Towards better gen AI use.

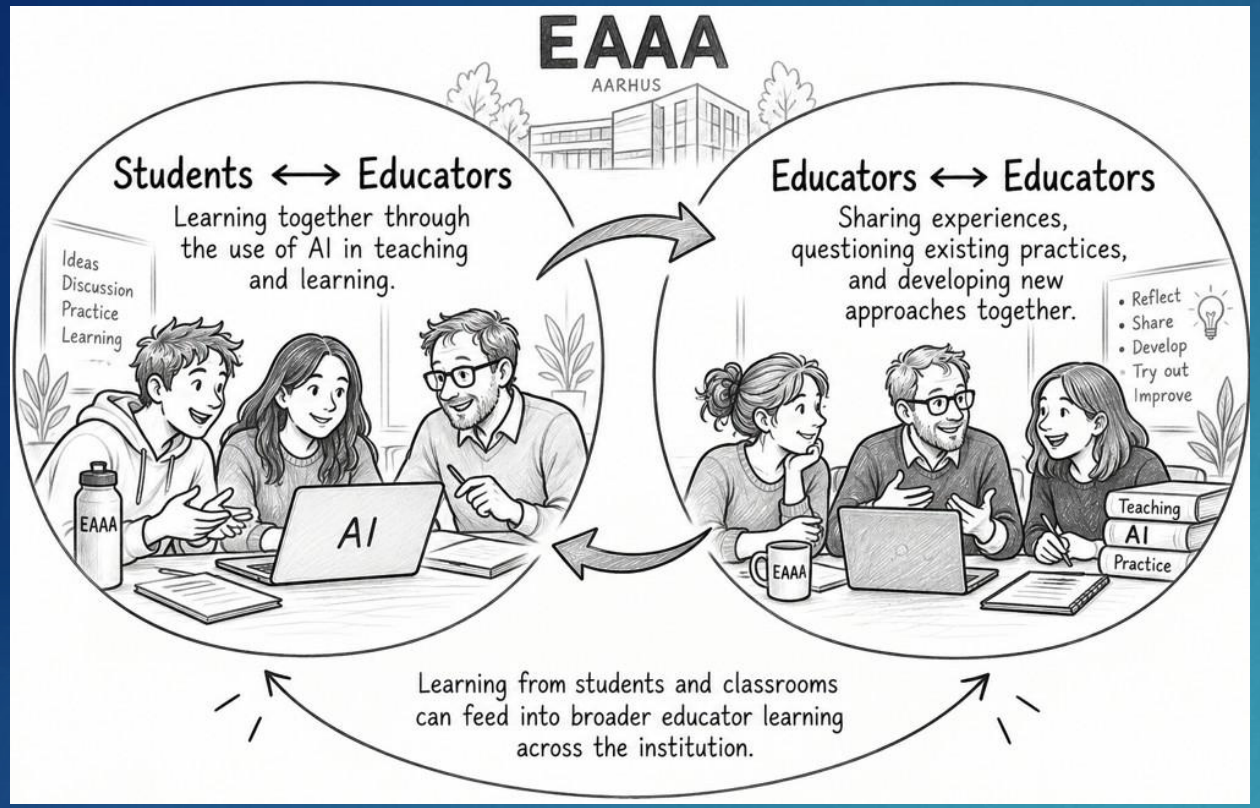
From student surveys and dialogue to educator reflection.

An iterative approach to improving generative AI use (2023-present).



TAL2026:
Læringsfællesskaber.

Simon Laub
Lektor. Eaaa, Aarhus.





TAL2026:
Læringsfællesskaber.

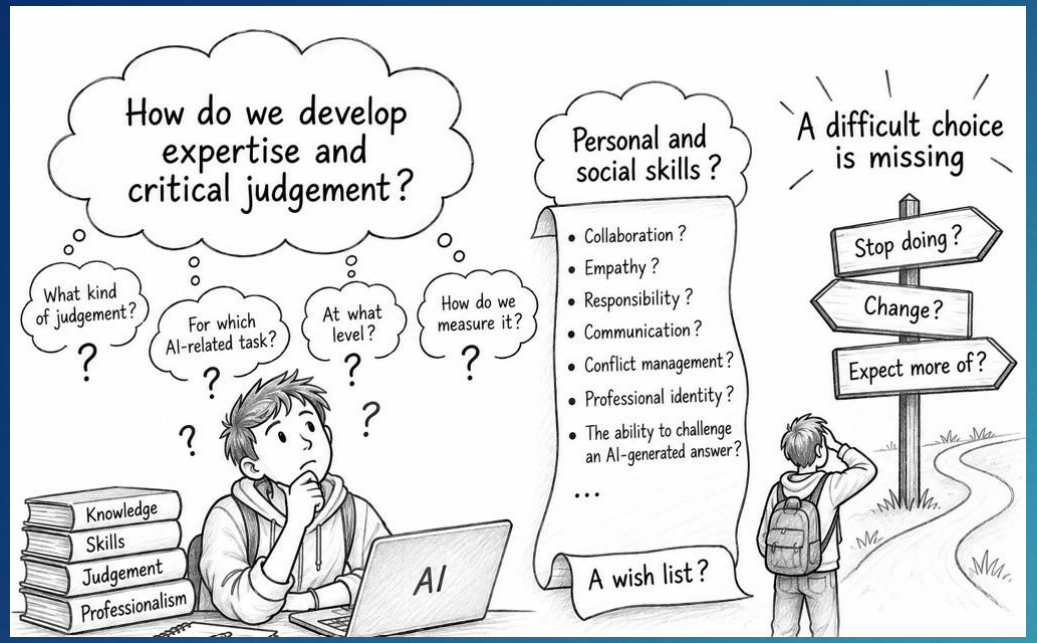
This presentation:

"Towards better gen AI use. From student surveys and dialogue to educator reflection".

Students ↔ Educators: Learning together through the use of surveys, dialoque.

Educators ↔ Educators: Sharing experiences, questioning existing practices, and developing new approaches together. Make sure topics are specific, debatable.

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"How to use gen AI".

If AI changes the skills students need, what should we actually stop doing, change, or expect more of?

It is not just: "doing things right" (efficiency) but also "doing the right things" (effectiveness).



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Students - Educators: Surveys are used as triggers for dialogue and reflection on students' learning and use of GenAI.
Survey – Dialogue- Reflect – Adjust

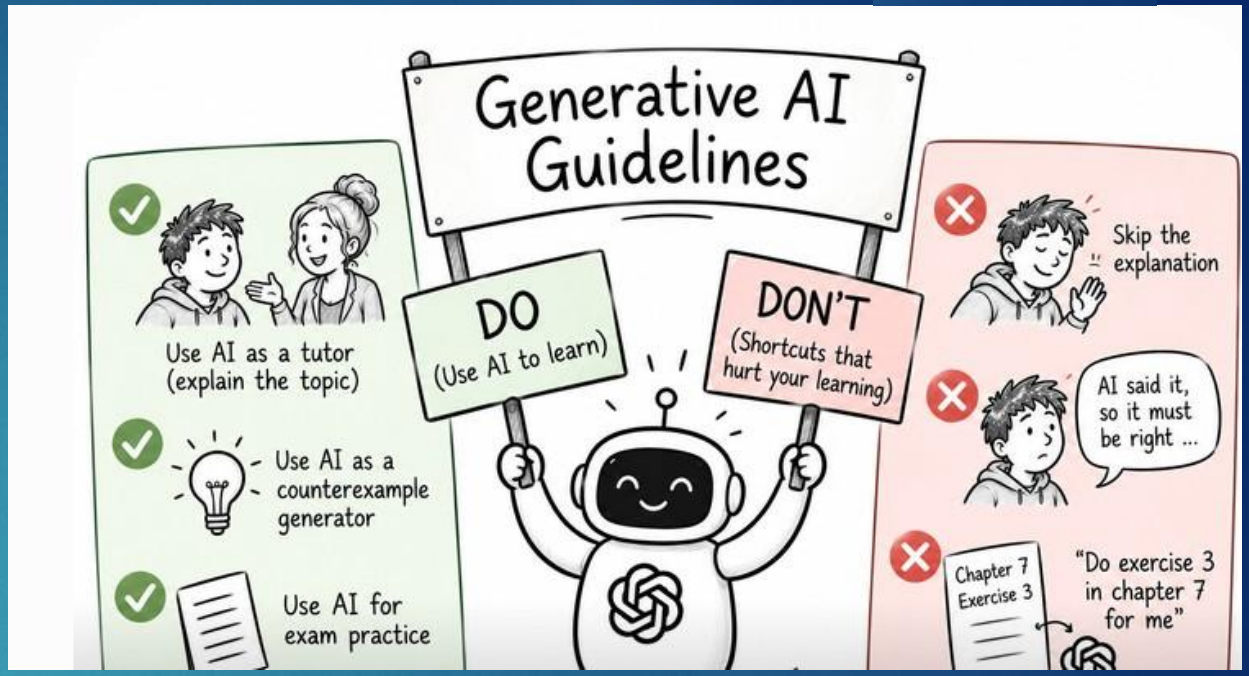
Educators – Educators (Exploratory practice). In small groups (3-5) exploring: Structured reflection - AI-supported analysis - insights - changes to the next educator meeting (Refine surveys).

