HUMAN WISDOM FOR THE AGE OF AI

TEACHER'S GUIDE
LEARNING MODULES

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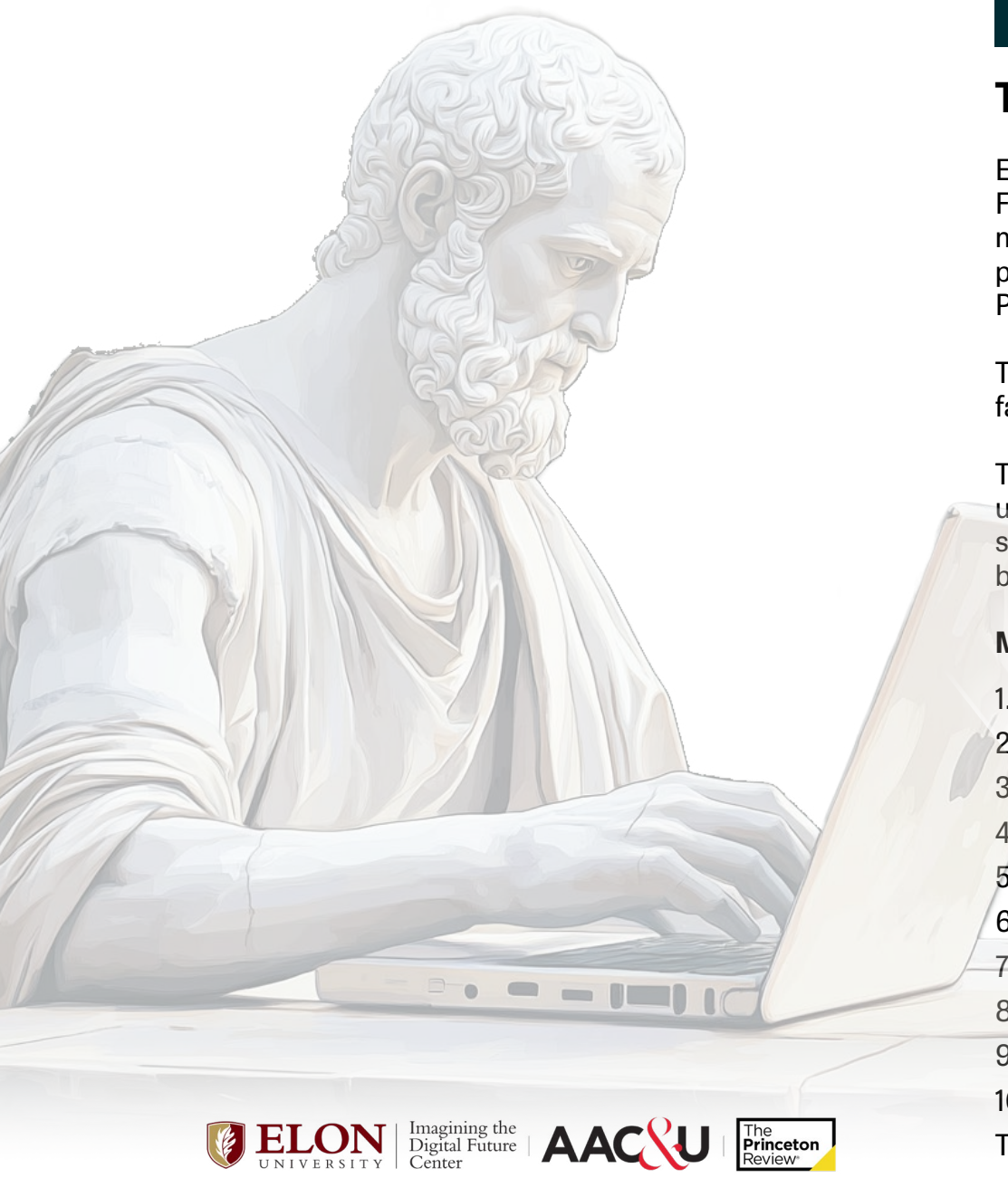

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2026 Student Guide to Artificial Intelligence
Human Wisdom for the Age of AI

Teacher's Guide Learning Modules

Each of the 10 human capacity pages in the Human Wisdom Field Guide includes a companion teacher's guide with learning modules that can be used with classes and workshops. This publication is a collection of all 10 learning modules in a single PDF.

The modules can be used in any order and can be adapted by faculty to align with course goals and content.

The learning modules are most appropriate for undergraduate university students in any discipline, as well as upper secondary school students. However, learners in other age groups may also benefit from these exercises.

