# Geoffrey Hinton predicts AI tutors will double learning speeds in UK schools within a decade



Artificial intelligence is reshaping educational landscapes, with projections suggesting that AI-powered tutors could teach children more effectively than traditional educators within the next decade. Geoffrey Hinton, renowned as the “Godfather of AI,” posits that these advanced chatbots will be more efficient than human teachers, potentially doubling learning speeds. According to Hinton, the integration of AI in education heralds a significant leap in instructional quality. He claimed, “It’s not there yet but it’s coming and so we’ll get much better education at many levels.”

The venture into AI-assisted education is already underway, with numerous trials reported in British schools. AI tutors, designed to adapt to the unique needs of each student, can analyse understanding and adjust lesson plans accordingly. This capability not only promises enhanced learning experiences but also aims to alleviate the considerable administrative burdens faced by teachers. The UK government has invested extensively in this area, backing initiatives that encourage the development of AI tools aimed at improving teaching efficiency. Recently, £1 million was allocated to 16 ed-tech companies to create technology that enhances feedback and marking processes, while another £2 million is being invested in AI resources for lesson planning.

Nonetheless, despite these advancements, concerns linger regarding the readiness of educators to incorporate such technology effectively. A survey involving over 6,500 UK teachers indicated that while 60% are utilising AI for various tasks, a staggering 76% reported lacking training in its application. Many educators have embraced AI tools to streamline lesson preparation and marking, yet the absence of adequate guidance raises questions about the effective implementation of these innovations in the classroom.

Baroness Barran, the Education Minister, underscored the potential of AI to bridge educational divides, especially amongst disadvantaged students. By offering personalised tutoring, Baroness Barran asserts that AI could facilitate tailored learning experiences, thereby supporting those with special needs and disabilities to engage more effectively with their studies. This dual approach—using AI to enhance teaching capabilities while addressing educational inequities—could revolutionise the system.

In the broader context, while AI's benefits in education are increasingly recognised, some experts urge caution regarding the implications of its rapid development. Hinton has expressed apprehension about the potential for AI to evolve into “superintelligent” entities, warning that the ongoing advancements in the field could lead to unforeseen consequences. He suggests that while AI holds transformative potential for sectors like healthcare or education, it is imperative to prioritise ethical considerations in its ongoing development.

The promise of AI in education, particularly as a solution for easing teacher workloads and providing students with enhanced feedback, stands alongside the pressing need for careful implementation and oversight. As the integration of these technologies continues, the dialogue around their application, effectiveness, and ethical implications will be critical in shaping the future of learning.

## Reference Map:

* Paragraph 1 – [[1]](https://www.dailystar.co.uk/news/latest-news/chatbots-teach-kids-twice-fast-35278513), [[2]](https://www.businesstoday.in/latest/trends/story/four-times-better-ai-tutors-will-soon-outperform-private-tutors-threaten-traditional-universities-says-geoffrey-hinton-471277-2025-04-08)
* Paragraph 2 – [[1]](https://www.dailystar.co.uk/news/latest-news/chatbots-teach-kids-twice-fast-35278513), [[4]](https://www.gov.uk/government/news/new-support-for-teachers-powered-by-artificial-intelligence), [[3]](https://www.gov.uk/government/news/ai-teacher-tools-set-to-break-down-barriers-to-opportunity)
* Paragraph 3 – [[5]](https://www.connectingeducation.co.uk/blog/ai-is-revolutionising-teaching-but-are-schools-ready), [[7]](https://www.independent.co.uk/news/uk/politics/ai-tutors-marking-teachers-b2356878.html)
* Paragraph 4 – [[6]](https://www.bbc.co.uk/news/articles/c999k57ky7ro)
* Paragraph 5 – [[2]](https://www.businesstoday.in/latest/trends/story/four-times-better-ai-tutors-will-soon-outperform-private-tutors-threaten-traditional-universities-says-geoffrey-hinton-471277-2025-04-08)

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## Bibliography

1. <https://www.dailystar.co.uk/news/latest-news/chatbots-teach-kids-twice-fast-35278513> - Please view link - unable to able to access data
2. <https://www.businesstoday.in/latest/trends/story/four-times-better-ai-tutors-will-soon-outperform-private-tutors-threaten-traditional-universities-says-geoffrey-hinton-471277-2025-04-08> - Geoffrey Hinton, a leading figure in artificial intelligence, predicts that AI-powered private tutors will soon outperform human educators. He suggests that these AI tutors could provide highly customized lessons by precisely identifying and addressing individual misunderstandings in learners, potentially making undergraduate education, especially in technical fields, almost obsolete within a decade. Hinton emphasizes the importance of responsible innovation in AI development, urging for safety and ethics to be prioritized as AI continues to evolve and potentially disrupt traditional education systems.
3. <https://www.gov.uk/government/news/ai-teacher-tools-set-to-break-down-barriers-to-opportunity> - The UK government has allocated £1 million to 16 ed-tech companies to develop AI tools aimed at assisting teachers with feedback and marking. This initiative is part of a broader effort to integrate AI into education, enhancing teaching efficiency and breaking down barriers to opportunity. The funding is intended to support the creation of AI-driven resources that can help teachers provide more personalized and timely feedback to students, thereby improving educational outcomes.
4. <https://www.gov.uk/government/news/new-support-for-teachers-powered-by-artificial-intelligence> - The UK government is investing up to £2 million in Oak National Academy to develop new AI-powered resources for teachers. These tools are designed to assist with lesson planning and classroom quizzes, aiming to reduce teachers' workloads and improve educational quality. The investment reflects a commitment to harnessing AI to support educators and enhance the learning experience for students across England.
5. <https://www.connectingeducation.co.uk/blog/ai-is-revolutionising-teaching-but-are-schools-ready> - Artificial Intelligence (AI) is rapidly transforming education, providing teachers with tools to reduce workloads, streamline lesson planning, and improve work-life balance. A recent survey by Twinkl, which gathered insights from over 6,500 UK teachers, highlights the rapid uptake of AI in schools. However, while teachers are embracing AI, many feel they lack the necessary training and support. The survey found that 60% of teachers are already using AI for work-related tasks, with 44% using it weekly and 23% daily. Despite this, 76% of teachers have received no training or substantial guidance from their school on how to use AI effectively.
6. <https://www.bbc.co.uk/news/articles/c999k57ky7ro> - Artificial intelligence (AI) is increasingly being integrated into classrooms in the South East of England. Schools are utilizing AI for various purposes, including assisting with formatting worksheets and providing additional support to students. For instance, a West Sussex boarding prep school has introduced an AI headteacher acting as a 'co-pilot' with the human leader, offering advice on supporting teachers and staff members, as well as helping children with additional needs. The government has recognized AI's potential to 'transform education' and is encouraging its adoption in schools.
7. <https://www.independent.co.uk/news/uk/politics/ai-tutors-marking-teachers-b2356878.html> - Education Minister Baroness Barran has suggested that AI 'tutors' in schools could help close the attainment gap between rich and poor students. She highlighted AI's potential to reduce teacher workloads and provide pupils with greater feedback on their work. Baroness Barran proposed that AI could assist children with special needs and disabilities in learning more intuitively, ease teachers' administrative burdens by handling routine tasks like marking, and offer disadvantaged children a free 'personal tutor.'