Learning community: Students and educators learn from experience – and from each other.

Avallable: "General gen AI guidelines" already available.

E.g.
Good uses of AI:
- AI as tutor – explain the topic to me.
- AI as example generator.
- Exam practice.

Anti-patterns
- Skipping the explanation.
- "AI said it, so it must be right".
- "Do exercise 5 in chapter 6 for me".



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Ai in exams and assignments:
- Ask your teacher what is allowed – to make sure…
- AI may be allowed as a tool, but you must understand and explain what you submit.
- AI-generated work is still problematic if you submit it without understanding it.

Exam rules may be stricter: always check the regulations.
In an oral exam, weak understanding is quickly exposed.

Bottom line:
Use AI to support learning – not to replace it.

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Make survey questions specific, debatable.

Start with concrete questions that gives debate and friction, choices and actions.

I.e. not questions so broad that most people will agree with them – leaving the real work to those who must turn them into concrete choices and actions.



1. Iteration. Survey questions should be debatable.

Problem:

What do words like, "core knowledge", "expertise", "critical judgement" and "personal and social skills" really mean?

Sure: Most people will agree that these are important…
- But that is exactly why the questions create very little professional debate or challenge…

"Human and social skills" is even broader. What does it mean? Collaboration? Empathy? Responsibility? Communication? Conflict management? Professional identity? The ability to reject an AI suggestion?

Without clear priorities, it can easily become a wish list of everything we think a person should be able to do…



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What is important in a future with gen AI?
Make specific survey questions…

Uklare mål, og uklare spørgsmål…

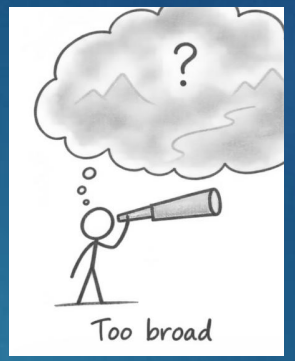
- Uddannelse skal fremme personlig udvikling og dannelse..
(Modsat ingen personlighed? Og hvilken slags dannelse? Goethe? Shakespeare?)

- Uddannelse skal gøre de studerende forandringsparate
(Modsat at være ude af stand til at håndtere nyt?)

- Vi ønsker at gøre de studerende bedre til samarbejde
(Modsat andre institutioner, der ønsker at deres studerende skal blive asociale? Hvad skal de samarbejde om?)

- De studerende skal tage ansvar for egen læring
(Modsat de andre institutioner hvor de studerende er ansvarsløse?)

- Vi skal skabe hele mennesker
(Modsat de andre institutioner, som ønsker at skabe halve mennesker).



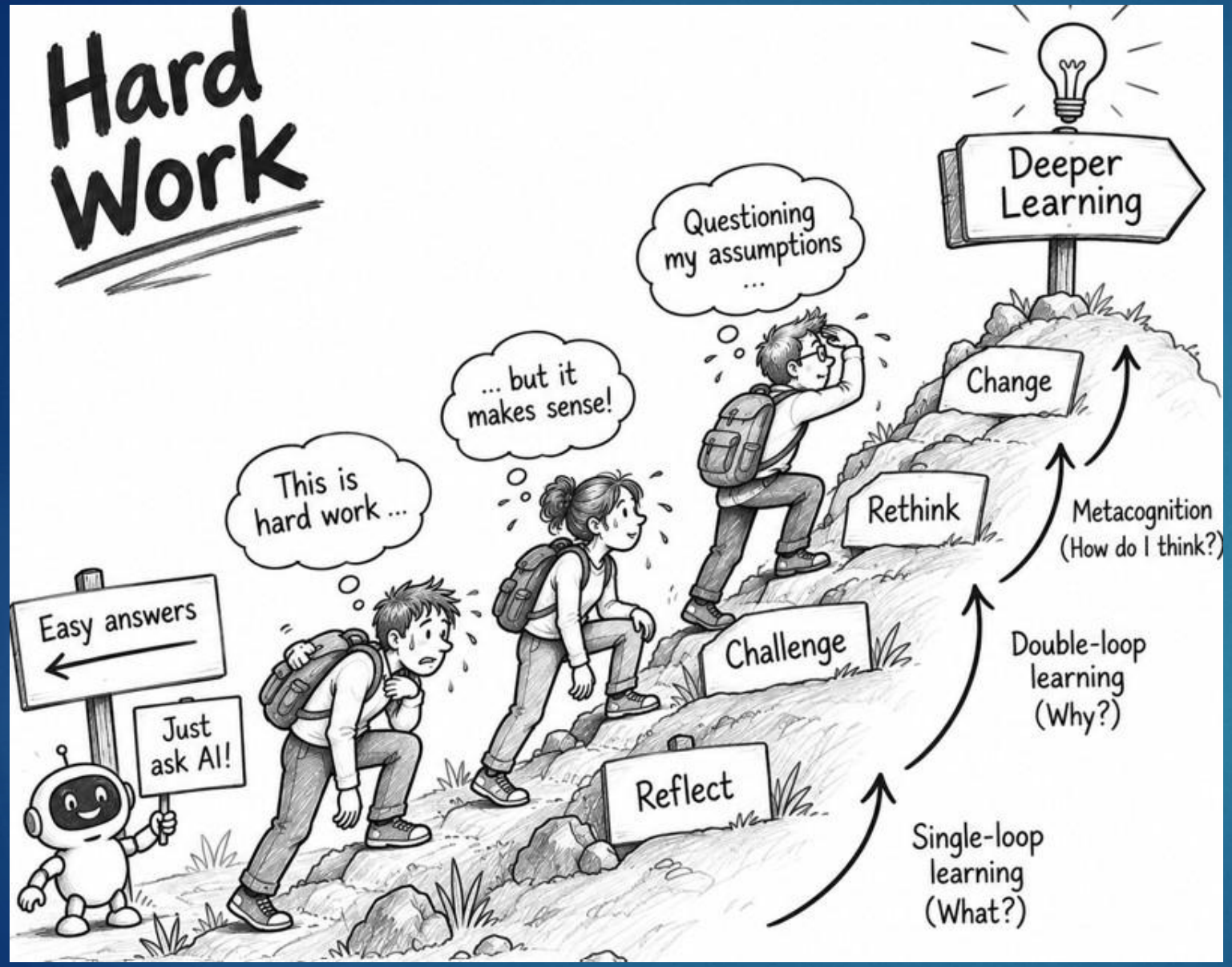
1. Iteration. Survey questions should be debatable.

Bedre:

Med gen AI.
- Skal processen eller produktet bedømmes?
(Kontrol eller virkelighedsnært produkt).

- AI underviser eller det sociale klasserum?
(Differentieret læring modsat menneskelige relationer og sociale sammenhænge).