Modules

Module 1: Curiosity

Time required: 45-60 minutes

This module teaches students to treat AI not as an oracle, but as a landscape to be explored using specific, targeted inquiry.

Learning objectives – help students to:

- Understand that curiosity is a habit, not a personality trait
- Distinguish between "lazy" AI prompts and deep inquiry
- Explore topics from multiple perspectives
- Identify gaps in AI-generated information

Materials:

- Student devices with access to a GenAI tool
- Copies of the Idea Compass worksheet (pg. 4)

Lesson Overview

THE DRIVE TO DISCOVER

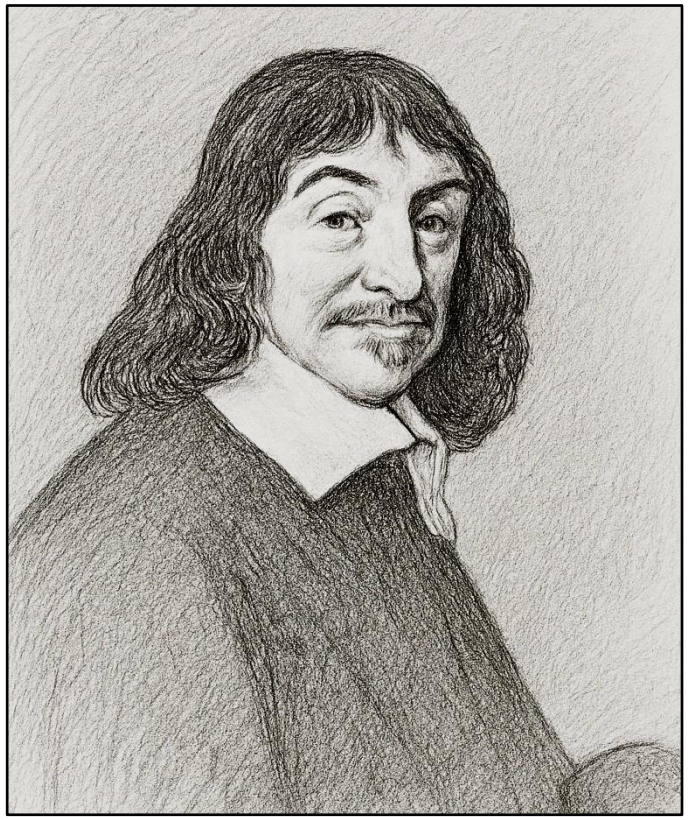
Harness your sense of curiosity and ask great questions

While AI excels at delivering instant answers, human value lies in asking better questions. Our ability to probe beneath surface-level information transforms facts into meaningful understanding.

Helping students develop their curiosity means rejecting passive acceptance of quick answers. The quality of our questions determines the depth of our discoveries—lazy queries yield shallow responses, while thoughtful questions that explore specifics, challenge assumptions, and pursue tangential possibilities unlock AI's full potential.

Curiosity is our compass to navigate AI-generated output. Encourage students to use their own minds, ask follow-up questions, think critically, and connect ideas across domains, transforming AI from an answer machine into a catalyst for intellectual growth and creative discovery.

René Descartes
1596-1650



French scholar, mathematician and scientist known as the father of modern philosophy

"I regard wonder as the first of all the passions."

From: "The Passions of the Soul" Part II/#53
Published: 1650

- René Descartes categorized "wonder" as the primary intellectual passion. Unlike love or hate, wonder operates in the cognitive realm—it is our response to something novel, rare or extraordinary.
- Descartes said wonder sparks the unique human drive to pursue knowledge and discovery.

