packback
Fearlessly curious.

Teaching with Integrity

Building an Ethical AI Strategy for Education

Housekeeping

- **Webinar Recording will be shared with all attendees within 2 days.**
  - Access all recordings at *Packback.co/webinars*
- **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.**

Today's Panelists

Dr. Craig Booth
Chief Technology Officer
Packback

Barbara Kenny
Senior Product Manager, AI
Packback

Dr. Rufus Glasper
President and CEO
League for Innovation in the Community College

Why This, Why Now?

Poll Question

How comfortable would you feel relying on your institution's AI policy to navigate a difficult situation

Everybody is Under Pressure

Overwhelmed
Every week brings new tools and new promises

Uncertain
What's ethical? What's allowed? What works?

Under pressure
Students are using AI right now, with or without guidance.

Disconnected
Professional development often lags behind.

Pressure from all sides:
From faculty, from students, from accreditors

Unclear ROI
Every vendor claims impact; few show evidence that aligns with institutional goals

Equity concerns
Will AI widen gaps between students?

Reputation & trust
Am I behind? Or worse – an irresponsible early adopter?

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

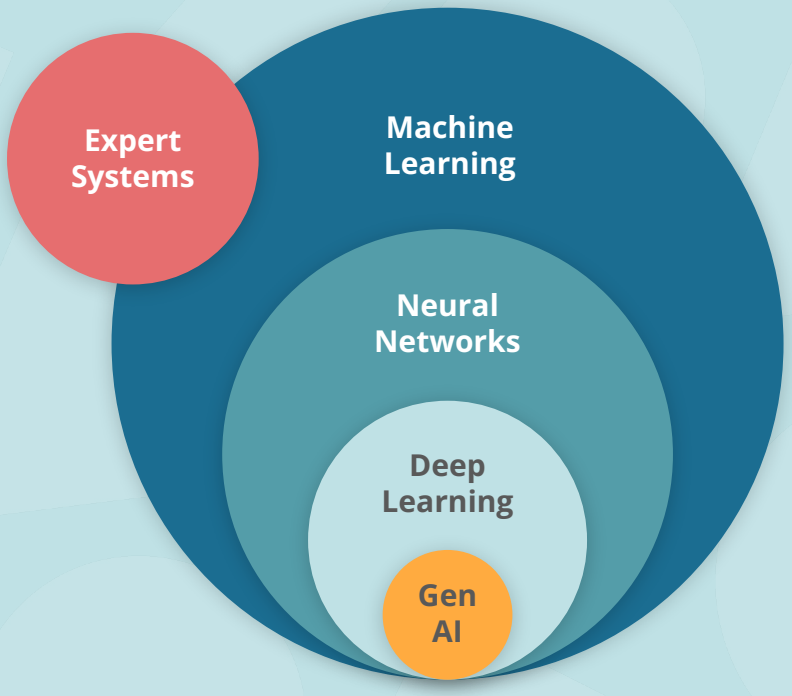
The Series

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: Originality Starts with Us: Helping Students Think for Themselves in an AI World
- Part 5: Education for the Future: Building AI Literacy and Lifelong Learning Skills

Recap of Part 1

- **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.



PART 1

From Values to Governance:

Setting the compass before the rules

PART 2

Peeking Inside the Black Box:

Clarity first: evidence over enchantment

PART 3

From Principles to Practice:

Turning ideals into everyday decisions

PART 4

The Human Loop:

Keeping people accountable and in charge

From Values to Governance

Values: What we stand for.

Principles: How we live those values in action.

Policy: How we formalize and protect those principles.

Practice: How we express those policies in everyday action.

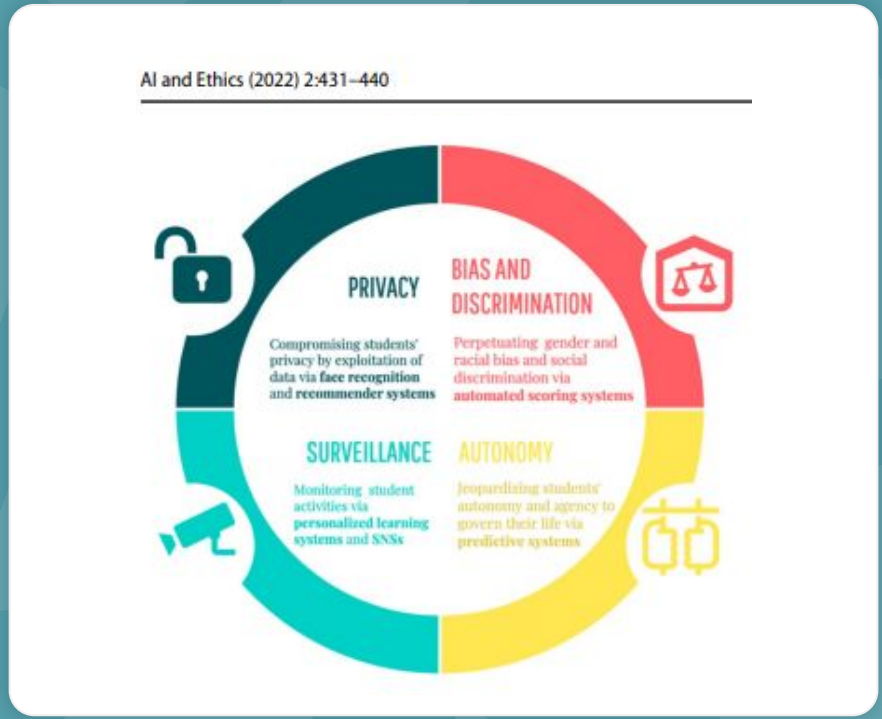
Nobody can tell you what your values should be.
Values aren't something handed down; they have to be named and owned by the community they guide.

AI concerns itself with getting machines to read, to reason, to express themselves, to make generalizations, and to learn. These issues are the stuff of education after all …

AI people are in a unique position to improve education … [W]e can couple our expertise in computer technology with our theories of learning and understanding to build computer-based instructional systems that will have a positive impact on education.

(Schank and Edelson, 1989)

"Despite the potential benefits of AI to support students' learning experiences and teachers' practices, ***the ethical and societal drawbacks of these systems are rarely fully considered*** *[...]. The ethical challenges of AI in education must be identified and introduced to teachers and students."*

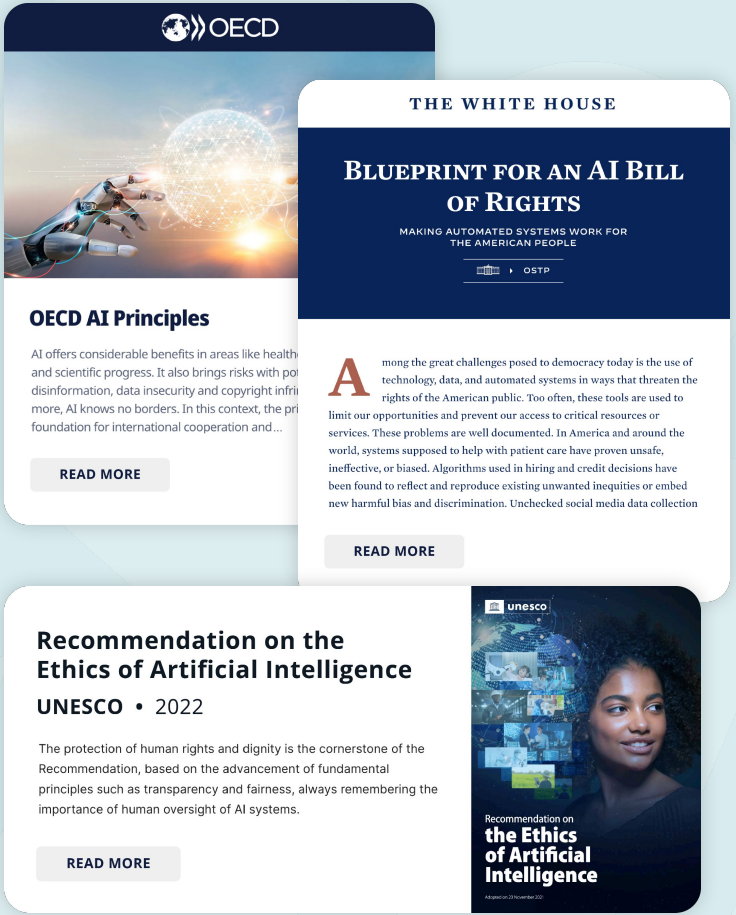


Akgun, S., & Greenhow, C. (2022). Artificial intelligence in education: Addressing ethical challenges in K-12 settings. AI and Ethics, 2(3), 431–440. https://doi.org/10.1007/s43681-021-00096-7

Frameworks for Responsibility

Frameworks are emerging and share many similarities:

- **UN:** Principles for the Ethical Use of Artificial Intelligence in the United Nations System
- **UNESCO:** Recommendation on the Ethics of Artificial Intelligence
- **US Govt:** Blueprint for an AI Bill of Rights
- **OECD:** AI Principles
- **EU:** AI Act



	United Nations "Principles for the Ethical Use of AI in the UN System"	UNESCO "Recommendation on the Ethics of Artificial Intelligence"	White House Office of Science & Technology Policy "Blueprint for an AI Bill of Rights"	OECD "AI Principles"	EU Artificial Intelligence Act
Human rights & dignity	✓	✓	✓	✓	✓
Fairness / non-discrimination	✓	✓	✓	✓	✓
Transparency / explainability	✓	✓	✓	✓	✓
Accountability / human oversight	✓	✓	✓	✓	✓
Safety / robustness / non-maleficence	✓	✓	✓	✓	✓
Privacy / data governance	✓	✓	✓	✓	✓
Sustainability / environment	✓	✓	✓	✓	✓

Prioritize the well-being of students, **above all else .**

Do **No Harm .**

Be a supplement for people; **not a substitute .**

Be transparent and **explainable in plain language .**

Be held **accountable by humans .**

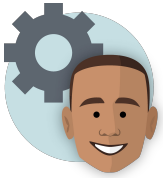
Prioritize the well-being of students, above all else.