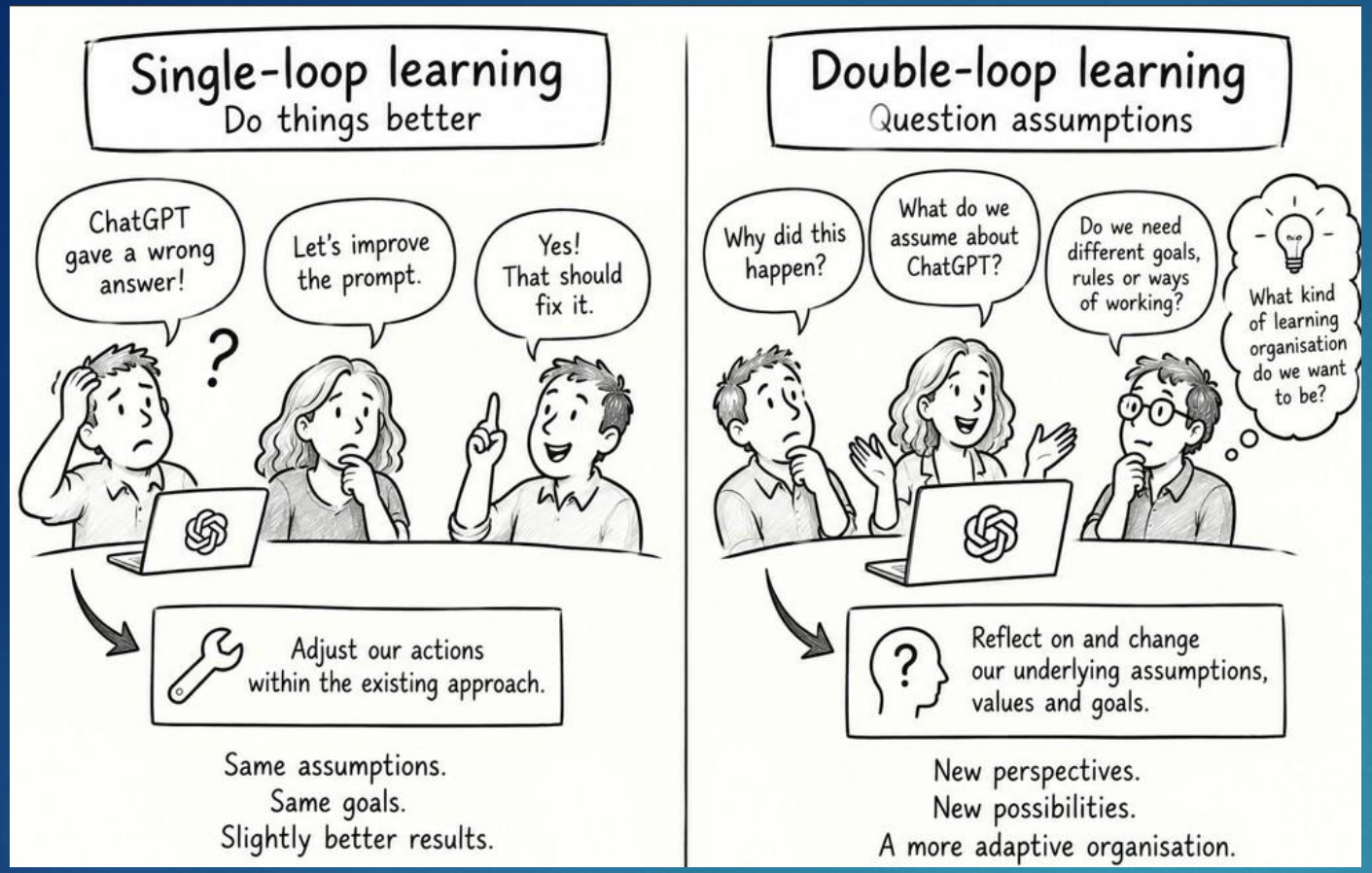
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Iterations.

Getting it right / understanding will likely take many iterations.



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Feature	Single-Loop Learning	Double-Loop Learning
Primary Focus	Fixing problems and optimizing techniques.	Rethinking goals, rules, and core values.
Core Question	"Are we doing things right?"	"Are we doing the right things?"



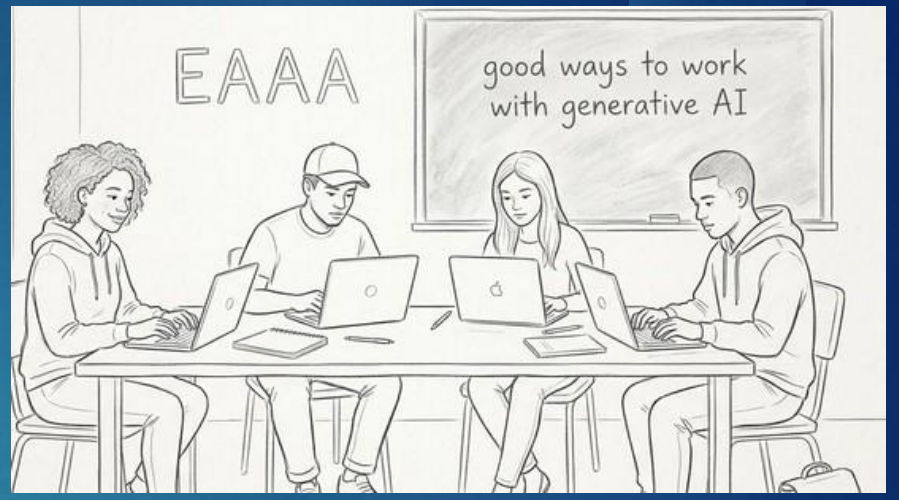
In "Double-loop learning" individuals or teams question and modify their underlying assumptions, goals, and policies rather than just correcting immediate errors.

Chris Argyris and Donald Schön.
https://en.wikipedia.org/wiki/Double-loop_learning



Example Question

Fra prompt til eftertanke (Tænk før du prompter). Refleksion som kompas.



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Refleksionsspørgsmål brugt her i efteråret 2026:

Vedr. "kognitiv gæld" (outsourcing af tænkning) og fremme dybdelæring:

"Når jeres gruppe bruger gen AI til at forklare et svært begreb eller rette din tekst, hvordan sikrer du så, at viden bagefter sidder fast hos jer, og ikke bare bliver i chatten?"

Ubevidste relation til gen AI, gen AI brugsmønstre:

"Hvis gen AI var en levende studiemakker i jeres studiegruppe, ville I så stole blindt på alt, hvad vedkommende sagde til jeres gruppemøder?"

Hvordan skal opgaver tilpasses for at I lærer mere?

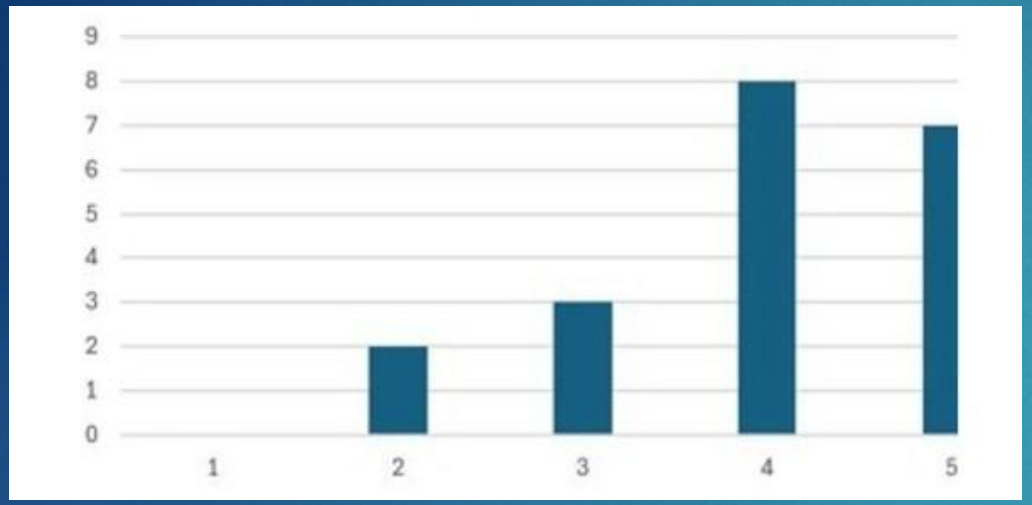


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Example Question

Survey results from class.

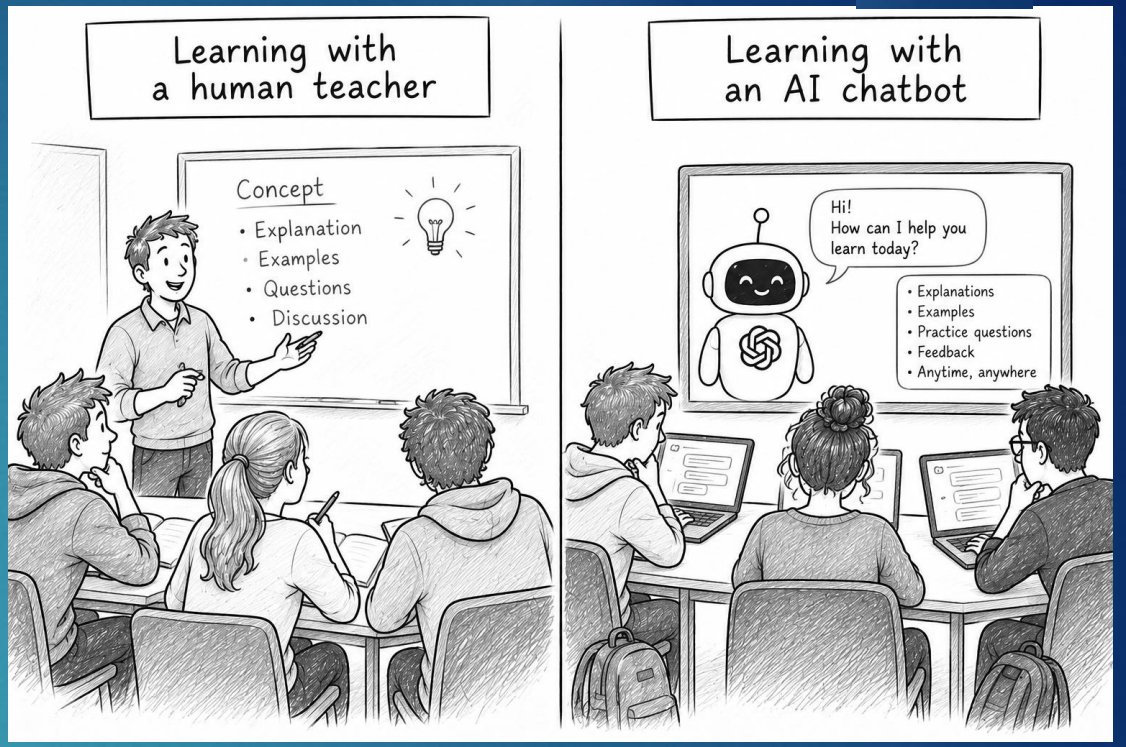
Eaaa 2023-25



Skills that I get from chatGPT are just as valuable as skills I get from human teachers". Listed are numbers of students giving each reply. From 1 (Skills coming from machines are not very valuable) to 5 (Skills are skills).

