

2025 Talbot Summer Institute AI Workshop Series Teacher Perspective



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Pedagogy:

Rebuilding Lessons for the Age of AI

How do we teach with intention in a rapidly changing world?

Key Premise



AI is changing how students learn
— and how we teach.



Our role isn't to resist these
changes but to *adapt with
purpose*.



We must distinguish between
what AI *can* do and what students
must do to learn deeply.



What kinds of learning are more important than ever — even with AI?



What parts of a task should students still do themselves, and why?



Where can AI support or extend learning *without replacing* it?



What goals or tasks might need to be reframed altogether?

Call to Action

Let's examine what we currently teach, and how we teach it.

Our job: Ensure our instruction remains *relevant, rigorous, and human-centered*.

Activity #1

Objective:

To help us as teachers critically reexamine a lesson we already teach and explore how AI can support, enhance, or distract from core learning goals — with a focus on maintaining instructional integrity.

Step 1:
Choose a
lesson

(< 5 mins)

Objective:

Discuss lessons you teach in your classrooms and choose one with which you will work during this activity. It may be wise to choose a topic with which all group members are somewhat familiar.

Step 2: Deconstruct the lesson (10 mins)

- What is the **core objective** of this lesson?
- What are the **non-negotiable** skills or thinking processes students need to engage in?
 - Are **all** of these skills as paramount in a world with AI as in a world without it?
- Which parts of the lesson involve students doing meaningful thinking, decision-making, or creativity? And which parts could potentially be supported by AI without diminishing learning?
- Where do students typically struggle or disengage?
 - Would these be opportune moments to integrate AI in some way?

Step 3: Integrate AI strategically (10 mins)

- Where and in what ways could AI support your planning or prep (e.g., generating materials, adapting texts, creating models)?
- Are there skills or learning processes that you can anticipate in the Age of AI that would be useful/helpful for students in the future in the context of this lesson?
- How could AI help scaffold or extend student learning during the lesson without replacing key thinking or creativity?
- Where and how could AI be used after the lesson to deepen reflection, differentiate tasks, or provide feedback?
- What guidance or guardrails would students need to use AI in ways that align with your objectives?

Step 4: Adjust the lesson

(5-10 mins)

As a group, decide on several (at least these three) specific adjustments:

- Integrate AI in one part of the lesson to enhance—not replace—learning.
- Protect one key element of the lesson that should remain fully student-driven.
- Add a scaffold or checkpoint that reinforces student thinking, reflection, or ownership.

Share & Discussion (20-25 mins)

- What knowledge, skills, or habits are we still teaching that may no longer serve students in an AI-rich world?
 - For example, many of us were taught to read physical maps — a skill now mostly replaced by GPS. Meanwhile, essential real-life skills like filing taxes are rarely addressed.
- What should we be teaching now to prepare students for a world where AI is a daily tool, not a novelty?
 - What do students need in order to use AI thoughtfully, ethically, and effectively?
- Which parts of your lesson or teaching practice felt most in need of change—and why?
- What specific updates might your materials, assignments, or planning habits need to stay relevant and effective for this generation of learners?
- What core goals of your teaching have stayed the same—and what goals need to evolve?

Authorship & Plagiarism:

Redesigning Assignments for the Age of AI

Moving beyond plagiarism toward purpose

Changing Landscape

Traditional definitions of plagiarism and authorship are evolving.

AI is now a credible, powerful tool for research, writing, and idea development.

Our students are already using it — with or without our guidance.

Key Framing

Authorship isn't just a product — it's a *process* of thinking, organizing, and expressing.

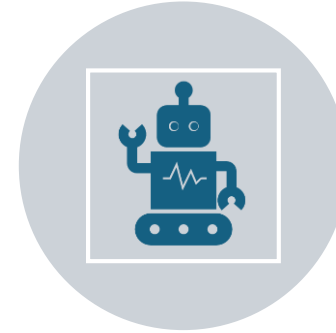
A new continuum:

AI-supported → AI-influenced → AI-generated → AI-substituted

Our job is to teach students what ethical, responsible, and *purposeful* authorship looks like now.



