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Fearlessly curious.

Preparing Education for the Future

Live Panel Discussion: Lessons Learned & Where Next?

Housekeeping

- **Webinar Recording will be shared with all attendees within 2 days.**
  - Access all recordings at *Packback.co/events*
- **Ask all questions with the Q&A feature.**
  - The Q&A feature will allow for questions to be answered by all panelists.
- **Use the chat for discussion and sharing.**
- **Panelists & Packback team members will be monitoring the Q&A and using the chat to share resources.**

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Today's Panelists

Dr. Craig Booth
Chief Technology Officer
Packback

Barbara Kenny
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Packback

Dr. Heidi McLaughlin
Associate Professor
Psychology Department
California State University, Bakersfield

Kristy Duggan
Instructional Designer & Faculty Development Specialist
WSU Tech

Host and Executive Producer of the podcast, "How We Teach This"

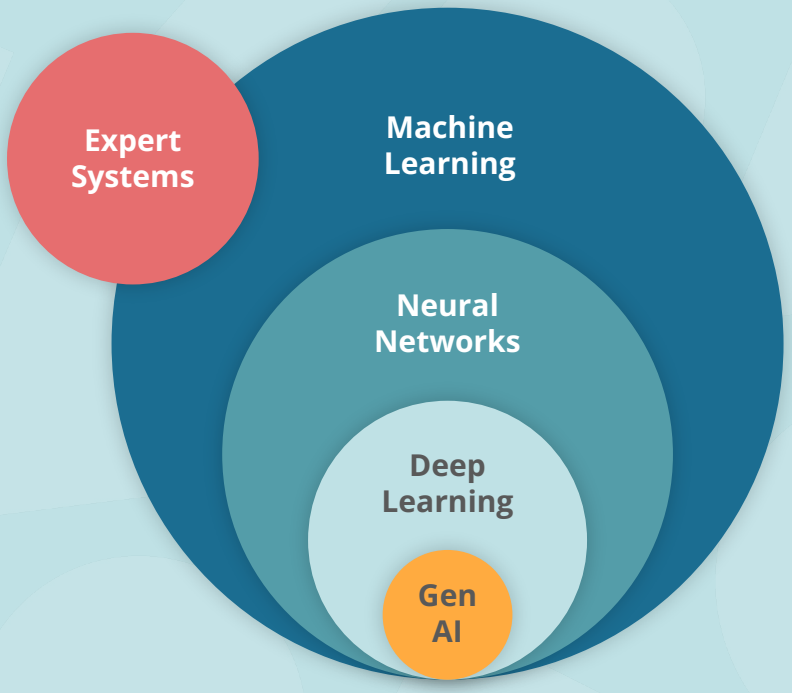
This Series in Context

- This is the fifth in a five webinar series.
- Each webinar stands alone.
- Together they tell a coherent story.

WEBINAR	TOPIC
1.	**What Educators Get Wrong About AI** *And How to Get It Right*
2.	**Teaching with Integrity** *Building an Ethical AI Strategy for Education*
3.	**Designing for Engagement** *Using AI to Strengthen Learning, Motivation and Mastery*
4.	**Supporting Original Thinking** *Creating the conditions for productive struggle*
5.	**Preparing Education for the Future** *Lessons Learned & Where Next?*

What Educators Get Wrong About AI

- **AI ≠ ChatGPT:**
  Understand the full AI landscape
  (rule-based → predictive → generative).
- **Fluency ≠ Understanding:**
  LLMs sound smart but lack reasoning;
  human judgment stays essential.
- **Match Tool to Task:**
  Use the right kind of AI for the right job;
  automate low-stakes, guide high-stakes.

