal page will always be the most treasured one!

The Impacts of Artificial Intelligence in Education
Dorji Wangchuk

Introduction
What does artificial intelligence (AI) mean in the context of education? Apart from augmenting education, how does AI teach good human traits to both adults and children? Could all educational environments, regardless of financial status, provide children with equal opportunities to use AI to

close the achievement gaps? These are a few questions that deserve mindful dialogue to fully understand the positive and negative impacts of AI in education. Nonetheless, Gràjeda et al. (2023) contend that because AI is inherently disruptive, it has the potential to fundamentally alter how people make decisions.

AI has gradually increased educational needs since its introduction in the 1950s, especially in the teaching and learning processes (Seo et al., 2021; Gràjeda et al., 2023; Wang et al., 2023). Seo et al. (2021) claim that AI has made self-learning pathways with sophisticated interactive mechanisms possible. Additionally, studies have shown that AI can use innovative tutoring systems to create a differentiated learning environment for a variety of learners (Schiff, 2020; Soe et al., 2021). Furthermore, in order to meet the needs of international students, Gràjeda et al. (2023) and Wang et al. (2023) claim that AI has developed novel translation capabilities for curriculum contents into multiple languages. However, research has also shown that there are a number of drawbacks to AI, including concerns about privacy, the integration of ethical principles, and long-term effects on one's health (Seo et al., 2021; Gràjeda et al., 2023; Wang et al., 2023; Karan & Angadi, 2024).

Thus, the thesis statement developed for this essay is that AI tools have enormous potential to help teachers contextualise their lessons based on the learning abilities of the students and that AI also offers students avenues for exploratory learning. In this context, the essay will be structured into three body paragraphs. The general arguments about the effects of AI in education will be presented in the first and second paragraphs, each with two supporting ideas. The counterarguments and rebuttals to the arguments will be presented in the final body paragraph.

Body Paragraph 1
Argument—1
One of the benefits of AI, according to Schiff (2020) and Soe et al. (2021), is that it employs cutting-edge tutoring systems to create a differentiated learning environment for a range of learners. These AI features have also helped teachers plan lessons based on students' learning capacities (Gràjeda et al., 2023).

Topic Sentence: AI has the capacity to comprehend students' learning requirements and assist teachers in customising their teachings.

Supporting Idea—1
According to Schiff (2020), it has never been simpler for a teacher to comprehend every student's learning style who comes from a variety of backgrounds. Thus, creating lesson plans that could close the learning gap for every student in the class continued to be a struggle for teachers (Schiff, 2020; Gràjeda et al., 2023). AI integration in the classroom has made this feasible. According to

Gràjeda et al. (2023), a variety of AI tools have made it possible for students to instantaneously get multiple answers to their questions, which is challenging for teachers in a traditional setting. Additionally, studies have shown that teachers can assign different levels of activities to students at different times based on their learning capacities (Schiff, 2020; Gràjeda et al., 2023; Wang et al., 2023). According to Schiff (2020) and Gràjeda et al. (2023), learning with various AI tools not only enables personalised learning but also demonstrates complex skills like creativity, critical thinking, decision-making, and problem-solving in students. Furthermore, research has found that AI has been extremely helpful in fostering students' curiosity about learning, which has significantly aided in learning exploration in higher grades (Schiff, 2020; Soe et al., 2021).

Supporting Idea—2

Soe et al. (2021) claim that in addition to enabling lesson customisation and a differentiated learning environment, AI has improved interface interactions between teachers and learners. This has made it easier for teachers to answer questions from students and give them feedback in real time (Gràjeda et al., 2023). Additionally, studies by Schiff (2020) and Soe et al. (2021) show that AI has prompted students to actively engage in class, and teachers can encourage students who are passive to participate in the learning process. According to Gràjeda et al. (2023), when teachers developed AI-assisted innovative lessons like learning through games and other enjoyable activities, even those slow learners were encouraged to participate in the learning process.

Concluding Sentence: Teachers and students have benefited from the use of AI in the classroom as a means of facilitating learning. All things considered, it can be said that AI has made it possible for teachers to better assess the skills of their students and adapt their lessons to meet their needs. AI tools have also improved the interactions between teachers and students during class, helping them to answer questions and involve students in meaningful learning.

