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Rhetorical Analysis of Two Artifacts

Artificial intelligence is undoubtedly one of the newest technologies that is causing a storm in every industry. The cause and impacts it has had is similar to the Industrial Revolution: brand new, rapidly developing technology that is finding a practical use in every industry imaginable. These artifacts to be analyzed, however, are covering a much more specific and arguably very important industry in the United States: education. While the initial introduction of vastly popular AI language learning models (LLMs) like ChatGPT sparked a widespread doom and gloom inclination about the future of education, such as widespread cheating and the obsolescence of educators, plenty of scientists, communicators, and educators themselves view AI as an invaluable tool in classrooms. Two notable artifacts that will be rhetorically analyzed reflect this more optimistic outlook when it comes to AI in classrooms: a Forbes article titled "The Increasing Use of AI in Education" and a TED Talk by Sal Khan, founder of Khan Academy, both of which emphasize the potential of AI to enhance learning and teaching experiences.

The first artifact, the Forbes article, provides a detailed examination of how AI is reshaping education at various levels, with a focus on personalized learning and improved teaching practices. This artifact primarily uses logos and ethos to build its argument, providing logical explanations and real-world examples of AI's impact on education, from personalized learning experiences to automating tasks for teachers. It enhances its credibility by referencing widespread educational applications of AI, such as intelligent tutoring systems and data-driven curriculum development,

establishing ethos for the article. Furthermore, the article subtly appeals to pathos by highlighting how AI can reduce the workload for educators, which could resonate with such educators whom are overwhelmed by manual grading and curriculum planning, while simultaneously striving to obtain a balance for personalized education. One could also reasonably argue that kairos is used in conjunction with the rest of the logical appeals because of the time frame in which this article was published: amidst the “boom” of AI in society. The medium is an online publication, making it accessible to a broad audience of educators, administrators, and tech enthusiasts. As a genre, it fits within business technology journalism, adhering to genre conventions by providing a balanced, informative perspective without overly technical jargon and obtuse graphics that no layperson would be able to reasonably decipher. The article’s intended audience likely includes educators and policymakers for governments in regards to AI, as well as anyone interested in the future of AI in education, notably technology enthusiasts. Its purpose is to inform this audience about AI’s growing role in enhancing learning environments while addressing potential challenges, such as concerns about cheating, but pulling it back to hopefulness by emphasizing the work that has been done to combat malpractice with AI. The exigence of the article, obviously, comes from the current AI boom, as well as the ongoing integration of AI into classrooms and the need to understand its implications for the future of education as it affects students and educators. Within this rhetorical situation, the article positions itself as a guide for educators and decision-makers, emphasizing AI’s potential to improve accessibility and efficiency in education.

The second artifact, Sal Khan’s TED Talk on the role of AI in education, utilizes a blend of ethos, logos, and pathos to convey the transformative potential of AI in classrooms. Ethos is immediately established through Khan’s authority as the founder of Khan Academy, a globally respected educational platform. His expertise lends credibility to his vision of AI as a tool to provide

personalized tutoring for students and teaching assistance for educators. In addition, his educational pedigree lends him a strong voice of authority while on stage. Logos is evident throughout his talk, as he supports his claims with clear examples and research, such as referencing Benjamin Bloom's "2 sigma problem," which demonstrates how personalized tutoring can dramatically improve student outcomes compared to other learning forms. It can also be reasonably argued that ethos and logos blend together in that Sal Khan knows his credentials and status would apply ethos to his presentation, enforcing more attention from the audience. In addition to these appeals, Khan effectively incorporates pathos by painting a hopeful picture of AI's potential to democratize education and offer individualized support to all students, regardless of their backgrounds. Khan's passion for the subject is clear, which can resonate emotionally with educators and parents concerned about the future of education, further contributing to the use of pathos. Similar to the last artifact, kairos is used here in that the talk took place amidst the AI boom in society. The medium of the TED Talk—typically a presentation with a professional speaker—makes Khan's ideas accessible to a broad global audience, including educators, students, and tech enthusiasts alike. As a genre, it aligns with the conventions of TED Talks: an engaging, attention-grabbing speech aimed at sparking curiosity and dialogue amongst listeners, down to the gritty details of a stage back-dropped by screens which host the presentation for which the speaker is presenting. The content of these presentations are typically complex topics that have been rephrased to a more legible language, lacking the otherwise technical jargon. The intended audience includes not only educators, enthusiasts and policymakers for AI but also general laypeople interested in the future of AI in education, thanks to the accessibility of TED Talks. Khan's purpose is to shift the narrative from AI as a threat to education to AI as a tool for enhancing human intelligence, urging his audience to embrace it responsibly. The exigence for this TED Talk arises from the rapid adoption of AI tools in classrooms, along with widespread concerns about their potential misuse, tying in with the kairos appeal. By Khan situating his talk within this rhetorical situation, he emphasizes the need for

proactive efforts to integrate AI ethically and effectively, presenting AI as a very opportunistic tool for learning, rather than merely a scapegoat for students to avert it.