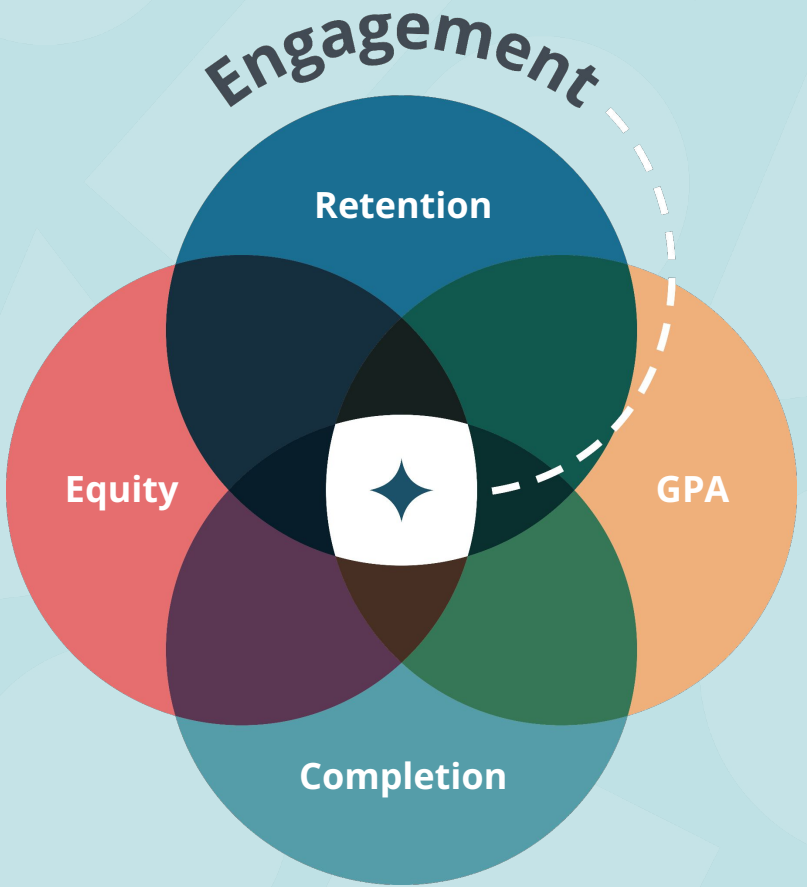


Teaching with Integrity

- **Ethical AI starts with values, not tools**
  Name shared values first, then translate them into principles, policies, and everyday practices.
- **Responsible AI converges on common human principles**
  Global frameworks consistently emphasize fairness, transparency, accountability, privacy, and safety.
- **If we choose complexity, we inherit responsibility**
  Powerful, opaque AI systems demand stronger governance, and clear boundaries.