What are we actually trying to help students learn in this task?



Where is AI appropriate, even helpful?



Where does student thinking *need to remain visible*?



Are we assessing their writing or their learning?

Activity #2

Objective:

To help us as teachers analyze our own assignments through the lens of AI use and misuse, and to develop practical strategies for redesigning tasks to promote authentic learning, ownership, and transparency.

Step 1: Select
an
assignment

(< 5 mins)

Objective:

Each group member briefly describes a writing or project-based assignment they typically use.

As a group, choose one assignment to focus on for redesign.

Step 2: Analyze the assignment

(5 mins)

What part(s) of this task are most likely to be completed using AI?

What part(s) of this task **can** be completed with AI without compromising the learning objectives?

What choices might a student make if they were trying to use AI to complete this?

What signs of AI use would be difficult to detect?

Step 3: Clarify the objective

(5 mins)

What is the actual skill or disposition this assignment is meant to build?

Does the objective require reimagination for students in the Age of AI?

Does the current assignment design clearly support that goal, or could a student bypass it?

Step 4: Redesign the task (15 mins)

Ask for informal, unscripted reflections (video/audio):

- What did they learn?
- How did they use AI (if at all)?
- What was challenging or interesting?
- What are they most proud of?

As a group, brainstorm and record at least 3 revisions that:

- Make it harder to outsource thinking
 - (e.g., require interpretation, application, or reflection)
- Require AI use in one part, with clear instructions
 - (e.g., info gathering, outlining, rephrasing, compare input/output)
- Prohibit AI use in another part, and explain why
 - (e.g., skill-building, personal expression, critical thinking)
- Design Strategies to Consider:
 - Add process checkpoints (outline, draft, revision notes)
 - Include in-class reflections or conferences
 - Require a short voice memo explaining choices
 - Build in personal, creative, or context-based elements

Step 5: Practice the Conversation

(10 mins)

Step 1: Role-play a brief student-teacher conversation:

“Tell me about how you completed this assignment.”

“Did you use any tools or get help from anywhere?”

“What parts did you find most challenging?”

Step 2 | Discuss/Reflect: What would you listen for in their answers? How do you remain supportive while still holding students accountable? You **cannot** prove that AI was used, so what are other ways you can address the situation without direct accusation?

Share &
Discussion
(5-10 mins)

What is one change you made (or considered) that you believe will make your assignment more meaningful in a world where AI is a daily tool?
Why?

How do you plan to talk with students about what they can and cannot use AI for — and how will you help them understand why those boundaries matter?

You'll engage in a similar activity tomorrow with more time for extended discussion. As you reflect on today's work, consider what you learned — and how you might apply or expand it in tomorrow's session.

AI Ethics:

Teaching with Purpose and Responsibility

What values shape the way we use AI?

Everyday Ethics

- AI ethics isn't abstract — it shows up in our classrooms *every day*.
- It's in what tools we offer, what behavior we reward, and whose needs we prioritize.

Key Ethical Dimensions

- **Equity of access** – Who gets to benefit from AI?
- **Stakeholder impact** – Who is affected by AI-related decisions?
- **Responsible use** – What boundaries and models do we set for students?

Reflection Questions

- What **values** guide your classroom decisions?
- What ***should*** students learn from us — not just about AI, but about **how** to use it wisely?
- How do we prepare students to **thrive in a world where AI is the norm**?

Activity #3

Objective:

To engage us as teachers in applying ethical reasoning to real-world examples of AI use in education, with a focus on stakeholder impact, instructional intent, and evolving educational values.

Instructions

You'll be shown 17 examples of how AI can be used in education settings. Some may include two variations for comparison.

With each example, your group will work through three key questions and prepare a **BRIEF** summary of your response for discussion.

Assign group roles (e.g., timekeeper, note-taker, spokesperson) to stay organized.