Body Paragraph 2
Argument—1

AI's intelligent systems have produced tools that enable students to embrace personalised learning and gain insight into their own learning capacities (Kamalov et al., 2023). As argued by Wang et al. (2023), generative AI has helped students comprehend complex concepts, irrespective of the languages in which they are presented. Additionally, AI has helped students self-evaluate and quickly address the feedback given by AI tools.

Topic Sentence: AI presents potential avenues for assisting students in overcoming obstacles to learning and inspiring them to pursue higher education.

Supporting Idea—1

Impact studies on AI in education have extensively and rigorously analysed the potential of AI tools in augmenting the learning abilities of students. For instance, Kamalov et al. (2023) assert that the number of children using AI tools like chatbots and ChatGPT in learning is increasing at an alarming rate, and education remains the most affected sector in this regard. According to the findings of the research by Okonwo and Ade-Ibijola (2021), AI tools such as chatbots have facilitated students understanding of concepts. Moreover, teachers feel that the intelligent tutoring system of AI has simplified the complex concepts of STEM and other domains that the majority of the teachers found it challenging to articulate to slow learners (Holmes & Tuomi, 2021; Okonwo & Ade-Ibijola, 2021; Kamalov et al., 2023).

Supporting Idea—2
Impact studies on AI in education have also revealed that students are greatly influenced by AI-assisted learning, and the majority of slow learners are motivated to pursue higher education (Holmes & Tuomi, 2021; Okonwo & Ade-Ibijola, 2021; Kamalov et al., 2023). As opined by Kamalov et al. (2023), slow learners constantly take online exams and quizzes to enhance their understanding, and they become competent enough to perform better in the tests developed by their teachers. Moreover, Wang et al. (2023) assert that the language translation facilities provided by AI have helped students explore ideas and information beyond their cultural context.

Concluding Sentence: The impact studies on AI in education suggest various tools to improve students' learning capacities. In addition to helping top achievers, it has also assisted slower learners in finding the answers they need to get proficient enough to do well on tests. Additionally, students can explore ideas and information outside of their cultural contexts through carefully chosen pathways created by the AI tools.

Body Paragraph 3
Topic Sentence: Potential drawbacks of AI in education.

Counterargument—1
While AI in education has made it easier for teachers to better understand the learning preferences of their students and create lessons that suit their needs, there are some disadvantages as well. Schiff (2020) argues that while AI may have opened up a number of avenues for teachers to comprehend the learning difficulties that students face, it is already known that students only develop rudimentary competency and severely lack the knowledge and experiences needed to match high achievers. Additionally, studies show that teachers feel pressure from their workload when they plan lessons to meet the needs of students who have varying levels of learning (Schiff, 2020; Soe et al., 2021; Gràjeda et al., 2023). The findings of the study conducted by Schiff (2020) further assert that the AI-generated intelligent tutoring system helped simplify complex concepts,

but the skills acquired by the students through this approach did not help them understand the real-life challenges.

Rebuttal—1

However, impact studies on AI in education contend that understanding learners' abilities is a prerequisite for teaching, and that without this understanding, it would be impractical for teachers to deliver high-quality instruction (Schiff, 2020; Soe et al., 2021). According to Soe et al. (2021) and Wang et al. (2023), teachers have actually benefited from an understanding of students' learning abilities when determining the supports they should provide for their students. Furthermore, impact studies show that the intelligent tutoring system created by AI provides platforms for students to select concepts that they were unable to grasp during classroom instruction (Schiff, 2020; Soe et al., 2021; Kamalov & Calonge, 2023).

Counterargument—2

According to Kamalov and Calonge (2023), the education sector is the most affected by AI. Studies have shown that in addition to providing learners with individualised learning experiences, AI tools have also resulted in violations of academic integrity and improper use of resources (Okonwo & Ade-Ibijola, 2021; Soe et al., 2021; Holmes & Tuomi, 2022; Kamalov & Calonge, 2023; Karan & Angadi, 2024). According to Schiff (2020) and Kamalov and Calonge (2023), students are driven to investigate the ideas that most appeal to them; nevertheless, this does not considerably advance their capacity for critical thinking, creativity, or problem-solving when it comes to resolving real-world issues. Therefore, the use of AI tools in schools, colleges, and universities is restricted in some countries, including parts of Queensland and Tasmania in Australia (Kamalov & Calonge, 2023).