- We believe Ethical Educational AI must deliver meaningful improvements to the **well-being** of those who use it.
- We believe Ethical Educational AI must provide **actionable feedback**.

Do No Harm.

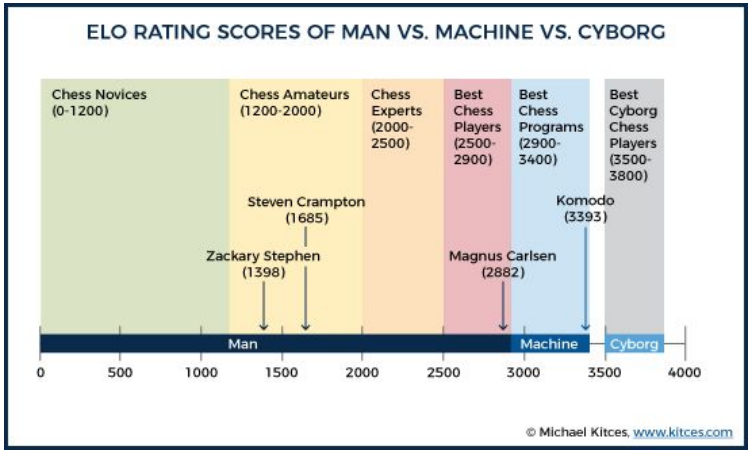
- We believe Ethical Educational AI must continuously seek to **reduce bias** in its feedback or classification.
- We believe Ethical Educational AI must **consider–and design for**–the worst possible scenarios.
- We believe Ethical Educational AI must be built to take preventative measures to **protect data security and privacy.**

Jurisdiction	Bill, Law, or Framework	Category
Colorado	SB 24-205 (Colorado AI Act) (enacted) **FPF Resource:** Policy Brief; Two-Page Cheat Sheet	Governance of AI in Consequential Decisions
California	AB 2930 (Automated Decision Systems) (proposed) (July 3, 2024)	Governance of AI in Consequential Decisions
Connecticut	SB 2 (proposed) (Apr. 24, 2024) **FPF Resource:** Blog Post	Governance of AI in Consequential Decisions
Virginia	HB 747 (proposed) (Feb. 5, 2024)	Governance of AI in Consequential Decisions
Vermont	H 710 (proposed) (Jan. 9, 2024)	Governance of AI in Consequential Decisions
Washington	HB 1951 (proposed) (Jan. 19, 2024)	Governance of AI in Consequential Decisions
Illinois	HB 3773 (enacted) (Aug. 9, 2024)	Governance of AI in Consequential Employment Decisions
New York City	L.L. 144 (enacted) (2021) L.L. 144 Rule (enacted) (2023)	Governance of AI in Consequential Employment Decisions



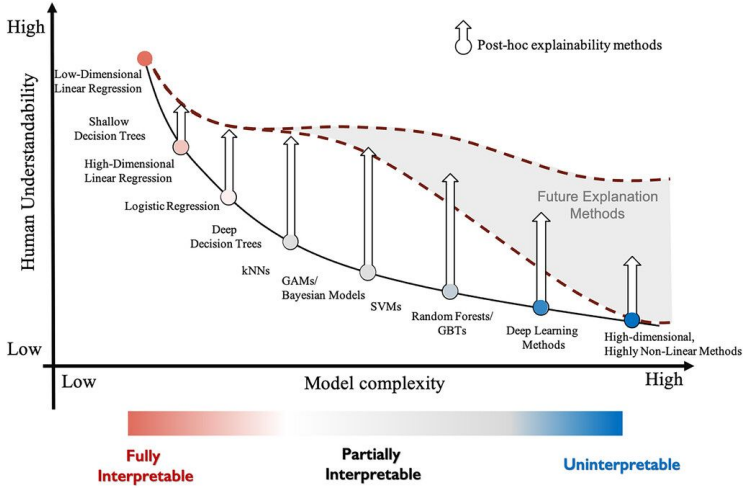
Be a Supplement for people; not a substitute.

- We believe Ethical Educational AI must build solutions that augment and empower educators, **not seek to replace them.**
- *Augment: grow, or intensify*



Be transparent and explainable in plain language.

- We believe Ethical Educational AI must be transparent and explainable in plain language.



Flora, M. L., Potvin, C. K., McGovern, A., & Handler, S. (2024). A Machine Learning Explainability Tutorial for Atmospheric Sciences. In Artificial Intelligence for the Earth Systems (Vol. 3, Issue 1). American Meteorological Society. https://doi.org/10.1175/aies-d-23-0018.1

Be held accountable by humans.

- We believe Ethical Educational AI must be validated by **human oversight**.
- We believe Ethical Educational AI must **defer** to decisions made by people, when those decisions conflict with AI recommendations.
- We believe Ethical Educational AI should be able to be challenged and **questioned** by the people it serves.

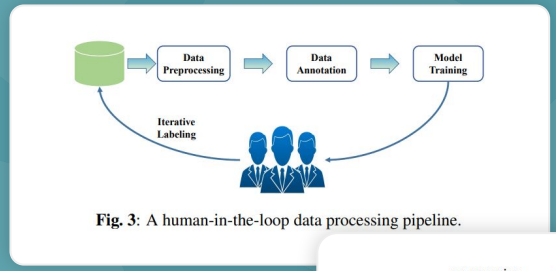


Fig. 3: A human-in-the-loop data processing pipeline.

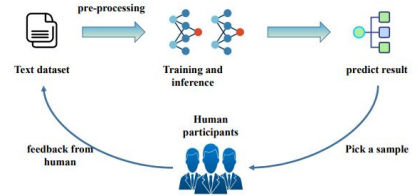


Fig. 6: The model training and inferencing workflow of human-in-the-loop in Natural Language Processing. The human participants provide various feedback in the stage of model training and inferencing according to specific tasks to boost the performance of NLP models.

2. Human oversight shall aim to prevent or minimise the risks to health, safety or fundamental rights that may emerge when a high-risk AI system is used in accordance with its intended purpose or under conditions of reasonably foreseeable misuse, in particular where such risks persist despite the application of other requirements set out in this Section.

Wu, X., Xiao, L., Sun, Y., Zhang, J., Ma, T., & He, L. (2022). A survey of human-in-the-loop for machine learning. In Future Generation Computer Systems (Vol. 135, pp. 364–381). Elsevier BV. https://doi.org/10.1016/j.future.2022.05.014

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We have been here before

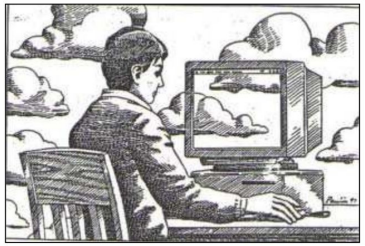
From Plato's distrust of writing to the rise of the Internet, every leap in knowledge-sharing has raised the same question:

How do we understand knowledge when we can no longer see or account for the reasoning that produced it?

Once an account has been written down, you find it all over the place, hobnobbing with completely inappropriate people no less than with those who understand it, and completely failing to know who it should and shouldn't talk to. And faced with rudeness and unfair abuse it always needs its father [its author] to come to its assistance, since it is incapable of defending or helping itself. (Plato 2003, 275e)

How the Web Destroys the Quality of Students' Research Papers

Point of View by David Rothenberg



Sometimes I look forward to the end-of-semester rush, when students' final papers come streaming into my office and mailbox. I could have hundreds of pages of original thought to read and evaluate. Once in a while, it is truly exciting to a question I've asked the class to discuss.

