Designing Human Learning in an AI World

Faculty Symposium



OPENING ACTIVITY

Share what you teach and then post the number that best matches your biggest question, concern, or uncertainty, about AI in higher education in the chat.

1. AI's Impact on Higher Education
2. Designing for Human Learning
3. AI- Resistant vs AI- Integrated Assessments
4. All of it or Something Else

Engage with colleagues (see chat for link):

Padlet for today's session: Designing Human Learning in an AI World

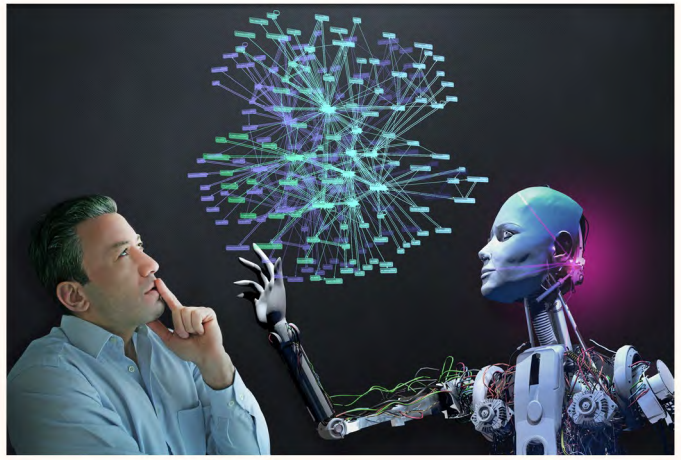
SESSION OUTCOMES

Designing Human Learning in an AI World

DESCRIBE How generative AI is changing teaching, learning, and assessment in higher education

IDENTIFY Instructional design strategies that reduce cognitive overload and support meaningful student learning

DIFFERENTIATE Between AI-resistant or AI-integrated assignments and evaluate when each approach is appropriate.



OPEN TO THE AUDIENCE

How is AI is changing your teaching, learning, and assessment?



THE CORE SHIFT HAPPENING IN HIGHER EDUCATION

WHAT AI DOES WELL:

- Summarize information
- Generate content
- Answer questions
- Create examples
- Brainstorm ideas
- Provide instant feedback

BUT HUMAN LEARNING REQUIRES:

Critical thinking	*Does this make sense?*
Reflection	*What did I learn?*
Ethical judgment	*What should we do?*
Creativity	*What could we create?*
Communication	*How do we connect?*
Real-world application	*Can I use this when it matters?*

AI can produce an answer...but education must develop the person who knows what to do with it.

DESIGN FOR CLARITY

Reducing Cognitive Overload to Support Human Learning

OVERLOADED

- Too many instructions
- Too many clicks
- Too many resources
- Too many decisions
- Too many technologies

FOCUSED

- Clear weekly objectives
- Transparent alignment
- Required resources
- Consistent structure
- Chunked information

Learning is hard enough- Navigation should feel simple

DIFFERENTIATE ASSIGNMENTS

AI-RESISTANT:

The learning requires students to do the cognitive work themselves:

- Reflect on personal experiences
- Demonstrate individual understanding
- Make professional/ethical judgments
- Apply knowledge to specific context
- Demonstrate skills that must be performed independently

AI isn't the shortcut

AI-INTEGRATED:

AI becomes a tool students intentionally use as part of the learning process:

- Brainstorm or generate possibilities
- Critique or evaluate AI output
- Compare human and AI reasoning
- Use to revise, refine, or extend thinking

AI is part of the learning activity

The question isn't "*Can students use AI?*"- *its "What do students need to learn?*"
Choose the approach based on the learning- not the technology

AUTHENTIC LEARNING and ASSESSMENTS

Make Learning More Human: Intentional Design

REFLECTION

Connects concepts to experiences and changes our understanding.

STORYTELLING

Creates context, meaning, memory, and connections.

JUDGMENT

Requires ethical reasoning, decisions, and professional expertise.

COLLABORATION

Learn through interaction, feedback, and multiple perspectives.

What aspects of your discipline should never be replaced by AI?