For each scenario, discuss...

Stakeholder Impact

Who is affected?

How are they affected —
positively, negatively, both,
neither?

Think critically about this based
on our previous two sessions on
pedagogy and authorship.
Ensure to provide a specific
example of how stakeholders
are affected.

Instructional Intent

What does the example imply about the user's **goals**?

Are any traditional goals being reinforced, challenged, or redefined?

Which ones? How or to what extent?

Consider our recent reevaluation of authorship and learning objectives.

If the user is a student, did the act help the student to reach one or more learning objectives? How or how not?

Ethical Evaluation

Would you consider this act
ethical, unethical, or unclear?

**Why? What value(s) or principle(s)
inform your response?**

If “unclear,” what additional context
would help you decide?

Reminder: Focus on the reasoning
behind your judgments—not just
labeling. Be prepared to **briefly**
explain your group’s thinking
during the discussion.

1. (2 minutes)

A teacher uses AI to rewrite reading passages from the curriculum at three different Lexile levels to support diverse learners. The core content and goals remain intact.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

2. (2 minutes)

A teacher copies/pastes each student's paper into ChatGPT, including their names, and asks it to generate feedback. The teacher reviews the AI-generated comments and may or may not revise them before posting.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

3. (2 minutes)

A teacher copies/pastes each student's paper into ChatGPT, first removing any identifying information, and asks it to generate feedback based on a provided rubric from the syllabus/LMS. The teacher reviews the AI-generated comments and revises if necessary before posting.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

4. (2 minutes)

A teacher uses AI to generate full lesson plans, including objectives, activities, and exit tickets based on the predetermined curriculum. The teacher first reviews the materials for accuracy and then adapts them minimally and uses them consistently throughout the semester.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

5. (2 minutes)

A teacher uses AI to batch-grade short-answer quizzes (no identifying information is given to the AI chatbot). The AI assigns scores based on a rubric and provides brief comments. The teacher reviews all responses before posting to the LMS, revising when necessary.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

6. (2 minutes)

A student uses AI to help gather background information on a new topic and takes notes in their own words before writing the assignment independently.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

7. (2 minutes)

A student uses AI to help gather background information on a new topic and asks it to take notes for them before writing the assignment independently.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

8. (2 minutes)

A student feeds in scattered notes and asks AI to generate an outline. They then use the outline to write the essay themselves.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

9. (2 minutes)

A student outlines a personal experience and asks AI to “rewrite this more beautifully.” The final product is grammatically perfect but may be inconsistent with the writing style of the student.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

10. (2 minutes)

A student copies the assignment prompt into an AI tool, provides information based on some things they already know about the topic and what they've learned in class, selects what they perceive to be the most appropriate output, revises the final version to ensure that everything sounds correct and that only vocabulary, content, and structures with which the student is familiar are present, and may cite the AI tool as a source.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

11. (2 minutes)

An English Language Learner writes their rough draft in their native language, translates it using AI, and then lightly edits the result in English.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

12. (2 minutes)

An English Language Learner writes their rough draft in their native language, translates it using AI, and then provides a vocabulary list with translations to their native language as well as a list of questions they have from output they did not understand.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

13. (2 minutes)

An English Language Learner writes their rough draft in their second language, English, and asks an AI tool to make corrections without adding any new information. The student submits the output as the final version of the assignment.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

14. (2 minutes)

An English Language Learner writes their rough draft in their second language, English, and asks an AI tool to make corrections without adding any new information. The student submits the output as the final version of the assignment, along with a written and/or video reflection of what they learned about the English language through the process.

Stakeholder Impact

Instructional Intent

Ethical | Unclear | Unethical

Share & Discussion

(20 mins)

Which scenario challenged your thinking the most — and why?

What values or priorities came into conflict in your group's discussion (e.g., equity vs. efficiency, access vs. accountability)?

Did any example shift how you view your own classroom decisions about AI?

What ethical guidance or school-wide supports do you wish were in place to help navigate these decisions?

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