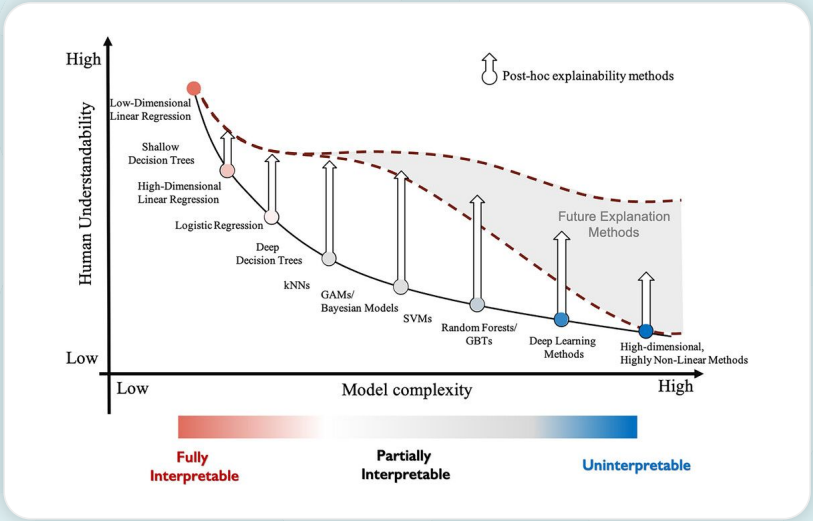
But this past semester was different. I noticed a disturbing decline in both the quality of the writing and the originality of the thoughts expressed. What had happened since last fall? Did I ask worse questions? Were my students unusually lazy? No. My class had fallen victim to the latest easy way of writing a paper: doing their research on the World-Wide-Web.

It's easy to spot a research paper that is based primarily on information collected from the Web. First, the bibliography cites no books, just articles or pointers to places in that virtual land somewhere off any map: http://www.etc. Then a strange preponderance of material in the bibliography is curiously out of date. A lot of stuff on the Web that is advertised as timely is actually at least a few years old. (One student submitted a research paper last semester in which all of his sources were articles published between September and December 1995; that was

the subject of the paper, the kind of analysis that requires a book, rather than an article, for its full development.

Don't get me wrong, I'm no neo-Luddite (someone who believes new technology is bad or wrong). I am as enchanted as anyone else is by the potential of this new technology to provide instant information. But too much of what passes for information these days is simply advertising for information. Screen after screen shows you where you can find out more, how you can connect to this place or that. The acts of linking and networking and randomly jumping from here to there become as exciting or rewarding as actually finding anything of intellectual value.

Interpretability in Plain Language

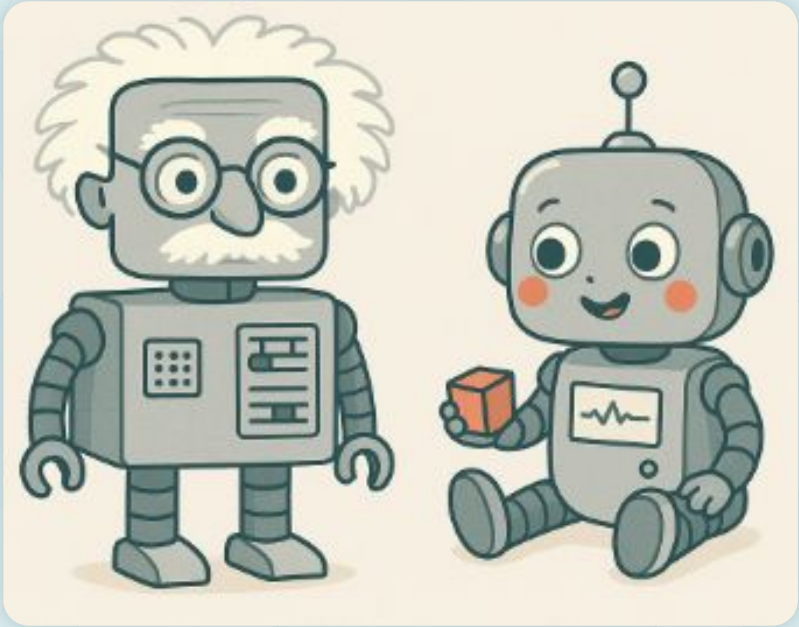


Adadi, A., & Berrada, M. (2018). Peeking Inside the Black-Box: A Survey on Explainable Artificial Intelligence (XAI). In IEEE Access (Vol. 6, pp. 52138–52160). Institute of Electrical and Electronics Engineers (IEEE). https://doi.org/10.1109/access.2018.2870052

The Roots of the Black Box

Not all AI “intelligence” works the same way.

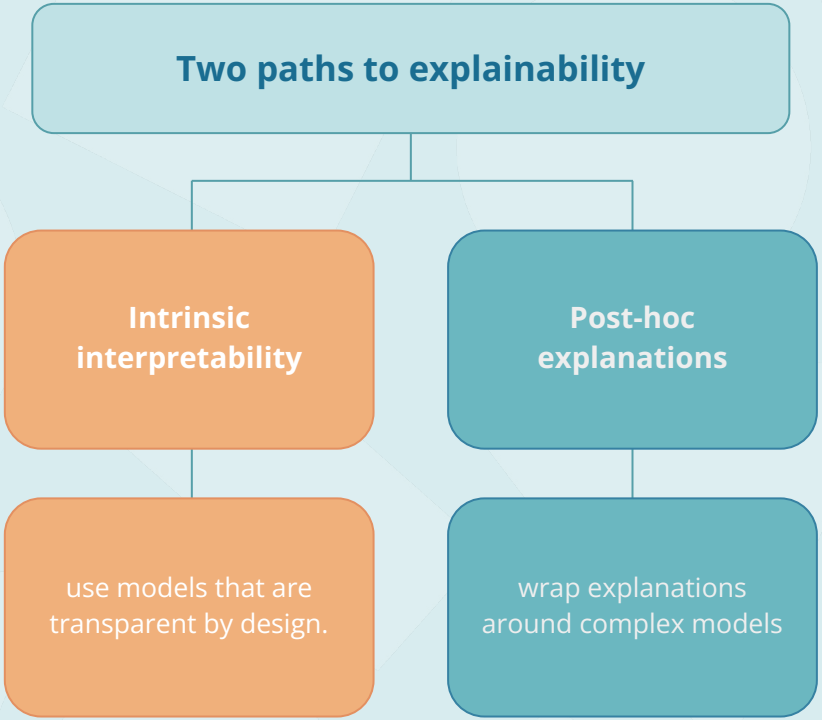
- Rule-based models behave like the expert — Rigid, but predictable, transparent, easy to audit. ***You know exactly why they do what they do.***
- Neural-network models behave more like the toddler — adaptive and capable of surprising leaps…but harder to interpret, and ***they require more supervision.***



Explainable AI (XAI)

Making AI decisions understandable and contestable to the people they affect.

As computing power and data have exploded, AI systems have become capable of completing increasingly complex tasks. But the more complex these models become, the harder it is for humans to understand *how* & *why* they reach their conclusions — making explainability essential for trust, accountability, and learning.

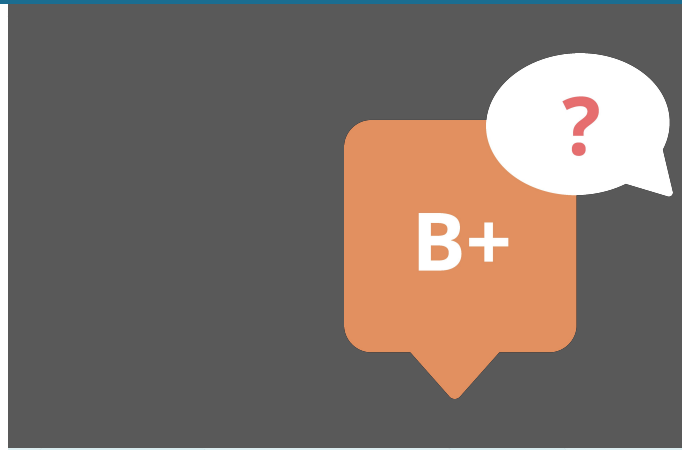


Why Explainability Matters: Hidden Reasoning

Would you ever give a final grade without showing how it was calculated?

Imagine if students only saw a final grade — no rubric, no weighting, no feedback.

They'd have no way to understand what mattered, what went wrong, or how to improve.