Example question from earlier work that has provided baseline insights for the wider study presented here. See more questions in "Preparing Students for the Rapidly Changing, Generative AI–assisted Workplace".

https://doi.org/10.33422/etconf.v4i2.1506



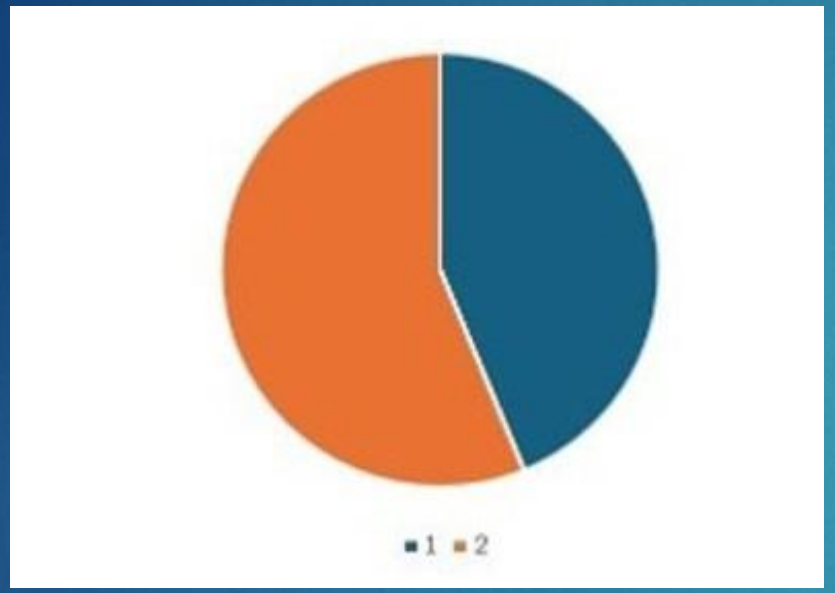
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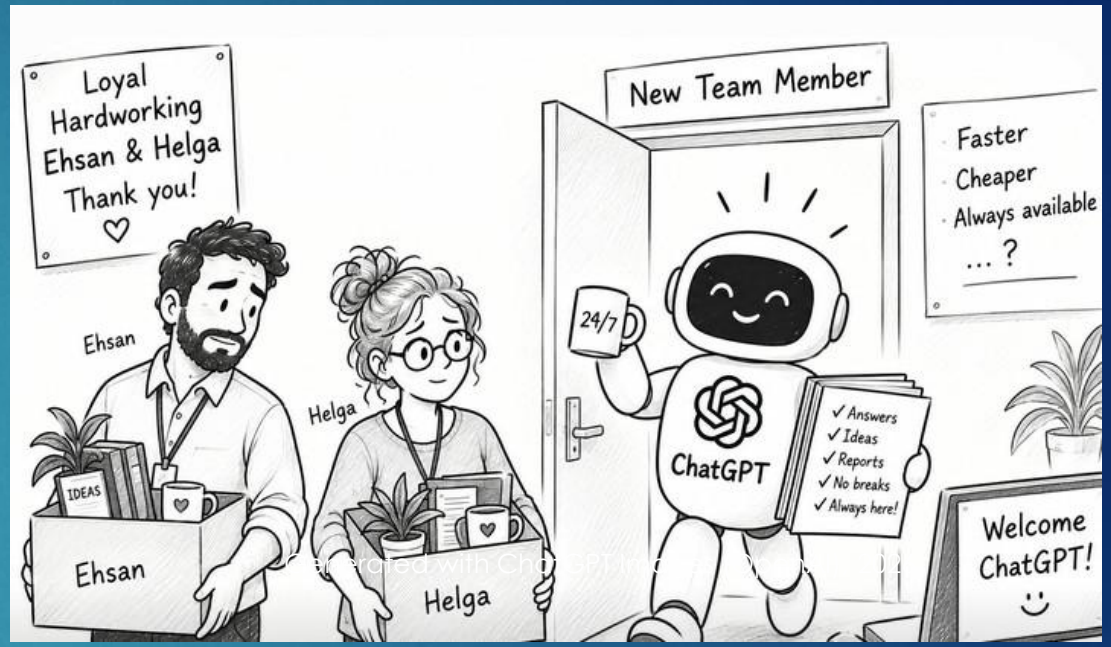


Example Question

Survey results from class.

Eaaa 2023-25





Generated with ChatGPT Images (OpenAI), 2026.

Faced with a, fictional, detailed and emotional scenario in which generative AI could replace long-serving, loyal employees, students were split on whether staff like Ehsan and Helga should be let go.

Example question from earlier work that has provided baseline insights for the wider study presented here. See more questions in "Preparing Students for the Rapidly Changing, Generative AI–assisted Workplace".

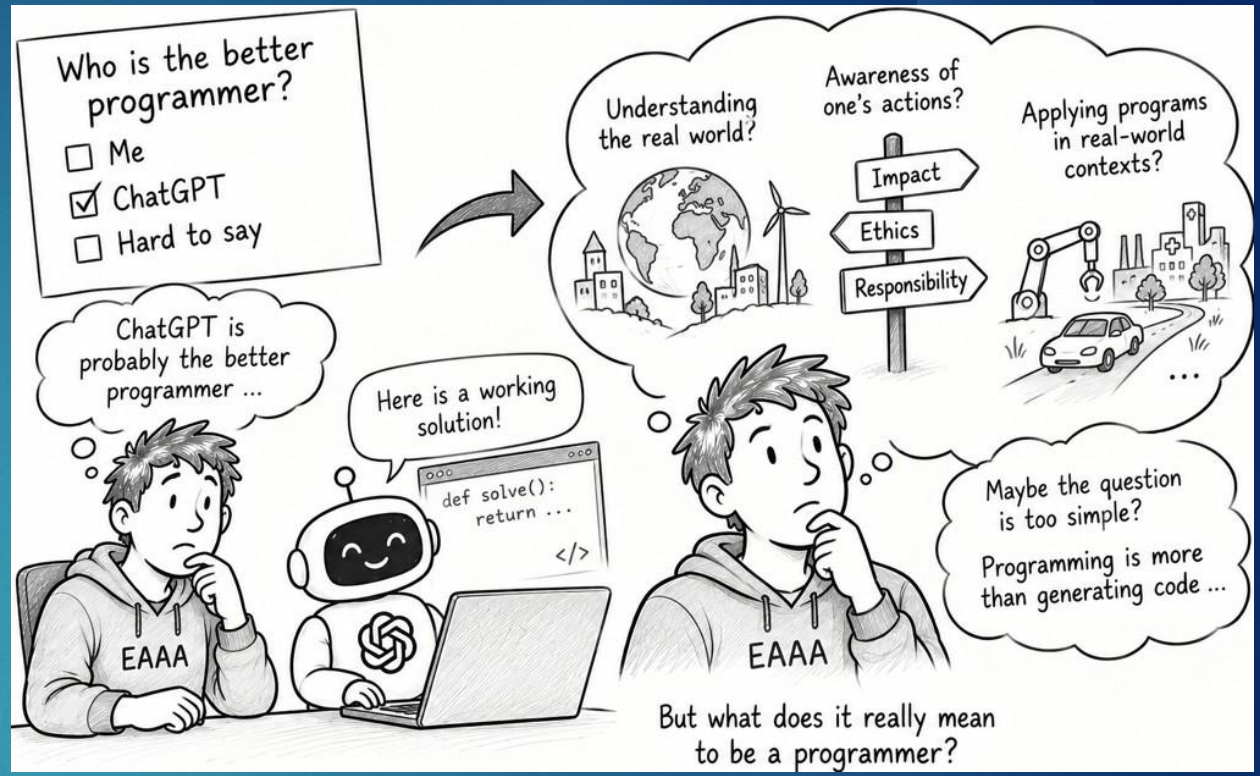
https://doi.org/10.33422/etconf.v4i2.1506

Example Question

Survey results from class.