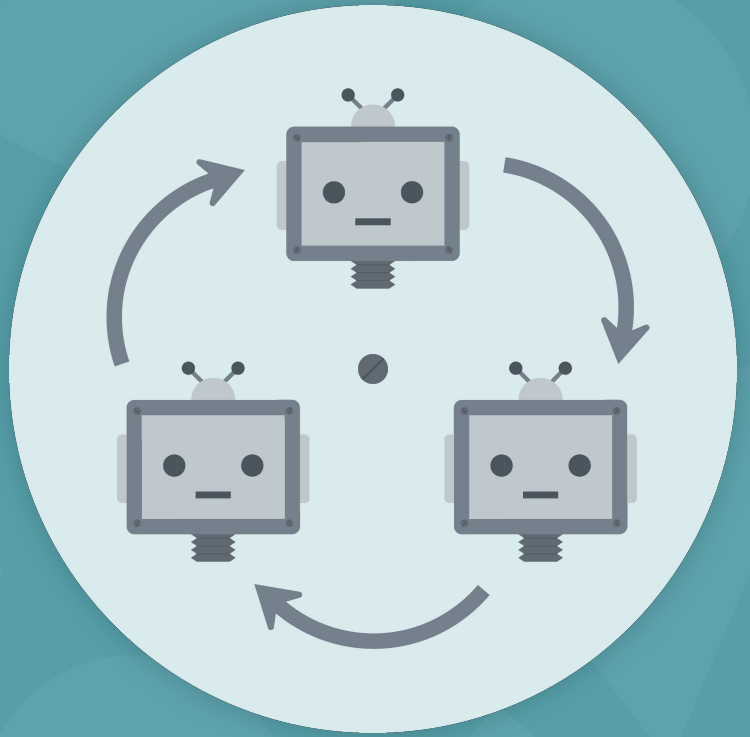
Designing for Engagement

- **Responsible AI in Practice**
  Applying core AI ethics principles to real classroom decisions.
- **Designing AI-Resilient Assignments**
  Structuring coursework that promotes engagement, mastery, and authentic thinking.
- **Making Thinking Visible**
  Ensuring student reasoning and revision remain central in AI-assisted learning.



Supporting Original Thinking

- **Productive Struggle by Design**
  Structuring learning so effort, revision, and mistakes drive understanding.
- **Self-Regulated Learning**
  Helping students plan, monitor, and reflect on their thinking process.
- **From Surveillance to Insight**
  Making the learning process visible instead of policing AI use.



QUICK POLL

How do you think *your students* perceive the impact of GenAI on their education experience?

Please answer in the zoom polling function!

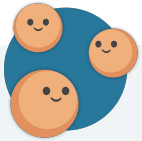
The “4 C’s” of 21st-century learning

The core competencies students need to succeed in modern knowledge work…

Communication

Clearly expressing ideas and understanding others across multiple formats and contexts.

- Written communication
- Verbal communication
- Visual communication
- Listening and interpretation



Collaboration

Working effectively with others to achieve shared goals.

- Coordinating roles and responsibilities
- Conflict resolution
- Collective problem solving
- Leveraging diverse perspectives

Creativity

Generating new ideas, approaches, or interpretations.

- Divergent thinking
- Innovation and experimentation
- Risk-taking and iteration
- Combining ideas in novel ways

Critical Thinking

Analyzing, evaluating evidence, and solving problems.

- Evaluating claims and sources
- Recognizing bias or logical fallacies
- Synthesizing information from multiple inputs

… none of these things are “write a three paragraph essay”.

The View Was Never the Point

In education, we often reward the view:

- The polished essay
- The correct answer
- The clean solution

But the value was always in the climb:

- The false starts
- The revisions
- The judgment calls

The view **used to be** a good signal that the climb happened.

PART 1

What AI Changed and What it Didn't:

The 4Cs, productive struggle & why process still matters

PART 2

Looking Back at the Disruption:

Initial reactions, missteps, & cultural impacts

PART 3

What is Working Now:

Adaptations, new practices & unexpected benefits

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AI literacy, curriculum design, & institutional direction

PART 5

Shaping the Future:

Best-case scenarios & what we want to build

Panic: Assuming the Worst

Fear that AI would lead to widespread cheating

- Fears of a surge in academic dishonesty
- AI use equated with misconduct
- Rapid moves to control student work

Fear that AI would lead to widespread "brain rot"

- Fear of overreliance/loss of critical thinking
- Concern that students would bypass effort
- Questions about whether learning could still be measured

Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task△

British Journal of Educational Technology / Volume 56, Issue 2 / pp. 489-530

ORIGINAL ARTICLE

Beware of metacognitive laziness: Effects of generative artificial intelligence on learning motivation, processes, and performance

TECH

New AI 'homework agent' will do assignments for lazy students — even while they sleep: 'We are so cooked'

EDUCATION

Paper exams, chatbot bans: Colleges seek to 'ChatGPT-proof' assignments AP

Detection: Chasing Certainty

AI detection tools remain a black box

- All detection systems are fallible
- High-stakes decisions cannot rely on detection alone
- Academic integrity accusations carry real consequences

Institutions still searching for ways to prevent misuse

- Trojan-horse prompts and hidden traps
- Return to paper-and-pencil assignments
- “Show your work” turning into surveillance

University uses AI to hunt cheaters, but ends up framing innocent students instead. ‘Digital witch hunt’ sparks outrage

University Using AI to Falsely Accuse Students of Cheating With AI

"It's AI detecting AI."