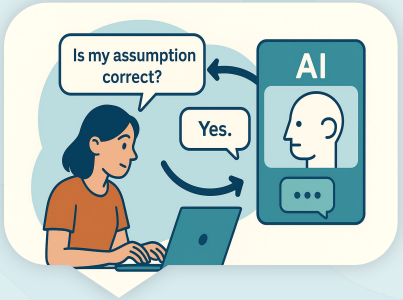


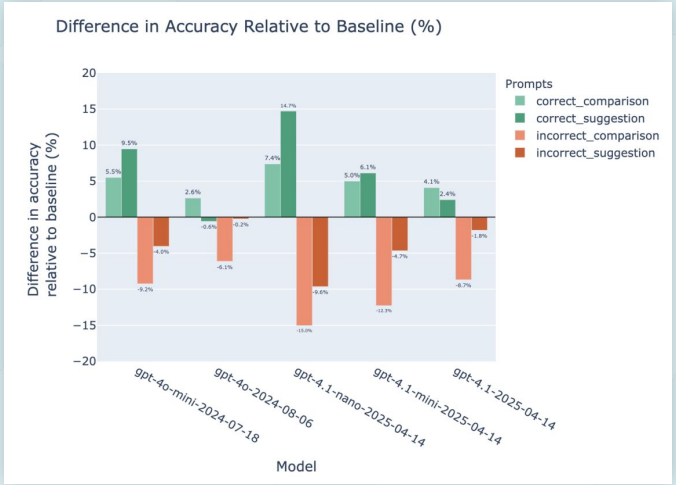
Why Explainability Matters: Sycophancy

LLMs often “agree” with the user’s framing — a bias called ***sycophancy***. This means the model’s response depends heavily on *how* the question is asked & what the system already *“knows”* about the user.

Without explainability, these hidden dynamics stay invisible. Students who frame questions incorrectly may have their misconceptions *reinforced*, not corrected.

Understanding how AI responses are shaped by input & historical interactions is part of the new literacy we must teach.





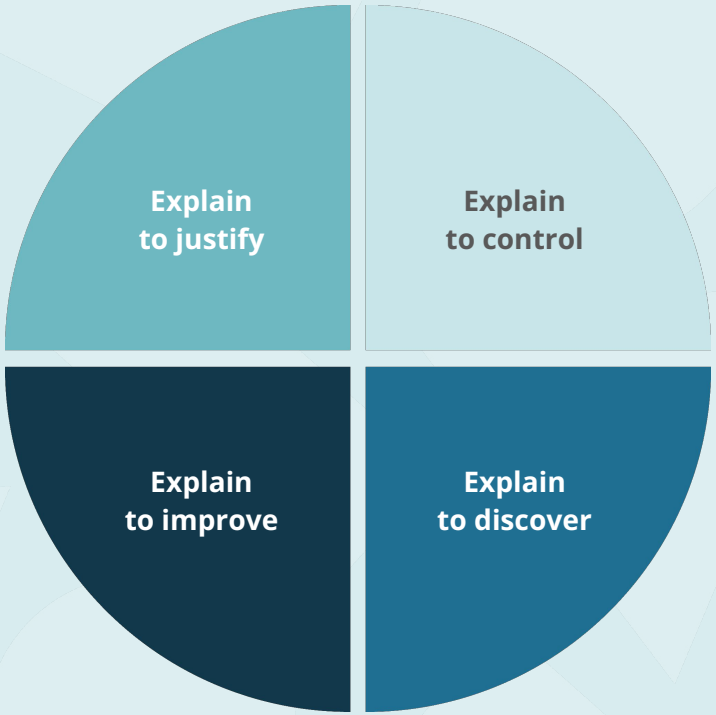
Chuck Arvin. 2025. “Check My Work?” Measuring Sycophancy in a Simulated Educational Context. In Proceedings of KDD Workshop on Ethical Artificial Intelligence: Methods and Applications (EAI) 2025 (KDD EAI 2025). ACM, New York, NY, USA, 5 pages.

Why Explainability Matters: Discernment

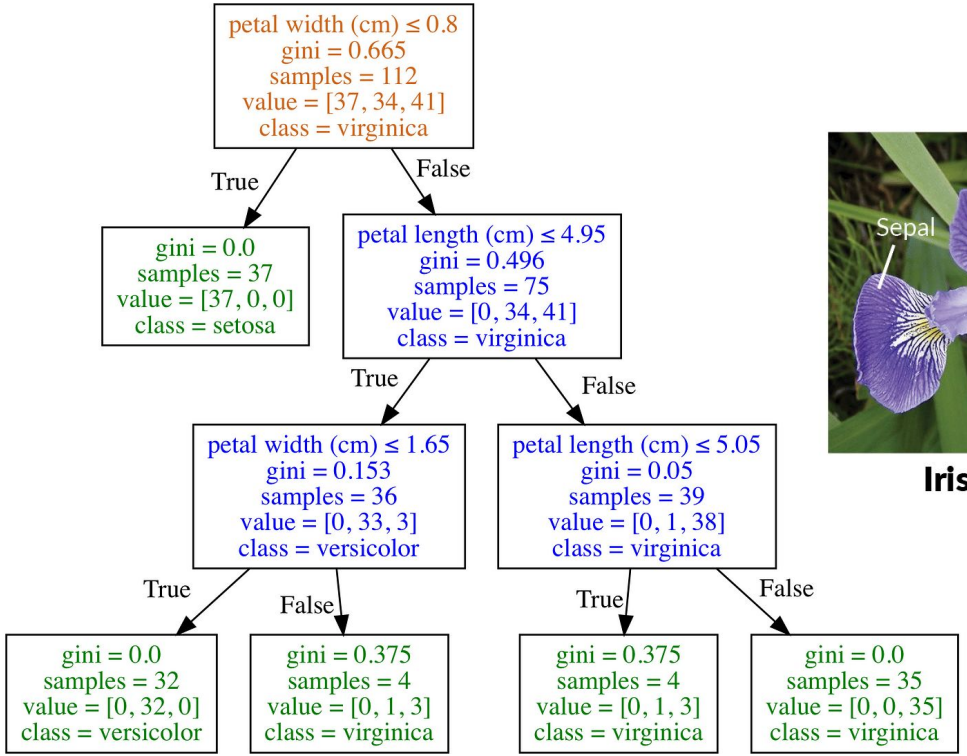
When an AI makes a decision or gives feedback the cues we rely on for discernment can often disappear. We don't see its reasoning, values, or history. We're still learning how to situate its "voice" among the others we trust.

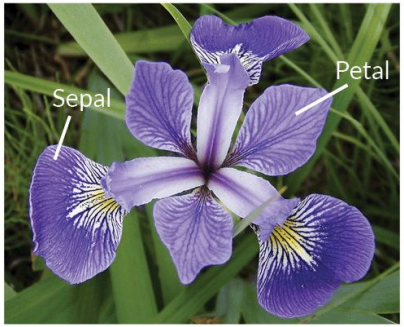
Explainability is what make this new discernment possible.

It gives us the visibility we need to understand *how* the AI arrived at its answer, to build a mental model of its reasoning, and to decide when—and how much—to trust it.



Interpretable Models





Iris Versicolor

Iris Setosa

Iris Virginica

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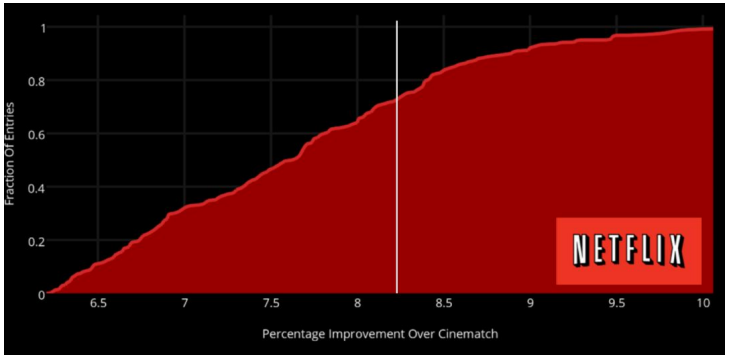
The Netflix Million Dollar Challenge (2009)

The Cinematch Challenge

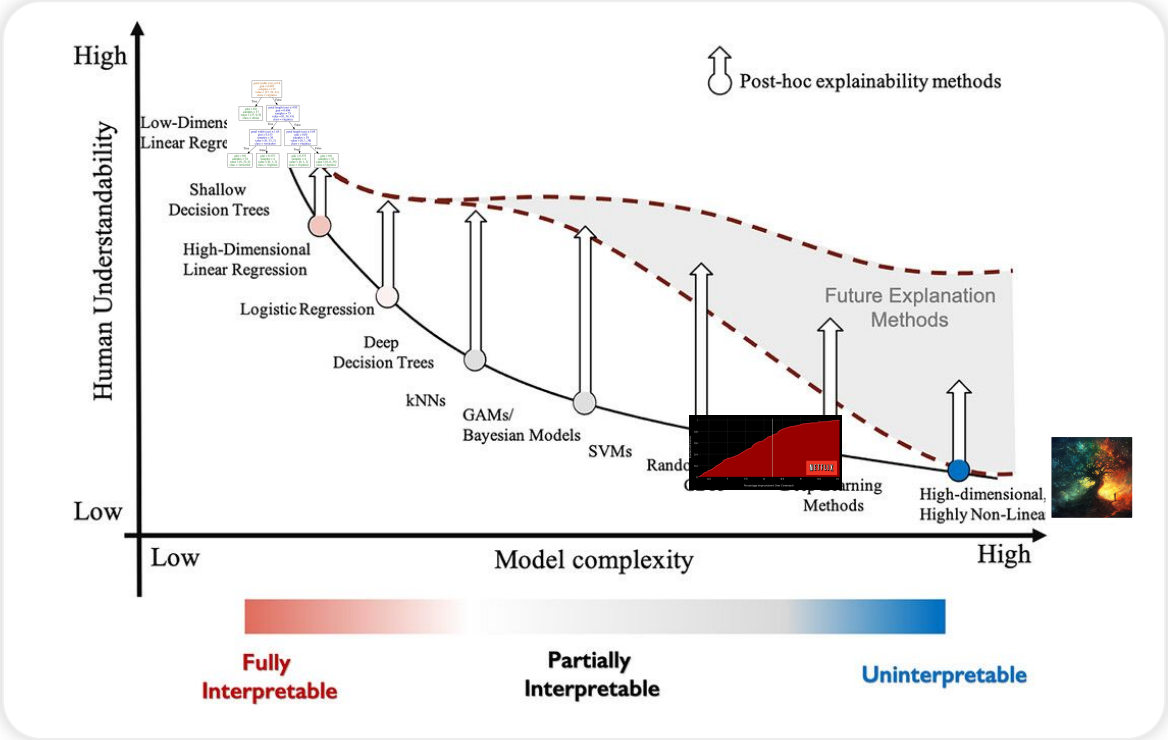
Cinematch was accurate to within
half a star, 75% of the time.