Eaaa 2023-25

When students are asked to compare their own programming skills with ChatGPT, and answer that ChatGPT is likely the better programmer, this raises fundamental questions about the nature of programming competence. Specifically, to what extent are understanding of the real world, awareness of one's actions and of how programs are applied in real-world contexts, also something a programmer is expected to know about? Given the current state of generative AI, students could have argued that they are the better programmers, or that the question was formulated in such an overly simplified way as to render it unanswerable. Still, the students, among them IT students, answered that ChatGPT is likely the better programmer.



Generated with ChatGPT Images (OpenAI), 2026.

See "Preparing Students for the Rapidly Changing, Generative AI–assisted Workplace".

https://doi.org/10.33422/etconf.v4i2.1506

Example Question

Survey results from class.

Eaaa 2023-25

Question: Generative AI allows students to focus on the essential elements of their studies?

Looking at the survey, educators can wonder what it means when students say that generative AI allows them to focus on the essential elements of their studies? Have the students fully understood what is relevant and what is not?



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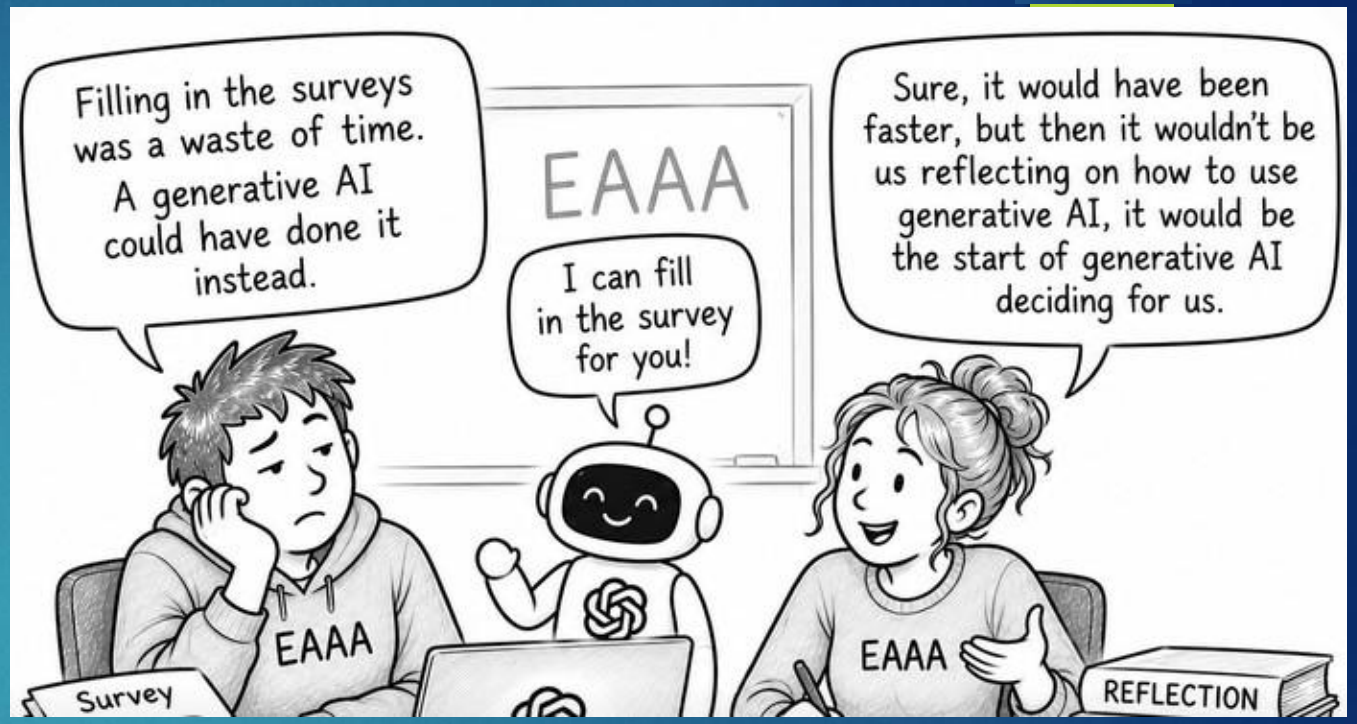
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https://doi.org/10.33422/etconf.v4i2.1506

Survey results from class.

Eaaa 2023-25

Experiences from using surveys and dialogue about the use of generative AI across 12 classes suggest that these activities can support students' reflection on their own learning and contribute to a sense of agency in how they understand and approach generative AI in practice.



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"Preparing Students for the Rapidly Changing, Generative AI–assisted Workplace".

https://doi.org/10.33422/etconf.v4i2.1506



Evaluation.

Students. Surveys, Dialogue. Hoped for learning.

	Basic	Competent	Advanced
Gen AI ability	Limited understanding	Capabilities and limitations described	Nuanced understanding
Gen AI examples	Generic examples	Relevant examples	Critically selected examples
Gen AI benefits, risk.	Superficial without clear explanations	Balanced and context relevant explanation	Nuanced evaluation
Gen AI integration	Limited explanation of task support	Purpuseful integration	Strategic and reflective integration
Gen AI relevance	Limited review of generated output	Appropriate oversight	Strong agency, continuous oversight

Survey results from class.

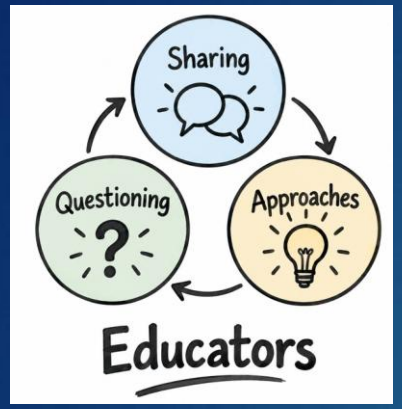
Eaaa 2023-25

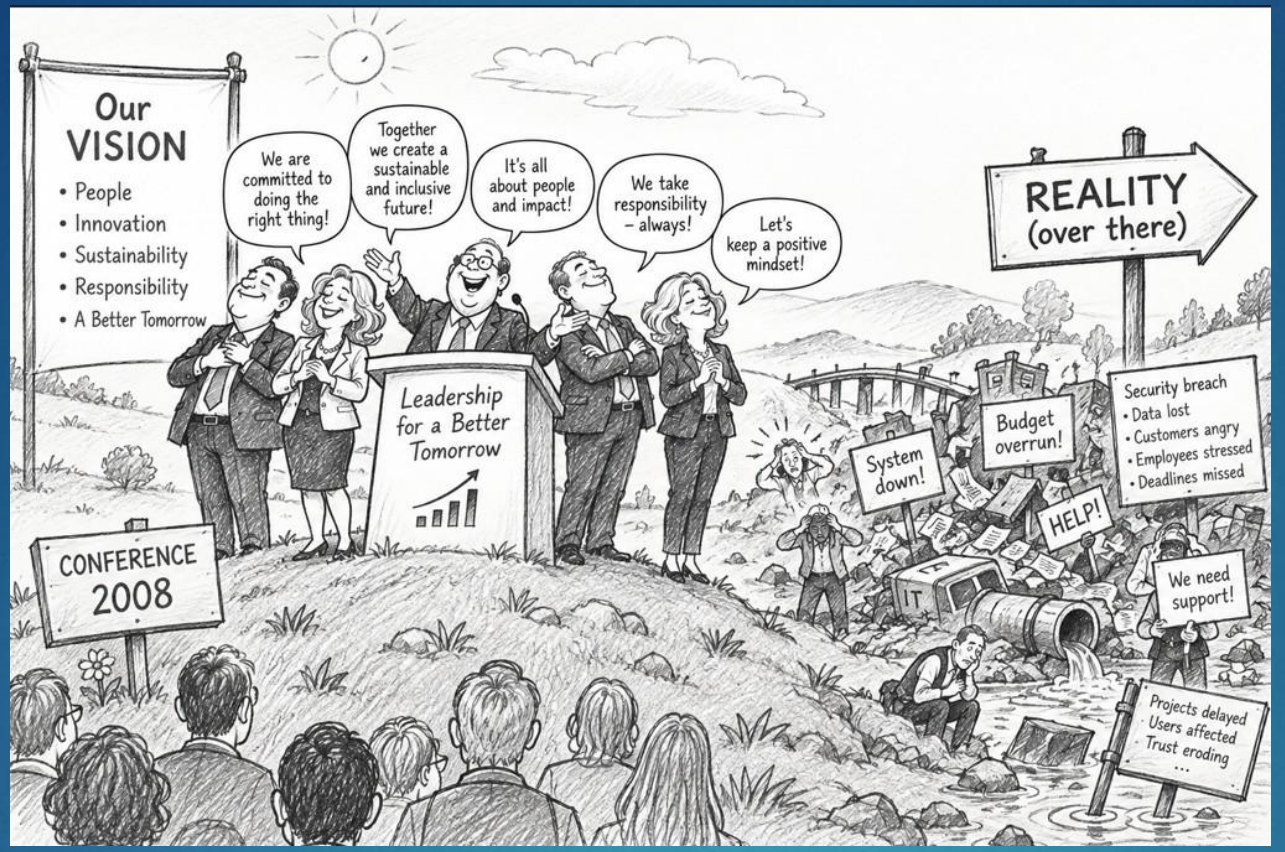
Evaluation of knowledge about a) what generative AI is, how it works, and its capabilities/limitations (conceptual) b) identifying relevant and concrete examples c) benefits, risk (evaluation) d) implementation (practical integration) e) relevance and understanding (oversight). Levels could be set to basic, competent and advanced.