Rebuttal—2

On the other hand, studies on the impact of AI in education indicate that it significantly affects students who learn slowly (Holmes & Tuomi, 2021; Okonwo & Ade-Ibijola, 2021; Kamalov et al., 2023). As per Okonwo and Ade-Ibijola' s (2021) findings, the utilisation of chatbot applications in educational institutions has facilitated students in overcoming difficult concepts and fostering their ability to communicate and share their knowledge with peers who excel in academics. This has allowed them to showcase their creativity and critical thinking abilities. According to Karan and Angadi (2024), although AI exposes students to a variety of risks, if it is thoughtfully integrated into education, it has the enormous potential to give students the creative problem-solving skills they need to address the world's problems. Moreover, the AI tools have assisted teachers in providing quick feedback on students' work, which helped the latter to understand their strengths and shortcomings (Okonwo & Ade-Ibijola, 2021; Soe et al., 2021; Kamalov & Calonge, 2023; Karan & Angadi, 2024).

Concluding Sentence: The impact studies on AI in education emphasise the various shortcomings of AI tools in the processes of teaching and learning. Risks like academic dishonesty, privacy concerns, and inappropriate use of AI tools in learning have already been brought to the attention of teachers and students by the use of AI in education. Due to the advancements in AI technology, scholars studying AI in education also anticipate greater risks. However, research has also shown how beneficial AI can be to education, especially when it comes to helping slow learners acquire critical skills and enhance their learning capacities.

Conclusion

It is clear that AI will play a significant role in education in the future and that more and more educators and students throughout the world are turning to these technologies. It is evident from the examination of how AI tools are affecting education that teachers can gauge their students' learning capacities and ultimately tailor their lessons to meet those needs. Furthermore, AI tools have helped students explore difficult ideas and translate their meanings into plain English. In this sense, AI tools have helped slow learners become more proficient in understanding and navigating through increasingly complicated concepts, which has helped them develop higher-order abilities like creativity, critical thinking, and problem solving. Nonetheless, it is imperative that educators and learners recognise the limitations and difficulties associated with artificial intelligence and take precautions to mitigate its effects.

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Chapter 8: My World of Fascination

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Yet another fulfilling day was about to start. I was very excited today. Guess why? Yes, I will be starting work today with a lot of hope and excitement. My mother had everything ready for me when I woke up. I hurried downstairs to find my friend Make waiting for me outside my flat. She

has experienced this situation numerous times, so she wasn't as excited as I am. I went over to her, and we made our way to the bus stop, which was close to our place of employment. When we got to work later that day, the other elderly employees there gave us a hearty welcome and our uniform shirts. Since we were both cashiers, we were supposed to remain at the counter, but first the store manager gave us a briefing. It was in this role as a cashier that I gained experience in handling customers. As soon as we got to work, my co-workers were incredibly kind and welcoming, and I truly felt like I was at home. Since we were new, we were only able to work six hours a day, so it was almost four o'clock when we were finished. The owner gave us our daily earnings, which are equivalent to our salary in Bhutan, which made me feel uncomfortable and taken aback. In Bhutan, employees typically receive their pay checks at the end of each month, but their daily lives are very different. Since this was my first pay check, I decided to take Make with me to a nearby mall so I could buy gifts for my parents. Her shopping sense is quite good, I must say! It was seven o'clock at night when Make and I picked out some clothes for my parents and left for home. I hurried home. I went straight home and gave them the gifts when I got there. They were overjoyed and expressed their gratitude to me, but I couldn't be here today without their help. After enjoying a lovely evening meal, my father had already gone to bed, and my mother was on her way to work. And suddenly, out of nowhere, I remembered Ngawang. It was bad for me as well as her. I didn't receive any texts from her. I made up my mind to meet her. She answered the phone when I called, and I told her everything that had been going on lately, including meeting my friend Make, who looked a lot like her. After we spoke for quite some time, I hung up the phone and headed to the dishes. Make and I were eagerly awaiting the results after completing our university education. She wanted to get good grades so that she could enrol in a botany course, and I was hoping for grades that would get me into a medical school. And finally, the time has come. When I checked my phone, I saw that it was a notification from our university informing me that our results would be released tomorrow at 3 PM. After that, I was extremely nervous. I didn't have a good sleep. The thought was, "What will I do if I don't get good marks? Will my dream of becoming a doctor fade?" was the only thing that remained in my mind. However, my only option was to hold out hope.

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