> ***"...more than 2000 hours of work in order to come up with the final combination of 107 algorithms that gave them this prize"***
>
> - Xavier Amatriain and Justin Basilico, Netflix



/imagine SOC2 (Service Organization Control)

/imagine SOC2 (Service Organization Control)



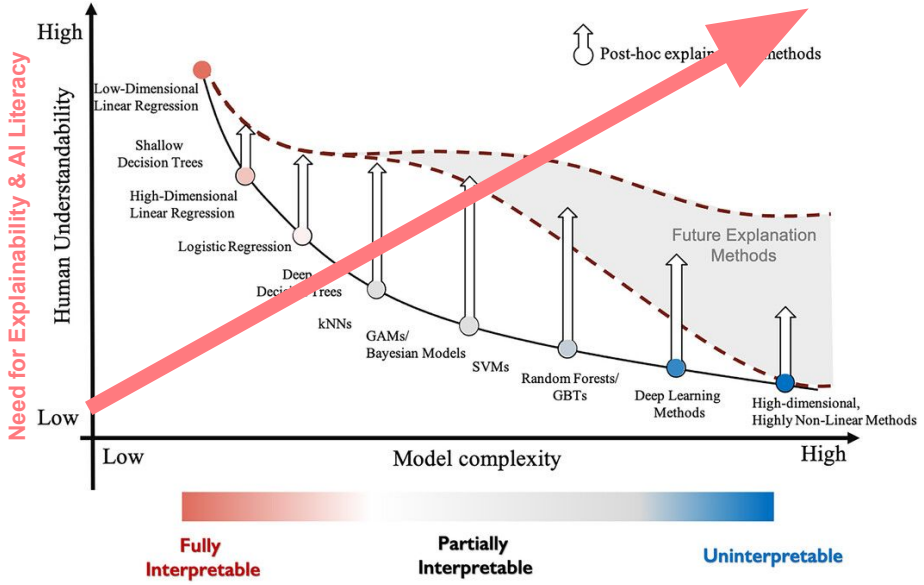
What Does Best Mean?

The Inverse Relationship

Explainability and AI literacy rise in importance *as interpretability falls.*

There's no universal "best."

The right model depends on the task, the stakes, and how much visibility you need into the system's reasoning.

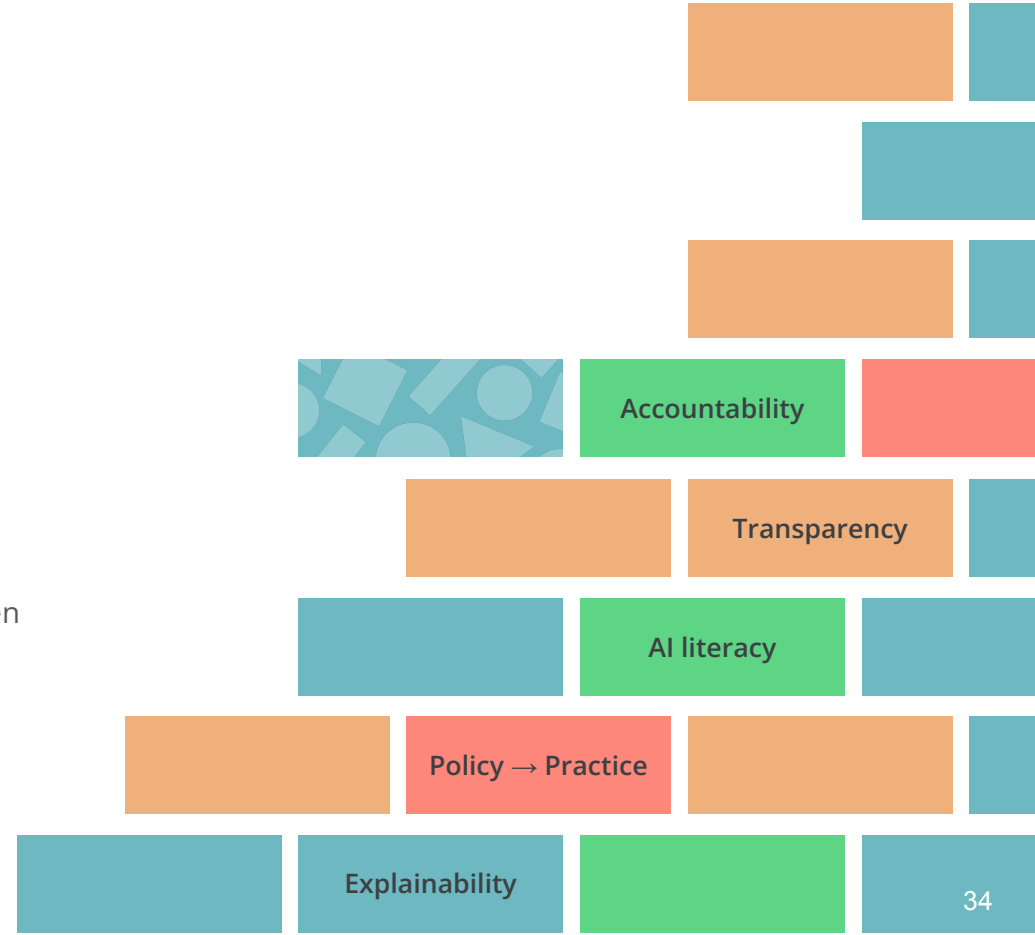


So What's Our Role?

If we choose complexity, we inherit responsibility.

Choosing a more powerful, opaque AI means taking responsibility for:

1. Embedding **explainability features**.
2. **Teaching students how to interpret and situate** those outputs, building literacy and discernment.
3. Ensuring **accountability** remains visible, even when reasoning isn't.
4. Carrying our **principles into practice**, ensuring that ethical commitments guide how we use these systems.



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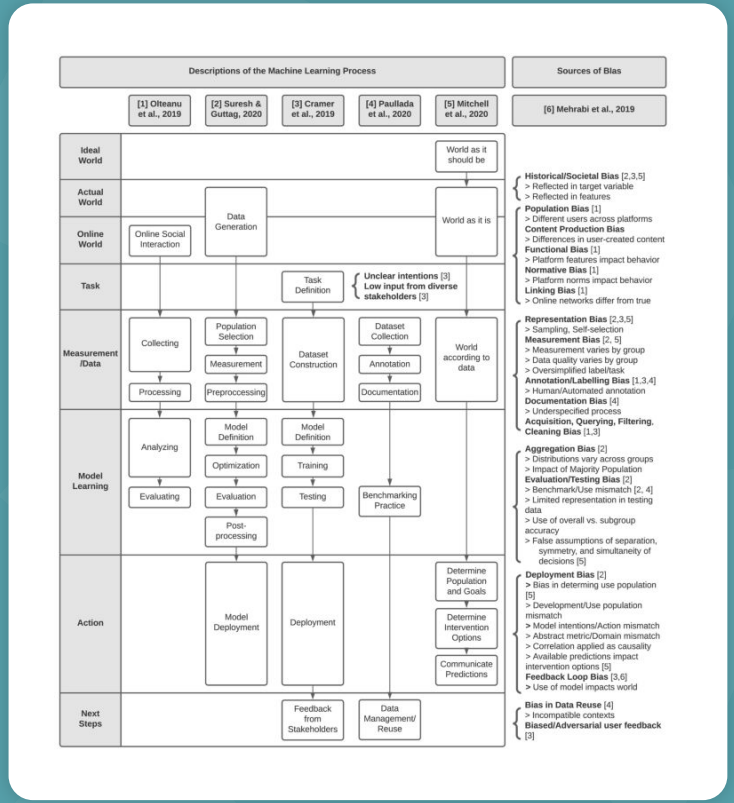
Do
No Harm.