By Frank Landymore / Published Oct 12, 2025 7:30 AM EDT

Professors Cautious of Tools to Detect AI-Generated Writing

Mixed performance by AI-detector tools leaves academics with no clear answers.

I Set A Trap To Catch My Students Cheating With AI. The Results Were Shocking.

"Students are not just undermining their ability to learn, but to someday lead."

Discussion

What do you think we got wrong in those early responses, and what did those missteps reveal about how we think about learning and assessment?

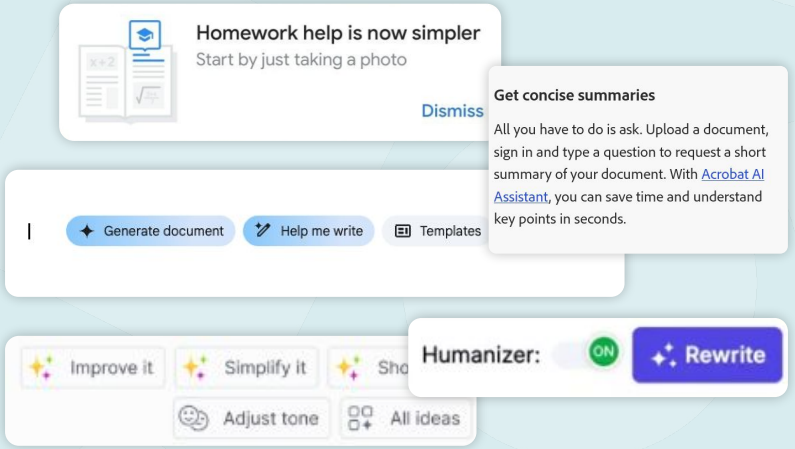
Culture:
New Tensions

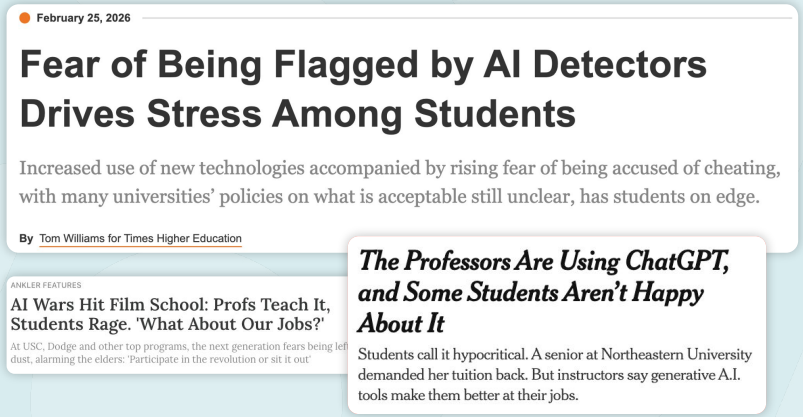
Mixed Signals

- AI embedded everywhere, but warned not to rely on it
- Instructors using AI for teaching, while restricting student use
- Expectations unclear across courses and institutions

Erosion of Trust

- Broader concerns about jobs and identity intensify frustration.
- Instructors unsure how work was produced
- Students unsure what is allowed
- More suspicion in everyday interactions





Discussion

How did the arrival of AI change the culture of the classroom — particularly around trust, motivation, and the relationship between students and instructors?