"Preparing Students for the Rapidly Changing, Generative AI–assisted Workplace".

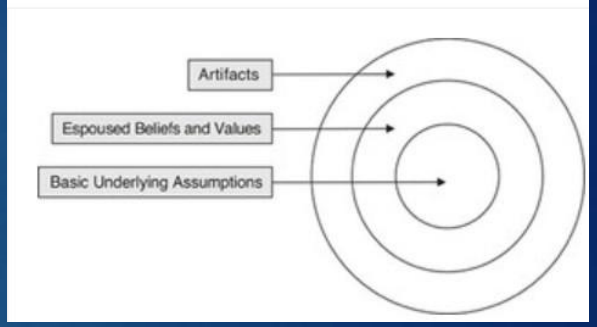
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So what did educators and institutions learn?

Again: Iterations are important. Sharing, questioning, peer review.

E.g.

- the citizen comes first.

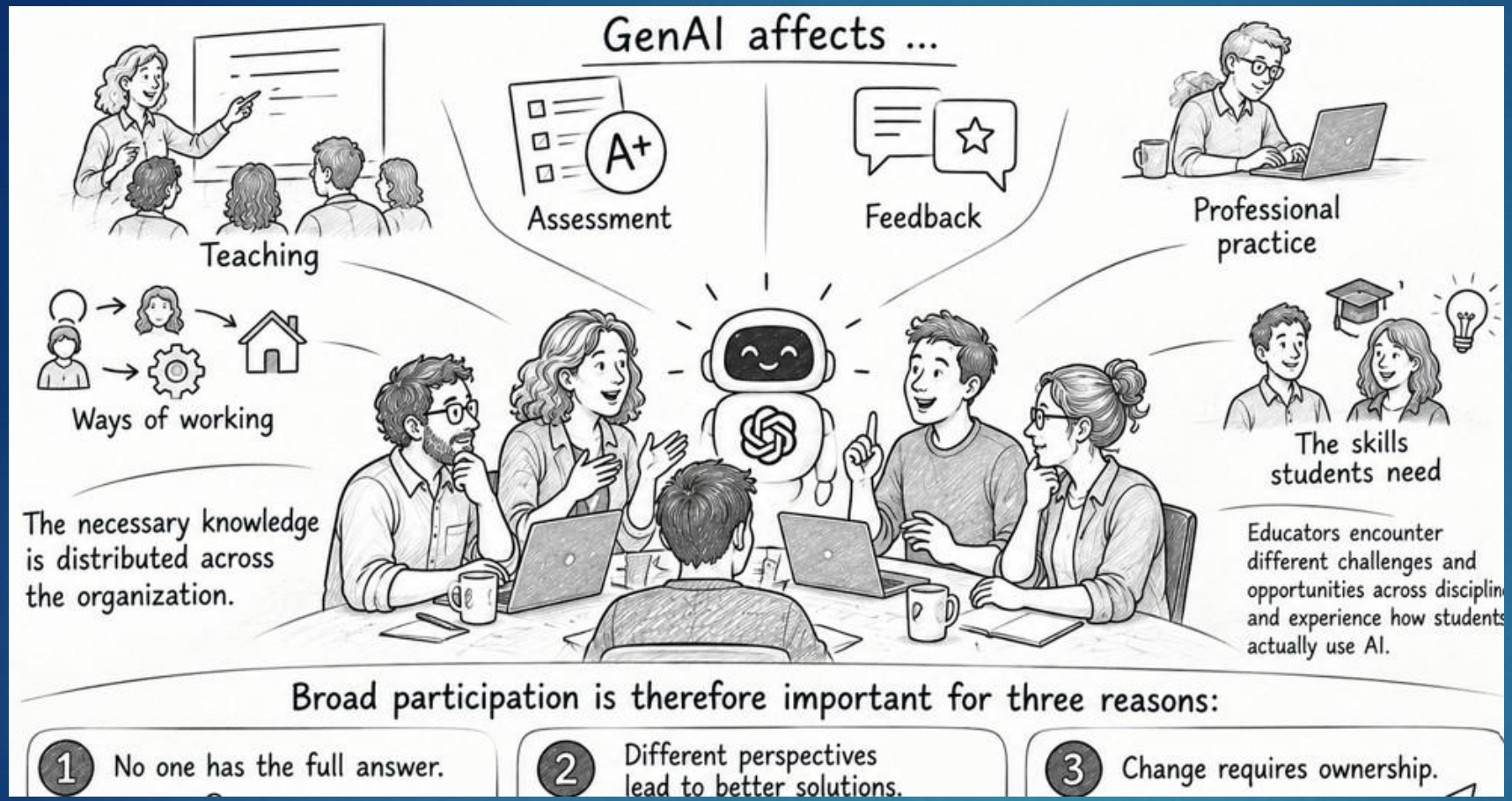
In practice everyone learns:
The citizen comes first — right after the system, the budget, and the procedure.

The Role of Independent Evaluation, 2017.
Cp. 9. Culture, Leadership, and Independent Evaluation
Moisés J. Schwartz and Ray C. Rist

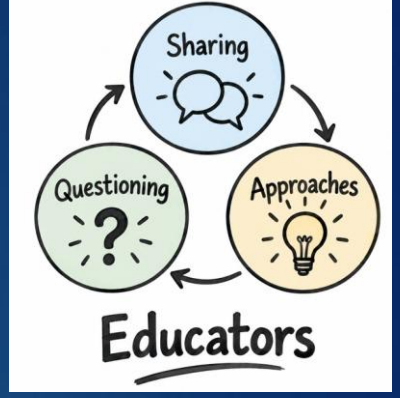


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Use student surveys as starting point for educator discussions



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(An iterative process)

- No one has the full answer.
- Different perspectives. lead to better solutions
- Change requires ownership.