Critique & Reflection Example

A. Use an AI tool to create a patient education handout for a selected health technology.

Use a **generative AI platform** (such as ChatGPT, Claude, or Gemini) to create a **patient-centered handout or infographic** that explains:

- What the technology is
- How it works
- How it benefits patient care
- How patients can use it to support their health or manage a condition
- Safety considerations or limitations
- Step-by-step instructions for use (if appropriate)

The handout should be written at approximately a sixth- to eighth-grade reading level.

Visual elements such as **icons, images, screenshots, and infographics** are encouraged.

B. Evaluate and revise the AI content.

Review the AI-generated handout and revise it to ensure that it is:

- **Factually accurate**
- Appropriate for **patient health literacy**
- Free from **bias, misinformation, or misleading statements**
- Consistent with **current standards of care**

C. Share your work with your peers in an initial post.

Post the following two items together in your initial post:

1. Your **AI prompt and original AI response**
2. Your **final revised patient handout (an image or screenshot)** for peer review

Step 2: Reply Post

Review the gallery of AI-supported patient education handouts. Respond to at least one peer by:

- Providing constructive feedback on their handout (clarity, patient-friendliness, or accuracy)
- Suggesting one improvement or additional consideration
- Sharing any similarities or differences in how you used AI

Section 1: Health Literacy and Technology

Explain how your selected technology can support **patient health literacy and self-management**.

Discuss:

- How the technology may help patients better understand their health
- Potential **barriers** to using this technology
- Benefits and risks for patient education

Support your discussion with **at least two scholarly sources from the textbook or module readings**.

Section 2: Evaluating AI-Generated Patient Education

Describe your experience using AI to generate the patient handout.

Include:

- The **prompt you used**
- What the AI generated **effectively** (clarity, organization, readability)
- Any **errors, missing information, bias, or oversimplification**
- The **revisions you made** and why they were necessary

Section 3: Technology, AI, and Nursing Practice

Discuss how nurses can use **technology and AI** tools to improve patient education and health literacy.

Address:

- Potential benefits of AI for patient education
- Ethical considerations or risks (e.g., misinformation, bias, overreliance on technology)

Support this section with **at least two scholarly sources** from the textbook, module readings, or peer-reviewed sources published within the **last five years.**

Section 4: Peer Learning Reflection

Provide a brief reflection on your thoughts on your peers' handouts.

Consider:

- A technology you had **not previously considered**
- Whether these tools could be used in **clinical practice**
- How technology may influence **your own patient education practices**

STORY TELLING

Lesson 3 Learning Resources

Required

Important Read: Tommy's Story Chapter

Important Watch: Tommy's Story Video (below)



Walter's Story (Video)



PRACTICAL DESIGN BRIDGE

Building the Human Element with AI

Making Thinking Visible

REFLECT ON THE PROCESS

Ask students to explain how AI influenced their thinking- where they accepted, rejected, changed its suggestions.

CRITIQUE

Ask students to evaluate an AI-generated version for accuracy, bias, readability, and audience fit.

PERSONALIZE & APPLY

Ask students to take an AI-generated idea and adapt it to a specific person, situation, or real-world context.

DEFEND A CHOICE

Ask students to select a strategy for a specific situation, justify it, and identify a tradeoff.

AI can be part of the process. The student still needs to own the thinking.

Human Learning: Making Thinking Visible

Making thinking visible asks students to show the reasoning, evidence, decisions, and revisions that lead to a final response. These strategies can be added to discussions, assignments, quizzes, case studies, and reflections.

Strategy	What it adds to human learning	Example for an online course
Self-explanation	Students make their reasoning visible by explaining how or why they reached a conclusion.	After solving a case, students identify the evidence that influenced their decision.
Metacognitive reflection	Students plan, monitor, and evaluate their learning.	Ask: “What initially confused you, and what helped your understanding change?”
Case-based learning	Students apply knowledge within complex, realistic situations.	Present a developing case in stages and ask students to revise their recommendation as new information appears.
Productive struggle	Students attempt a challenging problem before receiving the complete explanation.	Give students a short scenario to analyze before they review the expert model.
Comparative judgment	Students deepen their understanding by comparing multiple possible responses.	Compare two treatment plans, arguments, or AI-generated answers and determine which is more defensible.
Dialogic learning	Knowledge develops through questioning, discussion, and multiple perspectives.	Replace agreement-focused replies with requests to extend, challenge, or reconsider a classmate’s reasoning.
Formative feedback loops	Students use feedback while they still have time to improve their work.	Require a draft, brief feedback, revision, and explanation of what changed.
Teaching through uncertainty	Students learn to make decisions when information is incomplete or ambiguous.	Use a case with no single correct answer and require students to explain the tradeoffs.
Learning through identity and experience	Students connect disciplinary knowledge with their developing professional identity.	Ask: “How would a professional in your field respond, and what values should guide the response?”