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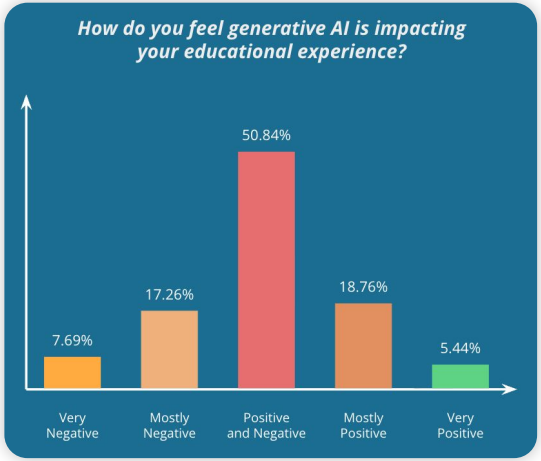
What Students Are Saying

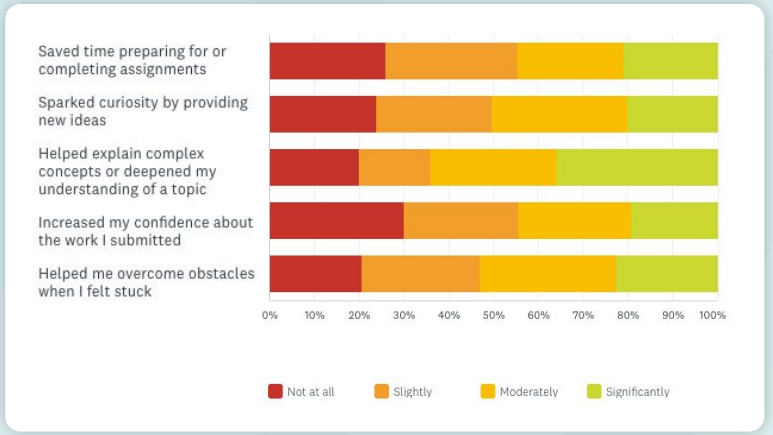


Student sentiment is mixed—but reported benefits are significant and meaningful.

AI has helped me feel more confident in my own thinking. I am intentional about how I interact with it and sometimes ask it to challenge me with questions to make sure the ideas are truly my own. When used responsibly, it pushes my thinking, helps me see connections, and supports learning in a more interactive way. I don't use AI to replace my work, but as a learning aid similar to a tutor.

It made me feel less alone and lost in my harder assignments. It's easier to go to AI resources that humans.

It has given me opportunities to see things through a new lens.



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Discussion

What unexpected positive shifts have you seen in teaching and assessment since AI entered the classroom, and what new practices or assignment designs seem to be working well so far?

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QUICK POLL

As institutions move from discussion to action, where should they focus first?

Please answer in the zoom polling function!

AI Literacy — What Is It, Really?

Defining the Goal

- Is AI literacy about *how* to use AI… or *when* to use it?
- Is it technical skill, or understanding the systems behind the tech?

Understanding AI Requires Understanding Ourselves

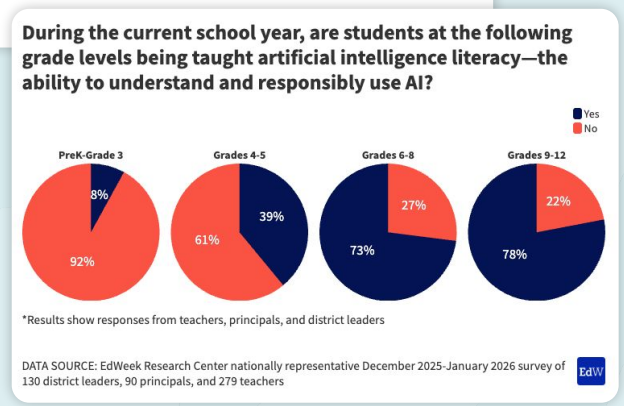
- Meaning is negotiated between people, not generated by machines
- AI does not know what is real, ethical, or meaningful — it just predicts patterns
- Students must learn to question AI, not defer to it
- Knowing when to use AI depends on judgment
- Judgment forms through experience, dialogue, and community

Purdue unveils comprehensive AI strategy; trustees approve 'AI working competency' graduation requirement

Ohio State University brings AI literacy push to central Ohio schools

The Lesson of A.I. Literacy Class: Don't Let the Chatbot Think for You

Teachers say they want to equip high school students to drive artificial intelligence, rather than be mere passengers steered by chatbots.