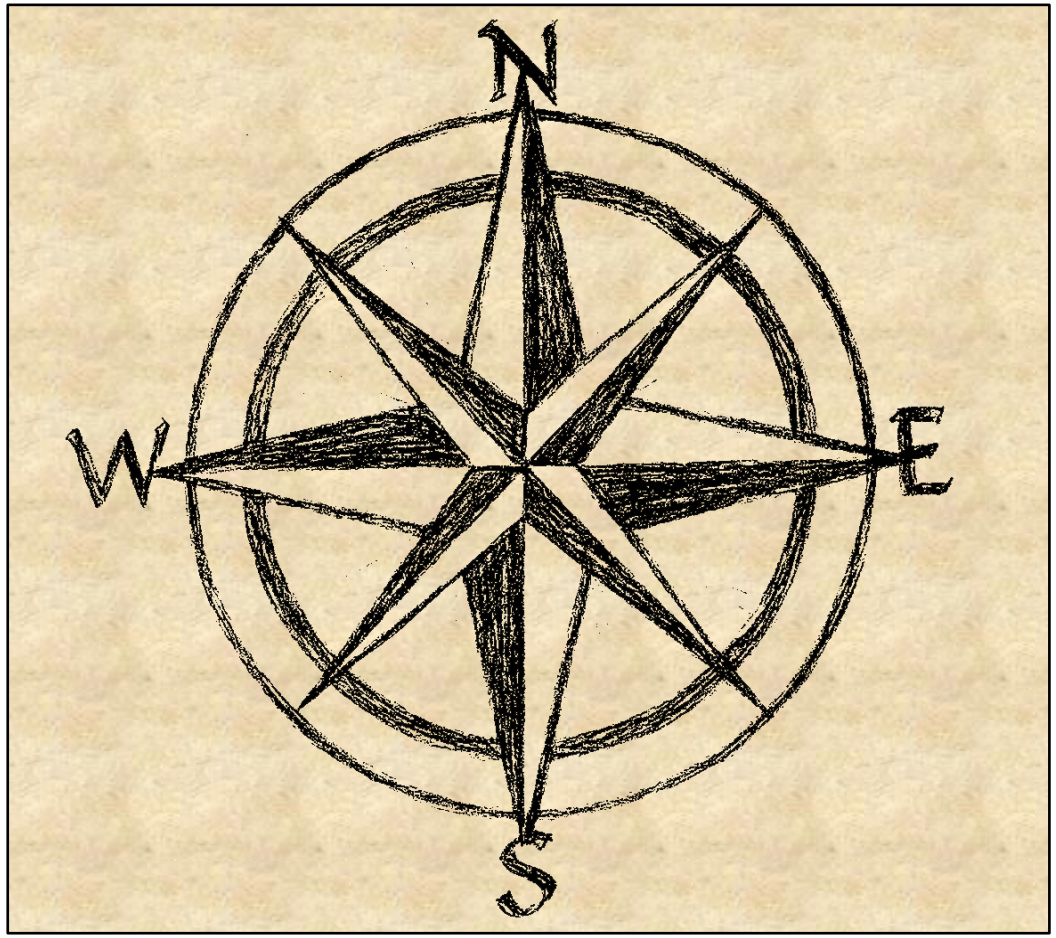
Engage the class

Start the conversation: "Descartes characterized wonder as a sudden surprise of the soul. When you type a prompt into AI, do you feel wonder? Or do you just feel efficient?"

Let's go: "Today, we are going to look at why trading wonder for speed might be making us less intelligent, and how to get the spark back. Let's train ourselves to look at information with curiosity and ask 'Why?,' 'How?' and 'What if?'"

EXERCISE

THE IDEA COMPASS



Introduction (5 minutes)
Explain the metaphor: Lazy use of AI takes you nowhere on your intellectual journey. A curious mind uses a compass to navigate to new territories.

The compass-guided expedition (20 minutes)
Have students open their AI tool and pick a current project or topic they are studying. Ask them to prompt the AI four separate ways, using the four compass directions:

> **North:** What are the first principles and core ideas behind [your topic]?
>
> **East:** What other fields or concepts connect to [your topic]?
>
> **South:** Create three real-world scenarios where [your topic] is applied. What works well? What are the problems?
>
> **West:** Explain the origin and history of [your topic].

The gap analysis (10 minutes)
Take a look at the four AI outputs and get curious and critical. What's missing? What does the AI misinterpret? What does the AI get wrong?

Reminder
The Idea Compass can be used for any kind of project, not just a school assignment.

IDEA COMPASS: Map the territory

Topic/project: _____

NORTH: First principles (The Core Idea)
Prompt the AI for the fundamental concepts. Is the answer accurate? Is it deep enough?

Notes: _____

EAST: Related concepts (The Connections)
Prompt the AI to connect this to different fields. What are the parallels?

Notes: _____

SOUTH: Application (The Real World)
Prompt the AI for three scenarios. How does your topic apply in real life situations?

Notes: _____

WEST: History & origin (The Context)
Prompt the AI for the origin story. How did this idea evolve?

Notes: _____

What is missing?
Look at your four answers above. What is still missing? What did the AI get wrong or oversimplify? Write one new question you need to investigate yourself: _____

Teacher's Guide | Discussion questions and learning assessment

1

René Descartes calls wonder "the first of all passions," suggesting it is an emotional, human experience. However, we often use AI tools for speed and efficiency. In your own experience, does the instant gratification of an AI answer satisfy your curiosity, or does it prematurely shut down your sense of wonder? How can we use AI to *fuel* wonder rather than replace it?