Responsible AI in Education: **Fairness**

- AI must not reinforce bias in grading, feedback, or content delivery.
- Systems should be regularly audited to detect and correct inequitable patterns

*"Our review focuses [...] on solidifying the current understanding of the **concrete impacts** of algorithmic bias in education—**which groups** are known to be impacted **and which stages** and agents in the development and deployment of educational algorithms are implicated."*

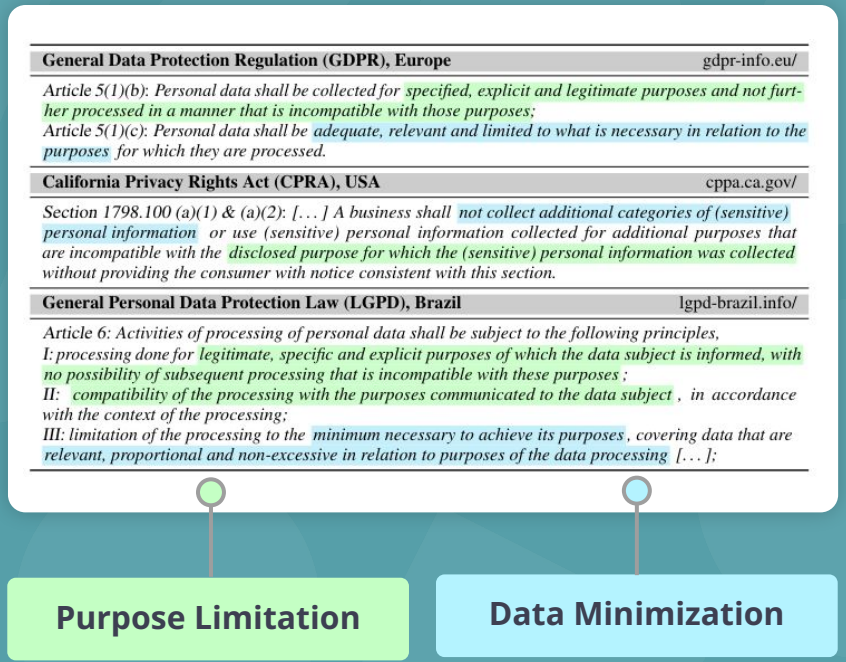


Baker, R. S., & Hawn, A. (2021). Algorithmic Bias in Education. International Journal of Artificial Intelligence in Education, 32(4), 1052–1092. https://doi.org/10.1007/s40593-021-00285-9

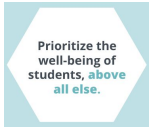
Do
No Harm.

Responsible AI in Education: **Privacy & Security**

- Data can be misused and should be protected.
- The easiest way to protect data is not to have it.



Ganesh, P., Tran, C., Shokri, R., & Fioretto, F. (2024). The Data Minimization Principle in Machine Learning (Version 1). arXiv. https://doi.org/10.48550/ARXIV.2405.19471



Responsible AI in Education: **Equity & Inclusion**

- Inclusive design should address accessibility, language, and connectivity gaps *(CAST, 2018).*
- AI must serve diverse learners and avoid designing for an "average" student *(Digital Promise, 2022).*

Access: ~25 % of U.S. households with income < $30k don't own a smartphone, >40 % lack home broadband[1].

Perception: Only 42 % of educators and learners believe AI creates a more equitable system[2].

Risk: Less-well-resourced districts are about half as likely to provide teachers with AI-training[3].

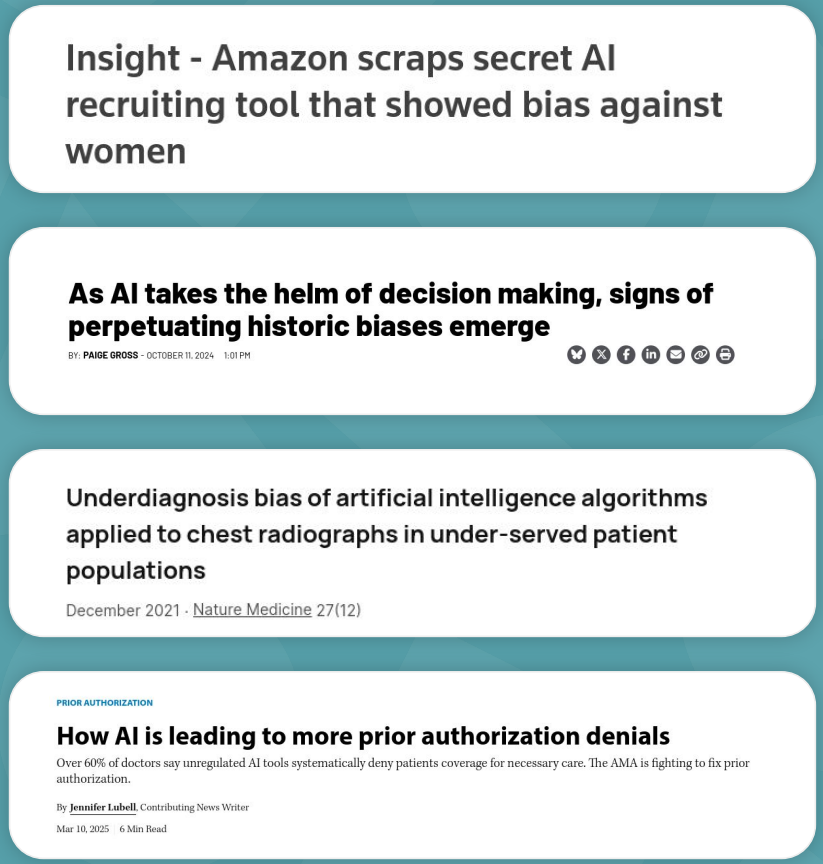
Promise: AI tools hold promise for making education more accessible to learners with disabilities — but only if designed inclusively[4].

1. https://campustechnology.com/articles/2024/08/06/why-equity-must-be-a-core-part-of-the-conversation-about-ai.aspx
2. https://www.aiprm.com/ai-in-education-statistics/
3. https://crpe.org/ai-is-coming-to-u-s-classrooms-but-who-will-benefit/
4. https://er.educause.edu/articles/2024/9/the-impact-of-ai-in-advancing-accessibility-for-learners-with-disabilities

Be transparent and explainable in plain language.

Responsible AI in Education: **Transparency & Explainability**

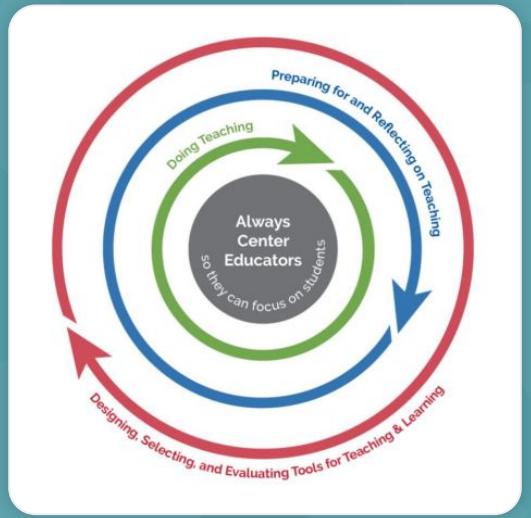
- Users should know when AI is being used.
- If you are unaware that AI is in use, you cannot possibly address its limitations
- When AI is making consequential decisions, the results should be explainable to users.