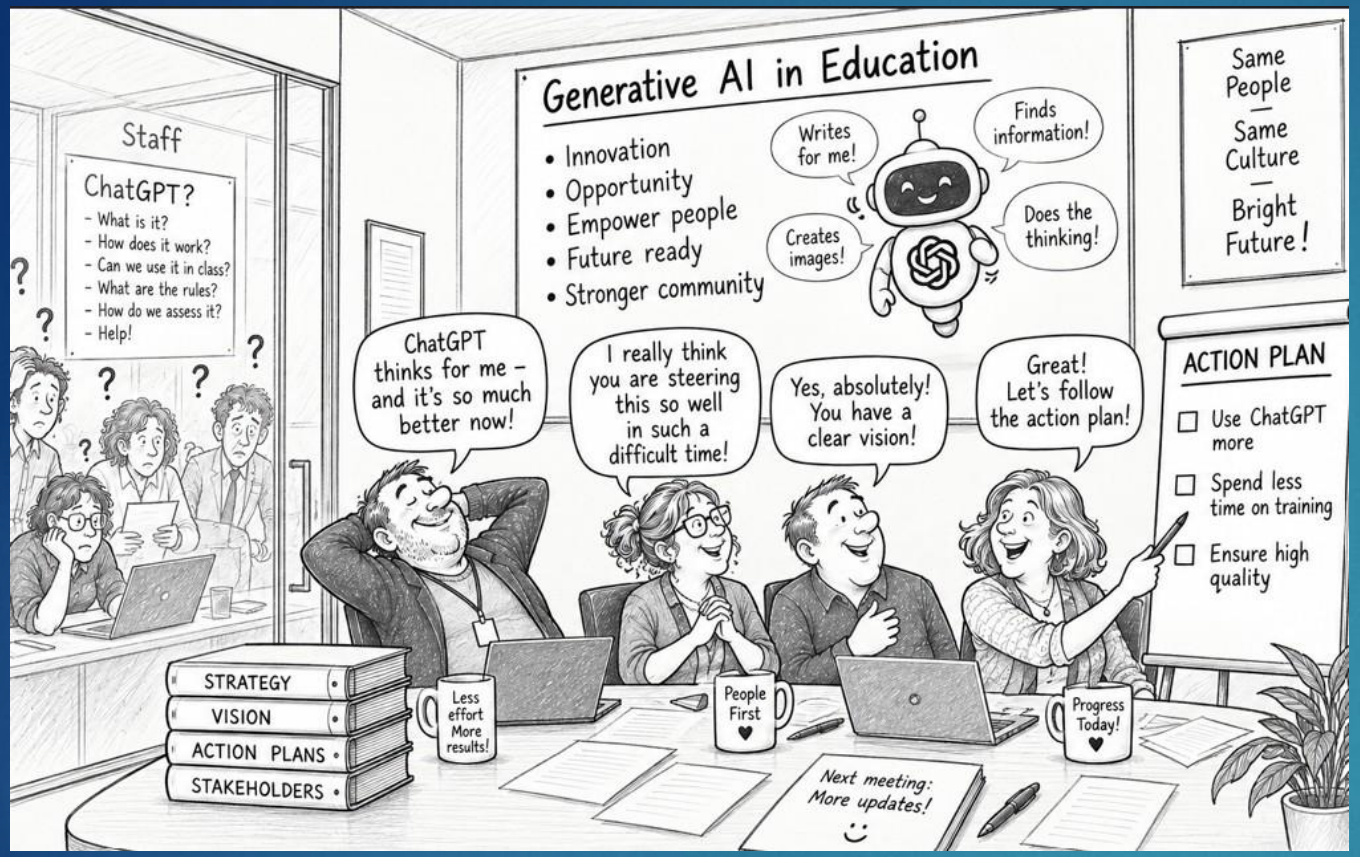
GenAI affects teaching, assessment, feedback, professional practice, ways of working, and the skills students need.
Therefore, the necessary knowledge is distributed across the organization.



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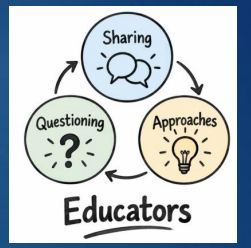
In the meeting.
What did we learn?
Which assumptions were challenged?
What will I do differently?

Use student surveys as starting point for educator discussions



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"With genAI Something fundamental has changed. Some of what I believed may no longer be sufficient. I need to relearn". But this requires curiosity, professional humility, experimentation, feedback, and the ability to say, "I don't know."
Not: Defending existing positions, abstract discussions, organizational models, limited preparation, and silence.



Potential problem:
"Some participants did not say very much."

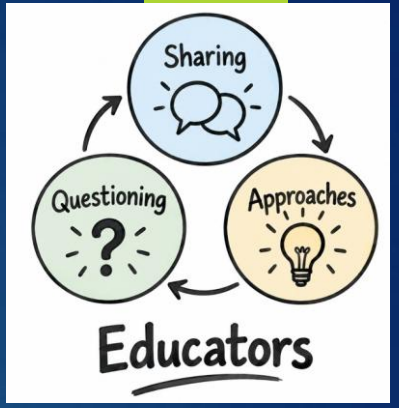
Why do competent adults not feel that their active contribution is needed?

"If nothing important about genAI depends on my contribution, why expose myself, prepare thoroughly, or challenge others?"

It does not necessarily reflect laziness. The system simply does not clearly demand or depend on their professional contribution.

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In the meeting.
What did we learn?
Which assumptions were challenged?
What will I do differently?



Evaluate educator meeting. Good meeting?

What? – So What? – Now What?

Everyone first reflects individually:
What? What did I actually observe during the meeting – without explaining why it happened?
So what? What does this tell us about the way we learn and collaborate?
Now what? What should *I personally* do differently next time?

Exercise:
Turn the question from "the others" to "me"
Ask everyone to complete these sentences individually:

- *One thing I did that helped the group learn was …*
- *One thing I did that may have prevented learning was …*
- *One assumption I brought into the meeting was …*
- *One thing I need to learn about GenAI is …*
- *Before the next meeting, I will …*

Participants are not allowed to answer what **other people** should do.

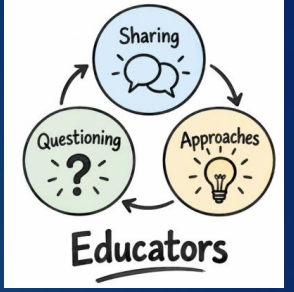
--What assumptions were challenged? What did we discover that we did not know? What concrete practices will someone change? Who needs to learn what? And how will we determine afterwards whether learning actually took place?

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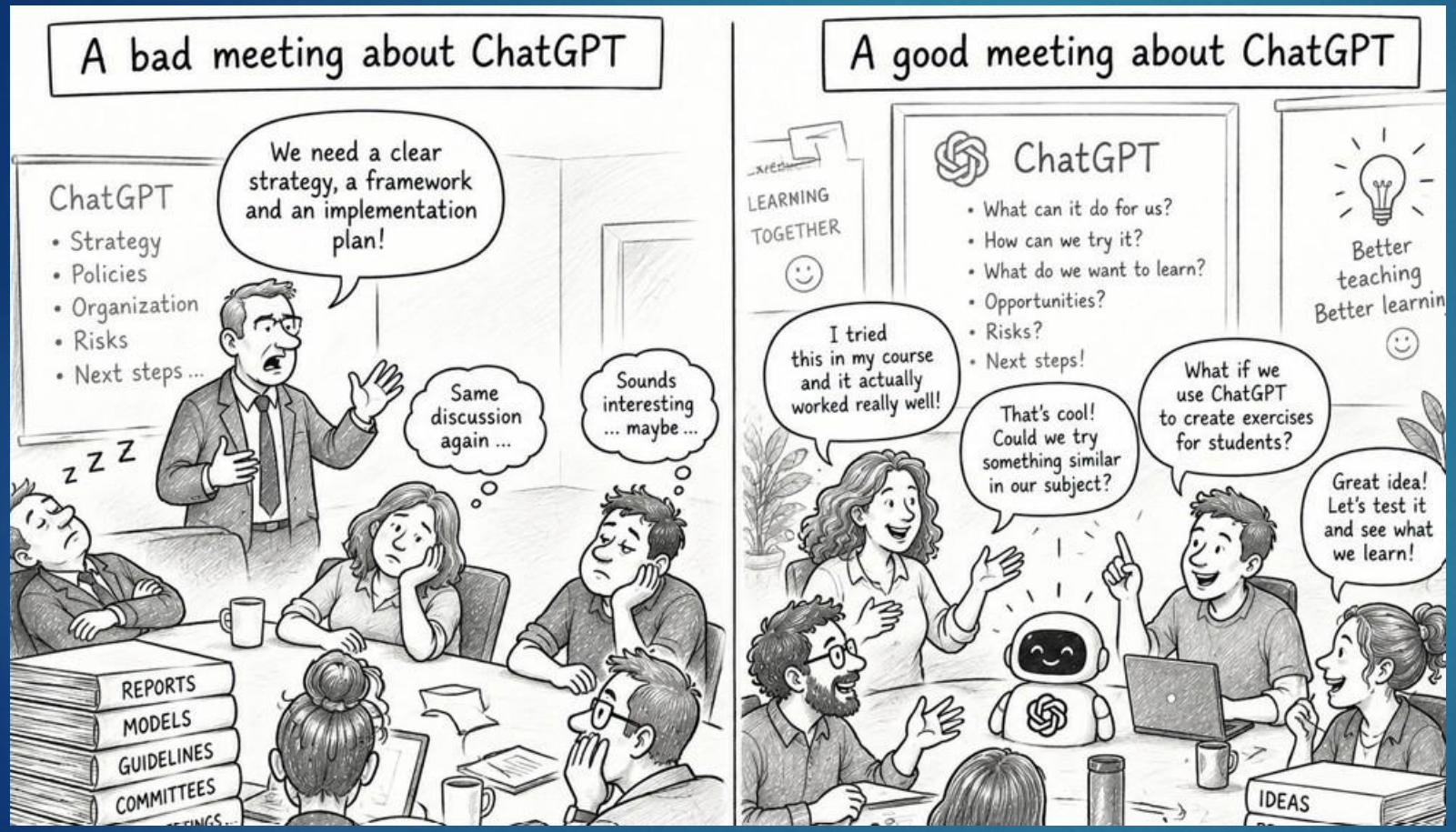


In the meeting.
What did we learn?
Which assumptions were challenged?
What will I do differently?