Discussion

In a world where AI is always available, what skills do students need most in order to succeed after they leave the classroom?

Assessments— did AI really break them?

AI put a spotlight on existing misalignment

- Some traditional formats reward completion, speed, or correctness more than reasoning.
- When acceptable work can be generated quickly, it raises questions about what the task was meant to show.

Assessing the thinking we actually value

- Assessment increasingly needs to capture process, explanation, and interaction, not only final output.
- What kinds of thinking do we want students to demonstrate, and do current assessments actually require that thinking?

Should we kill the essay?

Reshaping assessment to outsmart AI

Adapting common assessment types can not only deter the overuse of AI – and avoid administration overload – but support student learning in a more authentic and engaging manner

Test students' understanding, not their memory

Exams have become more about students' ability to recall answers to questions asked in past papers rather than testing their understanding of new knowledge. Here's how to challenge their cognitive ability instead

Assessment needs to grow up: what process and imperfection mean for higher education

Discussion

What should higher education be doing now to prepare students for a future where AI is always available and increasingly embedded in the work they do?

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Discussion

What does a best-case scenario look like five years from now?

What role should educators & institutions play in shaping that future?	*What responsibilities do tech companies have in protecting that future?*

Feel free to contribute in the chat!

Wrapping Up

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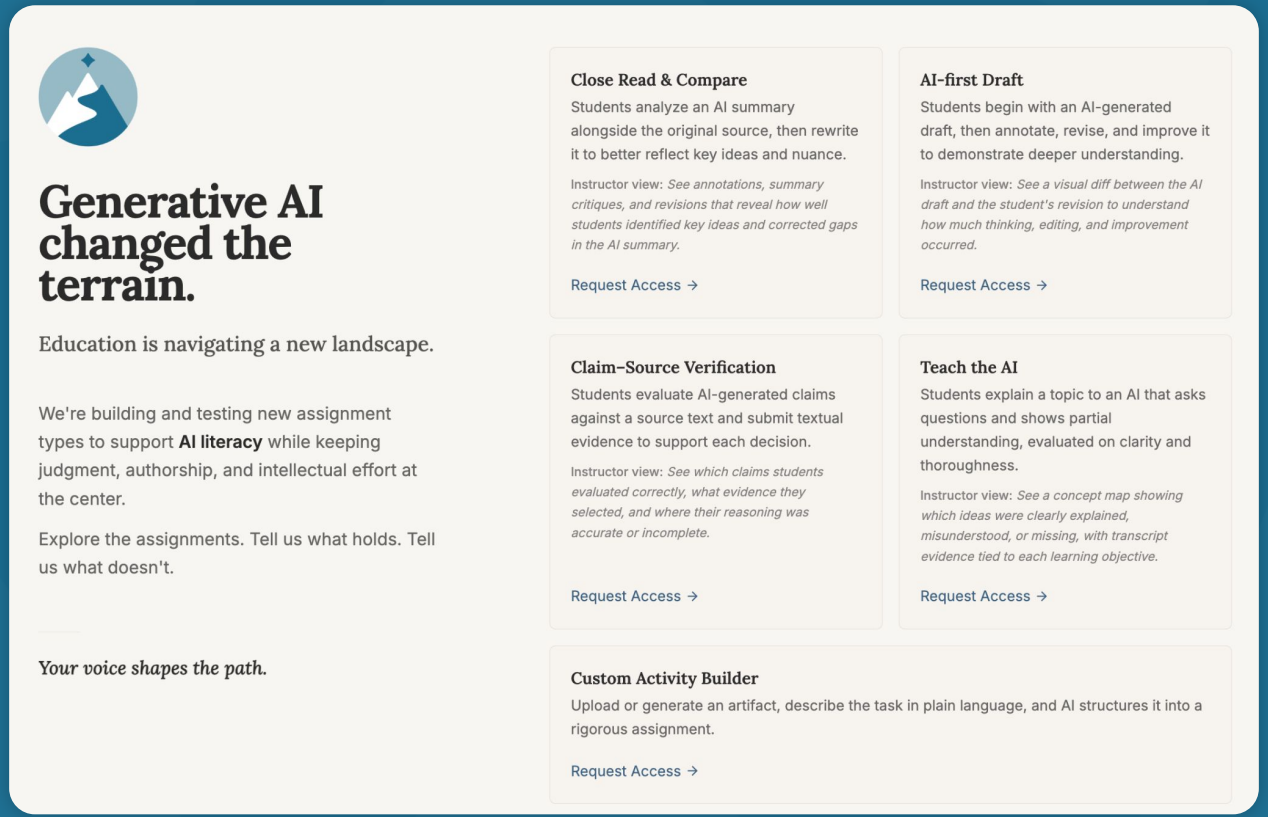