A Simple Design Check

Does the activity reveal what the student noticed, how the student interpreted it, and why the student made the final decision?

Examples for Online Learning Activities

Making thinking visible asks students to show the reasoning, evidence, decisions, and revisions that lead to a final response. These strategies can be added to discussions, assignments, quizzes, case studies, and reflections.

Canvas Discussion

Example of Initial post Identify one community health concern in your area. Explain which evidence helped you identify it as a priority, what assumptions you made, and why you selected one intervention over another.

Example of Peer response Identify one part of your classmate's reasoning that you would extend or reconsider. Add evidence or a different perspective, and explain whether it changes the recommended action.

Case Study

Step	Question to ask students
Notice	What information appears most important?
Interpret	What might the information mean?
Decide	What action would you take?
Justify	What evidence supports your decision?
Reconsider	What new information could change your decision?

Variation: **Reveal the case in stages. Ask students to revise their decision and explain why their thinking changed as new information appears.**

SUSTAINABLE COURSE DESIGN

Bonus! Build “Green” Courses for the Future

AI will change. Your course structure should not need rebuilding every semester if you use an intentional design.

ADAPTABLE + ACCESSIBLE

Flexible cases

SUSTAINABLE

Reusable assignments

CONSISTENT

Predictable learning structure

FACULTY-MAINTAINED

Easy to revise and maintain

AI-READY

Policies plus purposeful AI choices

Keep the course stable. Update the examples, cases, and tools.

THE FUTURE ROLE OF FACULTY



Closing reflection

Thinking of your courses, what is one thing you want your students to be able to do on their own, even in a world where AI can do so much?

CLOSING ACTIVITY

Rose, thorn, bud

Take one minute to reflect, then share one response in the chat.

ROSE

What is one idea from this session that will help your teaching or course design?

THORN

What still feels difficult or unresolved?

BUD

What possibility are you thinking about for the future?

Human learning happens between the reasoning and the final product.



TIME FOR DISCUSSION

- Amy Lane, Ed.D.
- Instructional Designer
- Universities of Wisconsin
- Office of Online & Professional Learning Resources
- Amy.lane@wisconsin.edu

- Kristen Giera, MSN-NE, RN, WCC
- Clinical Instructor
- UW-Milwaukee School of Nursing
- giera@uwm.edu

Resources for the session outcomes

Session outcome	Research or resource	How faculty can use it
Generative AI in higher education	AI and curriculum, instruction, assessment (2025 review)	Overview of changes to teaching and assessment
Generative AI in higher education	Pedagogical applications of GenAI (2025 review)	Examples of teaching uses and emerging evidence
Reduce cognitive overload	Design of e-learning in higher education (2022 review)	Scaffold content, process, peer learning, and feedback
Reduce cognitive overload	Neurodiversity and cognitive load (2024 review)	Consider how design affects different learners
Reduce cognitive overload	CAST UDL Guidelines 3.0 (2024)	Remove barriers while keeping meaningful challenge
AI-resistant or AI-integrated assessment	*Instructional Strategies Showcase - OPLR*	The ID showcase has examples from a variety of programs that you can adapt to your field of study.
AI-resistant or AI-integrated assessment	*GenAI and assessment (2024 scoping review)*	Reconsider what the assessment measures
AI-resistant or AI-integrated assessment	*UC Berkeley: Redesigning Assignments and Assessments*	Choose an approach based on learning goals
AI-resistant or AI-integrated assessment	University of Iowa: AI Assessment Scale	State the permitted level of AI use clearly