- **Before this meeting, I could …**
- **After this meeting, I can now …**
- **Evidence that I can do this is …**



Evaluate educator meeting. Good meeting?



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NOW WHAT – ABOUT ME?

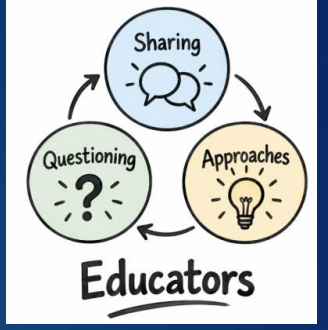
What will I personally learn or do differently before we meet again?

This makes it considerably more difficult to end up with:

"Action plan: competence development for all the other stupid employees.



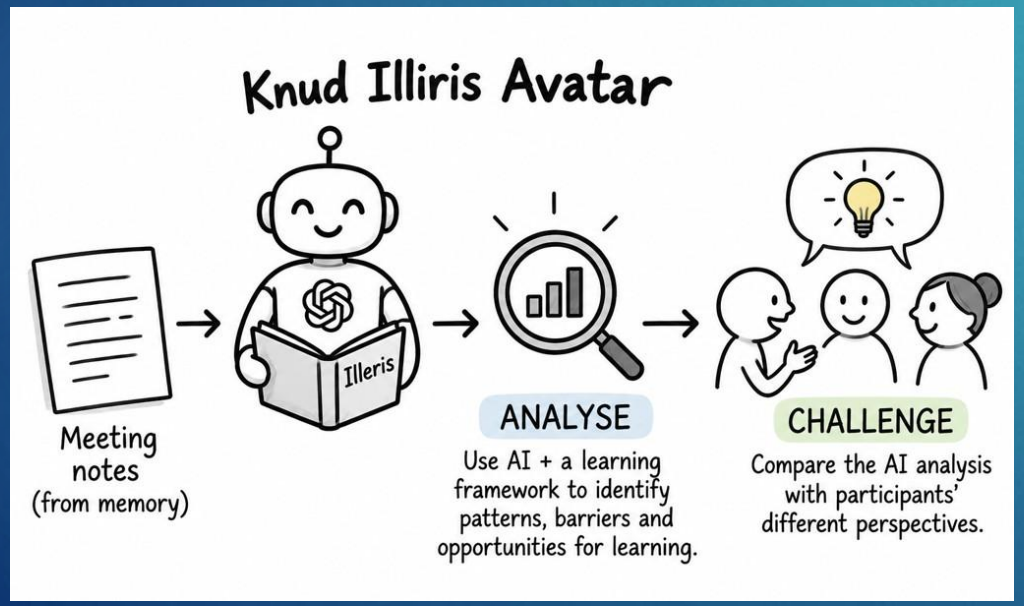
Evaluate educator meeting. Good meeting?



(Educator) Meeting Analyse:

Use AI + a learning framework to identify patterns, barriers and opportunities for learning.

Challenge:
Compare the AI analysis with participants' different perspectives. Starting point for next meeting & new surveys.



F.eks. Se på:

- Samspilsdimensionen (Det sociale rum) Samarbejde. Vi lærer i samspil med vores omgivelser, undervisere, medstuderende osv.

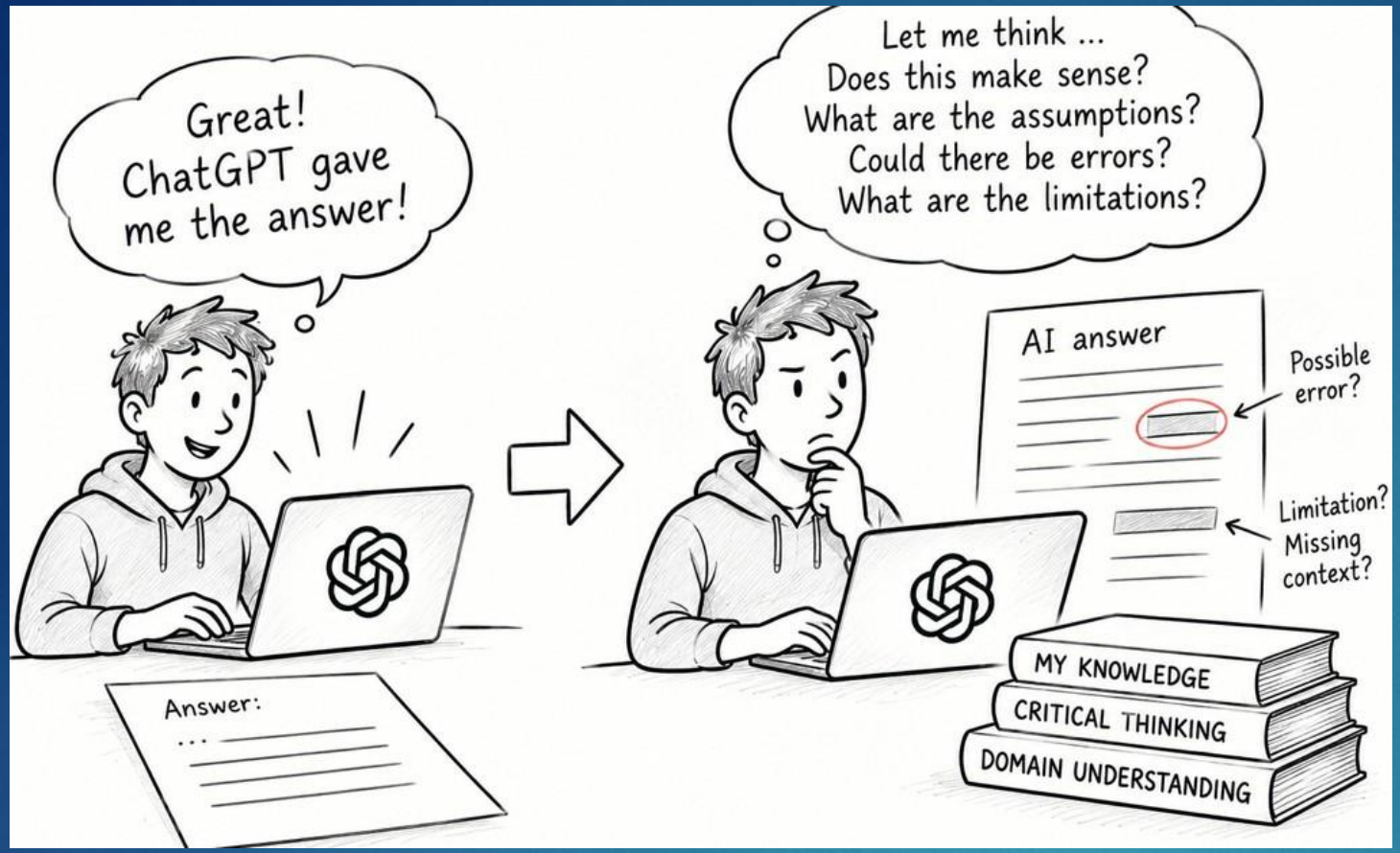
- Drivkraftsdimensionen (Motivation og følelser)
Motivation, følelser, vilje og den psykiske energi der driver læringen.

-Indholdsdimensionen (Det faglige udbytte) Viden, tilegne sig færdigheder, forstå teorier, lære metoder.

Læringsmodstand og forsvar.



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As generative AI tools can easily provide answers without requiring learners to fully understand the underlying concepts, it becomes important to be mindful of one's own thinking processes in order to critically evaluate AI-generated output, recognize limitations or errors.



Metacognition.

Metacognition (Wilson & Conyers, 2013), thinking about one's own thinking, such as how well one understands a topic or judging confidence in an answer is important when using generative AI, as it helps learners use the technology appropriately and identify areas where further learning is needed.

Conclusion and Results.

Surveys + dialogue across 12 classes:

Help students reflect on their own learning and use of GenAI
Surface different experiences, concerns and assumptions
Support students in developing greater agency in how they approach GenAI

Key point:
Students are not only learning about GenAI — they are helping us understand how GenAI is changing learning, and helping to improve educator dialogue and reflection.

The student activities was a starting point for educators similar structured reflection - to examine and improve their own learning processes?

Use our own meetings (small groups, 3-5) as opportunities for learning:

Exploratory practice – not yet evidence of broader organizational learning.

Ask:
- What did I learn?
- Which assumptions were challenged?
- What will I do differently?
- How will we know that learning happened?

Use structured reflection:
- What? → So What? → Now What?

Notice. Gen AI can support this process as a critical reflection partner.

Thank you for your attention.



TAL2026:
Læringsfællesskaber.

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