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What We're Piloting Next

AI Co-Authored Essay

Students build an essay paragraph by paragraph with AI, making intentional decisions as they plan, refine, and revise.

Request Access →

Argument Lab

Students test and strengthen their claims through dialogue with an AI that challenges them from an opposing point of view.

Request Access →

Curiosity Stream

Students ask anonymous questions in a live session while AI answers strictly from course material and surfaces gaps to instructors in real time.

Request Access →

Prompt, Pair, Revise

Students prompt AI individually, compare outputs with a peer, and collaborate to produce a stronger revised draft.

Request Access →

Our Highest Intention For This Webinar Series

Our Intention

Our goal isn't to tell you what to think about AI—it's to give you a foundation for making your own intentional, evidence-based decisions about how to use it.

- To **replace hype and fear with understanding**
- To **build a shared mental model** for talking about AI in education
- To **equip instructors and leaders** with language, frameworks, and practical tools
- To **reclaim the human center** of teaching and learning in an AI-rich world

The Series

Each of these webinars will stand alone, but together paint a cohesive picture of the role of AI in education

- Part 1: What Educators Get Wrong About AI (And How to Get It Right)
- Part 2: Teaching with Integrity: Building an Ethical AI Strategy for Education
- Part 3: Designing for Engagement and Mastery
- Part 4: Supporting Original Thinking: Creating the conditions for productive struggle
- **Part 5: Education for the Future: Building AI Literacy and Lifelong Learning Skills**

Save Your Seat For Next Month!

What Does Student Engagement Look Like in the Age of AI?

📆Wednesday, April 22nd @ 12pm CT

This session will reveal the behavioral signals that distinguish human effort from AI generation.
Through research, product examples, and case studies, we'll explore how visibility into the learning process can help educators identify effort, critical thinking, and motivation earlier and respond before disengagement turns into poor outcomes.

RSVP with the QR code, the link in chat, or check the follow-up email!

Q&A

Packback Labs

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AI Co-Authored Essay

Students build their draft with AI in stages, responding to planning prompts and choosing to keep, tweak, or discard the AI's suggestions paragraph by paragraph.

Instructors see a visual timeline that traces the student's path, highlighting exactly where they accepted the AI's help and where they stepped in to make changes.

Teach the AI

In this reverse-tutoring simulation, students guide a naive AI through a topic, correcting its generated misconceptions along the way. The AI is then assessed based strictly on that dialogue.

Instructors receive a summary of how well the AI passed a final quiz based on the student's tutoring, serving as a direct proxy for the student's own mastery.

AI First Draft

Students start with the same AI-generated draft. They identify gaps for research and revise the text to strengthen their own authorial voice.

Instructors receive a visual snapshot showing exactly how far each student's work evolved away from the original AI text.

Both Sides

Students engage in a two-round debate with an AI, arguing first for a motion and then against it.

Instructors are presented with a consolidated view that pairs the transcript of their 'side-switching' performance directly with their self-reflection, making it easy to spot moments of insight.