The Forbes article and Sal Khan's TED Talk greatest similarity is them both exploring AI's potential to enhance education, yet they approach this objective with distinct rhetorical techniques and formats that suit their audiences and purposes. Both artifacts employ ethos and logos to establish credibility, but the emphasis varies: the Forbes article's ethos relies on real-world examples of AI applications in education, lending it authority amongst educators, policymakers, and general readers seeking a balanced, journalistic perspective. In contrast, Khan's ethos is rooted in his personal authority as the founder of Khan Academy and a long-time advocate for accessible education, which is directly communicated in his TED Talk format designed to inspire and engage a live audience, seemingly catering to a layperson majority. Logos in the Forbes article presents itself through a data-driven, logical exploration of AI's applications and challenges, such as the hyperpersonalization of learning and AI-based grading systems. In comparison, Khan employs logos more dynamically by referencing studies like the "2 sigma problem," aligning with his persuasive argument that AI could deliver a two-standard deviation improvement in student learning outcomes. Both artifacts also incorporate pathos effectively but with a different focus: the Forbes article appeals to educators' and administrators' need for solutions to alleviate workload and personalize learning, while Khan's pathos centers on a hopeful, optimistic vision of AI's transformative potential, which intends to redirect the audience's preconceived view on AI being harmful to education, to a more positive one.

The medium and genre of these artifacts is where the strongest contrast resides. The Forbes article, a text-based online publication, adheres to business technology journalism conventions, delivering an informative yet accessible examination of AI's impact without extensive technical detail;

it also utilizes traditional black text on a white background, as well as advertisements and links to similar articles that relate to AI. Conversely, Khan's TED Talk leverages the video presentation format, blending live demonstration and storytelling, which are hallmarks of TED Talks that encourage audience engagement, creating what could be interpreted as a parasocial back and forth conversation between the speaker and audience. The audience and purpose for each artifact reflect these genre differences. While both aim to inform and encourage responsible AI integration in education, the Forbes article primarily targets educators, policymakers, and tech-savvy readers who are exploring AI's practical applications and benefits in the educational field. Khan's TED Talk, however, reaches a broader audience of educators, parents, and general viewers, emphasizing that AI can democratize education and calling for the proactive adoption of AI to enhance, rather than hinder, learning. The exigence for each artifact emerges from the rapid rise of AI in educational contexts, although each artifact uses this urgency differently: the Forbes article provides a pragmatic view on integrating AI in educational systems, while Khan's talk suggests a more visionary role for AI, inspiring his audience to view AI as a means of improving the systems we have, rather than replacing them (though, some of the topics detailed in the talk have seen active use as of late). Conjoined, these artifacts paint a picture of AI's potential, each reinforcing the other's insights through complementary perspectives and formats.

Both the Forbes article and Sal Khan's TED Talk provide insightful perspectives on the transformative role of AI in education, yet they do so through distinct approaches that reflect their unique audiences, mediums, and purposes. To recall, the Forbes article offers a data-driven, balanced view tailored to educators and policymakers, highlighting the practical benefits of AI while addressing common concerns such as workload and ethical implications. Khan's TED Talk, by contrast, delivers an impassioned call for AI as an empowering force in education, appealing to a global audience with a vision of AI-enhanced learning experiences. Together, these artifacts present a holistic picture of AI's

potential in the future of education: one grounded in pragmatic application and the other in possible visionary transformation. This complementary relationship helps audiences recognize the importance of embracing AI responsibly and proactively, recognizing its role not only in personalizing learning but in shaping a more diverse, inclusive educational landscape. Through both logical and emotional appeals, the two artifacts collectively invite educators, students, and decision-makers to view AI as a powerful tool for enhancing human potential rather than a threat to once traditional educational values.

Works Cited

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