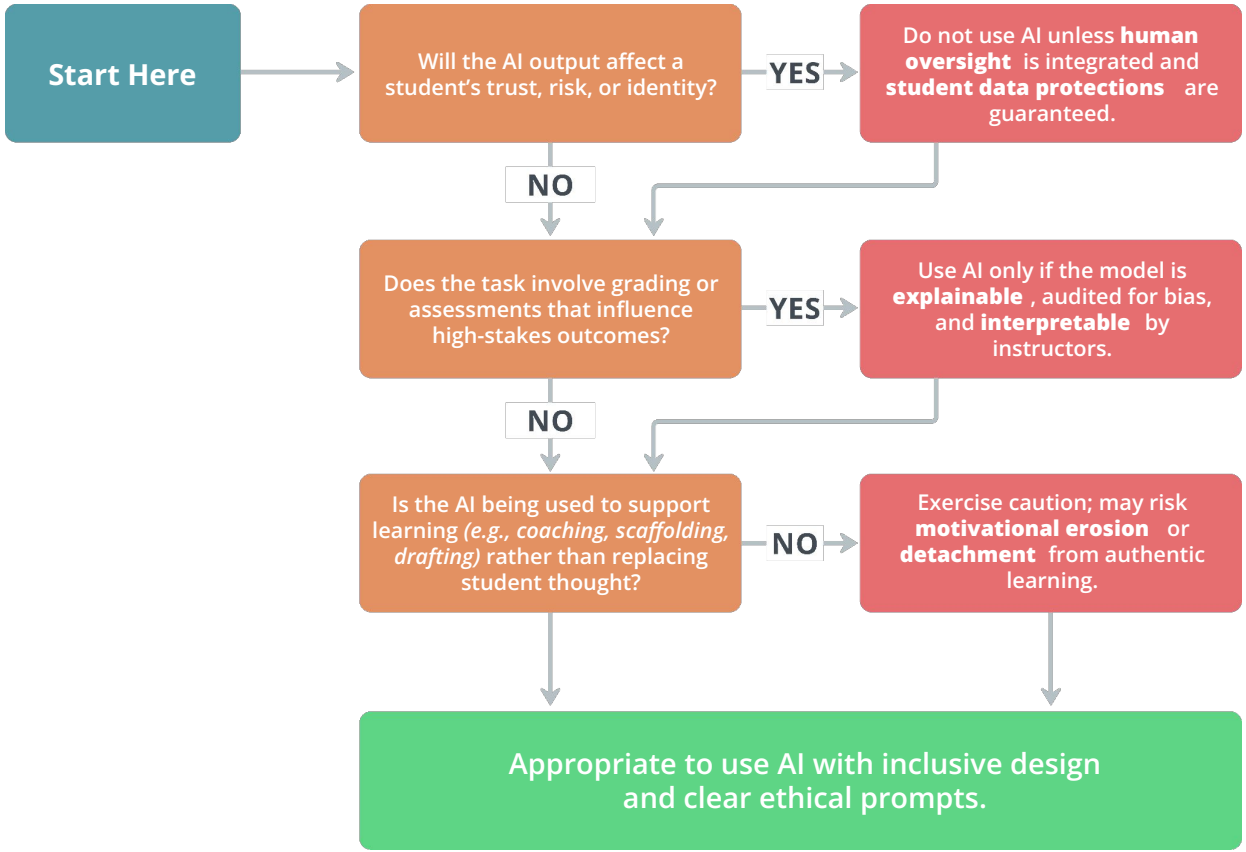
Be held **accountable by humans.**

Responsible AI in Education: **Human Oversight**

- Educators must retain final authority over any AI-driven recommendation.
- AI should support—not replace—human judgment in teaching.



A series of three questions used to start reasoning about AI use.

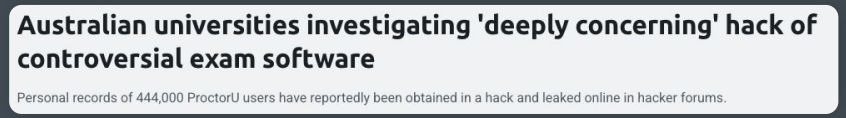


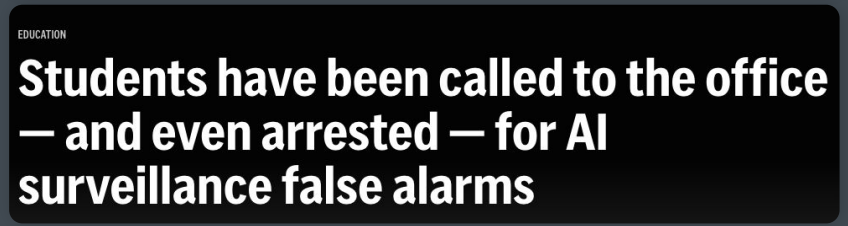
When Monitoring Go Wrong — Why Privacy and Security Matter

- **Good intentions, real risks:** Tools meant to protect student safety can become invasive when powered by opaque AI surveillance.
- **False alarms:** Misclassifications have led to students being questioned, disciplined, or even detained.
- **Data exposure harms trust:** AI-powered platforms have leaked or breached sensitive student information.

The Risk

Automated monitoring can violate privacy, misidentify "risks," and compromise student rights.





The Opportunity

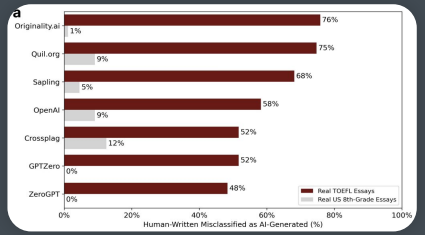
Clear boundaries, privacy-by-design tools, and transparent communication keep safety and integrity efforts aligned with student dignity.

When AI Detection Go Wrong — Why Oversight and Fairness Matter

- **High-stakes use:** AI tools influencing major decisions without human context.
- **Bias magnified:** Non-native English speakers misclassified as “AI-generated.”
- **No policy, no guidance:** Students punished for rules they were never given.

The Risk

False accusations and inequitable outcomes erode trust.



MASSACHUSETTS

Hingham parents sue school district over child's AI usage

The 17-year-old student and social studies teacher at odds over the issue both took the stand in federal court Tuesday

The student used a generative AI tool to prepare an outline and conduct research for his project, and when the teacher found out, he was given detention, received a lower grade, and excluded from the National Honor Society, according to the lawsuit filed in September in U.S. District Court.

But Hingham High School did not have any AI policies in place during the 2023-24 school year when the incident took place, much less a policy related to cheating and plagiarism using AI tools, the lawsuit said. Plus, neither the teacher nor the assignment materials mentioned at any point that using AI was prohibited, according to the lawsuit.

SOM student sues Yale, alleges wrongful suspension over AI use

An anonymous student in the School of Management's executive MBA program claims he was wrongfully accused of using artificial intelligence on a final exam and penalized unjustly.

ARIELA LOPEZ & CHRIS TILLEN | 12:26 AM, FEB 24, 2025

STAFF REPORTERS

The Opportunity

Clear policies, human oversight, and open conversations prevent harm.

When AI Integration Goes Wrong — Why Transparency Matters

- **Mismatch of expectations:** When policies don't match practice, students notice.
- **Silence around AI:** When AI enters without dialogue, trust erodes.
- **Unspoken fears:** Broader concerns about jobs and identity intensify frustration.

The Risk | Silent adoption of AI damages relationships and confidence.

ANKLER FEATURES

AI Wars Hit Film School: Profs Teach It, Students Rage. 'What About Our Jobs?'

At USC, Dodge and other top programs, the next generation fears being left in the dust, alarming the elders: 'Participate in the revolution or sit it out'

"It really irks me that we're being taught how to advocate for ourselves and to stand up for what we want and need as artists, to not sell ourselves short—and then we're being told we need to use tools, or that it's beneficial to use tools, that could end up taking away parts of our jobs," Perry said to me, on a roll. "It pains me to say this, because I love going to Peabody, and I really like my experience there, but as a whole, Johns Hopkins is kind of spineless."

The Professors Are Using ChatGPT, and Some Students Aren't Happy About It

Students call it hypocritical. A senior at Northeastern University demanded her tuition back. But instructors say generative A.I. tools make them better at their jobs.

The Opportunity | Transparency and open conversation restore trust.

PART 1

From Values to Governance:

Setting the compass before the rules

PART 2

Peeking Inside the Black Box:

Clarity first: evidence over enchantment

PART 3

From Principles to Practice:

Turning ideals into everyday decisions

PART 4

The Human Loop:

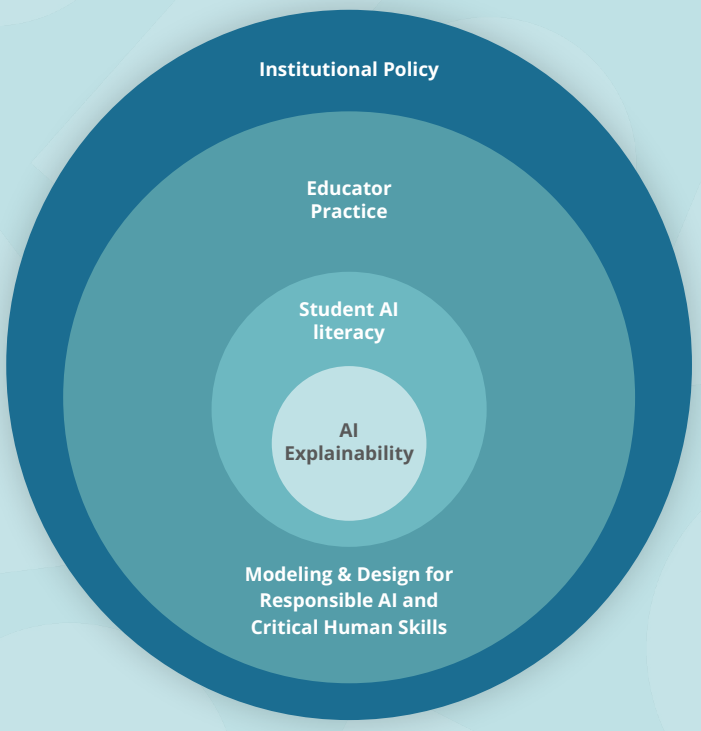
Keeping people accountable and in charge

Human-in-the-Loop as Shared Responsibility

Technology companies must design systems that reveal their reasoning, uncertainty, and limits.

Institutions and administrators must ensure transparency — clearly communicating expectations, policies, and uses of AI; safeguarding data privacy and security; and providing visible channels for student support and accountability.

Educators must model and teach students how to interpret those signals — to question, probe, and situate AI's "voice" among the many others that shape understanding.



Together, these create the foundation for *trustworthy, human-centered AI in education.*

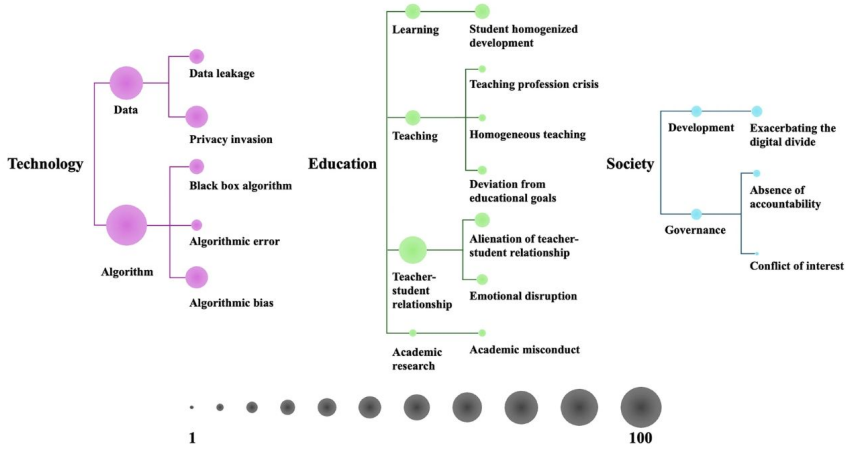
Human-in-the-Loop as Relational

Many of these risks can feel outside educators' control **but educators have power in the most important place:**

The Human Loop

This section focuses on the part of AI in education educators can shape and why that human work is one of the strongest safeguards we have.

From: Towards responsible artificial intelligence in education: a systematic review on identifying and mitigating ethical risks



The frequency of the ethical risks of AIED.

AI Use Knowledge

Share of students over all who say they know when/how/whether to use generative artificial intelligence to help with their coursework

Source: Student Voice annual survey, May 2024 • Student responses to the question "Do you have a clear sense of when/how/whether to use generative artificial intelligence (e.g. ChatGPT) to help with your coursework? (Select all that apply)" n=5,025

Flaherty, C. (2024, July 3). *Student Voice Survey: The Academic Experience.* Inside Higher Ed. Retrieved from https://www.insidehighered.com/news/student-success/academic-life/2024/07/03/survey-college-student-academic-experience

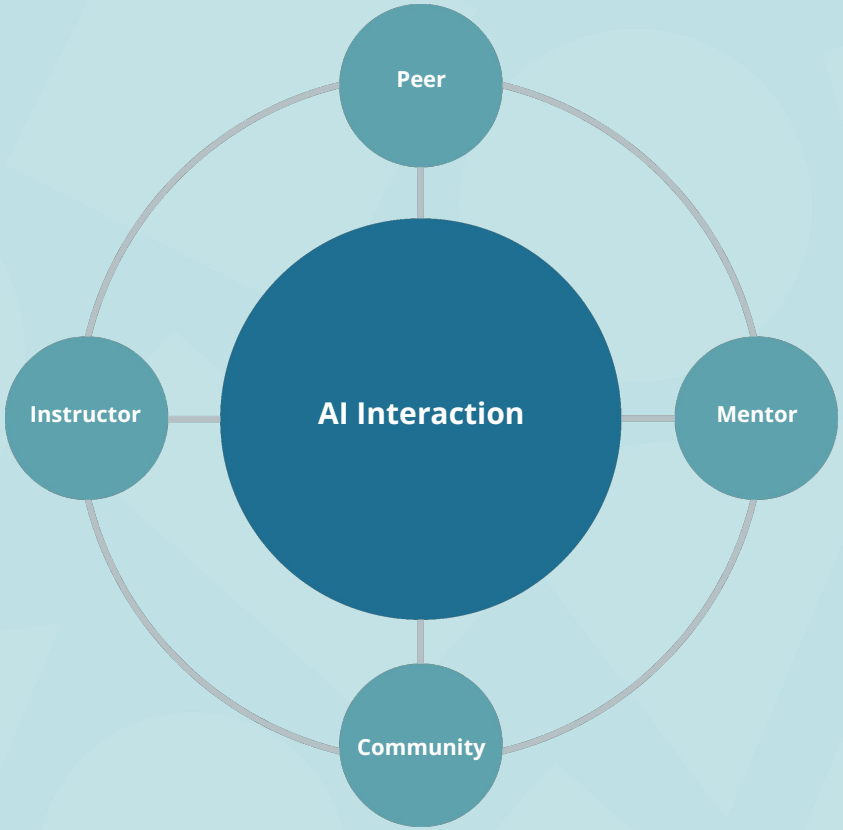
Poll Question

How are you currently approaching AI use and AI literacy with your students?

The Human Loop in Practice

The “human in the loop” extends beyond oversight, or a single interaction with AI.

It includes the people, practices, and conversations that help students know **when and how to use AI** and **how to make sense of what they encounter.**



The Human Loop: Navigating Uncertainty

Students often rely on their **own emerging values and moral compass** more than institutional messages about GenAI.

They show a **strong commitment to owning their work**, seeing authorship as central to integrity.

They're navigating GenAI in a **context of ambiguity and uncertainty**, often filling gaps with guesswork.

"At the same time, the guesswork and assumptions underpinning students responses highlight the need for better institutional guidance for students to integrate GenAI into their learning practices. This role goes beyond clarifying rules and restrictions to ***creating supportive environments where students can engage meaningfully and constructively with GenAI in their study, both respect to institutional requirements and their own values.****"*

Bearman, M., Fawns, T., Corbin, T., Henderson, M., Liang, Y., Oberg, G., ... Matthews, K. E. (2025). Time, emotions and moral judgements: how university students position GenAI within their study. *Higher Education Research & Development*, 1–15. https://doi.org/10.1080/07294360.2025.2580616

The Human Loop: Navigating Uncertainty

Even AI builders **don't fully understand the black box**, so certainty in teaching AI fluency is unrealistic.

Past tech rollouts show we **overestimate our ability to teach new tools**.

Disciplinary expertise is still the anchor for detecting errors and guiding students.

Educators are uniquely equipped to lead with humility and transparency, drawing on the same questioning, evaluative skills, and disciplinary expertise they teach every day.

Technologies now arrive in schools faster than we can determine how to use or teach with them.

> A guidebook of tying knots will show you exactly how to tie the knots the correct way. A guidebook on AI in schools in 2025 can't possibly do that because we don't even know what the knots are, let alone how to tie them. What we can show you is how people are taking this new kind of rope and bending it around in interesting ways, some of which might prove sturdy and some of which might prove faulty. And we won't know which is which for a long time.

We should avoid pronouncements of what AI literacy is. Instead, we should lead with our uncertainty.

Reich, J. (2025, November 5). *Stop pretending you know how to teach AI*. **The Chronicle of Higher Education**. https://www.chronicle.com/article/stop-pretending-you-know-how-to-teach-ai

Quick AI Literacy Wins You Can Implement Now

Time	Action	Focus
Ongoing	**Model responsible AI use in class** — think aloud, share when AI helped or failed, and how you decided to trust or question it	Transparency
Ongoing	**Adopt an AI Transparency Framework for assignment/assessments** - such as the AIAS	Transparency
10 min	**Add an AI reflection question** to your next assignment *(e.g., "How did you use AI in this task? What choices did you make?" "Where did it hinder or advance deeper thinking?")*	Transparency
10 min	**Show students how to check memory/history & use projects/folders** with LLMs	Awareness
15 min	**Prompt, Compare & Critique** — give students a question, have them use AI, then have students compare AI's response to a peer's	Discernment
15 min	**Exit Ticket:** *"What's one question you'd ask AI to deepen your understanding?"* (then have them do it and bring their critique/analysis of the output to the next class)	Discernment
20 min	**Question the Output:** Share AI output, then ask *"What factors are informing this response?"* Follow up: *"If we wanted a broader or more inclusive answer, how might we prompt it differently or what probing questions could we ask?"*	Discernment
20 min	**AI Strategy Share:** Have students create and share an infographic on what AI strategies have helped them most—and what hasn't.	Discernment

Wrapping Up

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: Originality Starts with Us: Helping Students Think for Themselves in an AI World
- Part 5: Education for the Future: Building AI Literacy and Lifelong Learning Skills

Save Your Seat for Part 3!

Designing for Engagement: Using AI to Strengthen Learning, Motivation, and Mastery

📆Thursday, December 18th @ 12pm CT

Join Packback to move from theory to practice and get actionable strategies for your institution.

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

Q&A