2

When you are researching a topic for a class, which of the four directions of the Idea Compass do you naturally gravitate toward, and which do you usually ignore? How might neglecting those "blind spots" limit your understanding of the world?

3

Do you believe that AI threatens to turn us into passive consumers of information? Can you share a recent example where you stopped thinking once the AI gave you an answer, and how you might have handled that differently using the Idea Compass?

4

In the age of AI, some say the skill of finding answers will become less valuable than the skill of asking questions. Do you agree? If "asking great questions" is the new job requirement, how do we promote that skill in schools?

5

AI is designed to provide authoritative-sounding answers even to poor questions. What specific mental habits can we build to resist the temptation to just accept the first AI output?

Reflective assessment

How well did this module enable students to:

- Select and explore a topic across all four compass directions?
- Critique AI outputs to form their own conceptions of their topic
- Develop a greater appreciation of the importance of curiosity?

How can you build on this module to help students develop a drive for discovery?

Module 2: Critical thinking

Time required: 45-60 minutes

This module teaches students to treat AI outputs not as facts, but as unverified claims from an unreliable witness that require forensic investigation.

Learning objectives – help students to:

- Be skeptical of authoritative-sounding AI output
- Apply a systematic protocol to verify sources, dates and logic
- Identify specific types of AI errors (hallucinations, bias, outdated info)
- Understand the reputational risk of using unverified AI content

Materials:

- Student devices with access to a GenAI tool
- Copies of the Evidence Protocol worksheet (pg. 4)

Lesson Overview

THE HUMAN VALIDATOR

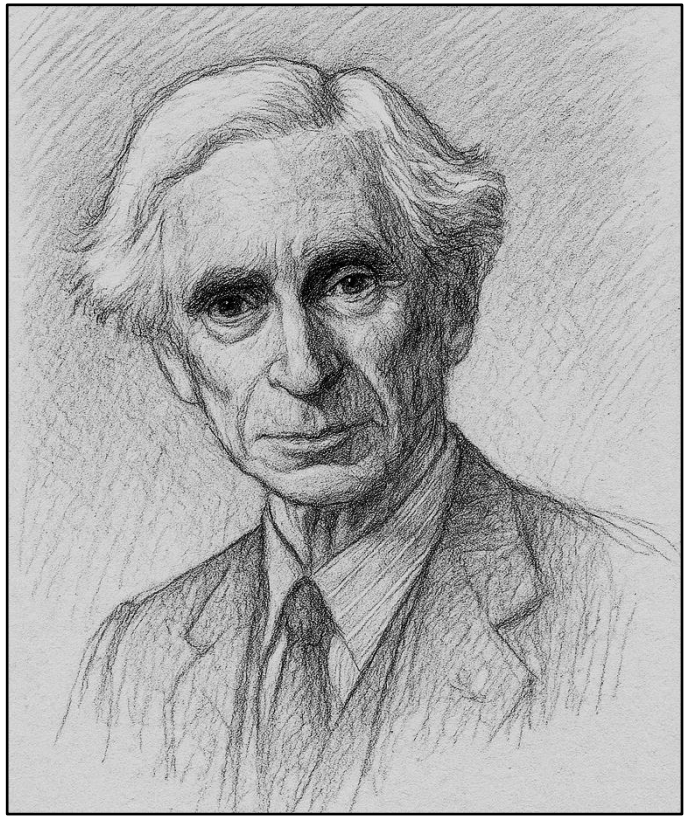
Find the facts and guard against fakes and misinformation

Generative AI is designed to predict plausible text, not to verify facts. It constructs fluent answers based on patterns in its training data, which means it can sound completely confident even when it is completely wrong. Trusting AI without verification is like trusting a rumor because it was told well. Lurking within its output can be misinformation, deepfakes and complete hallucinations.

Helping students develop the skills of the "Human Validator" means urging them to act as forensic investigators. Before building on an AI answer, students must learn to run a credibility check. This is not just about catching errors; it is about taking personal ownership and accountability for the facts.

By verifying sources, triangulating claims and checking for manipulation or bad assumptions, students protect their work, their reputation and the people who will take actions based on their conclusions.

Bertrand Russell
1872-1970



British logician, mathematician and Nobel laureate, known for analytic philosophy

"It is undesirable to believe a proposition when there is no ground whatever for supposing it true."

From: "Skeptical Essays" Chapter I: On the value of skepticism
Published: 1928

- As a leading empiricist, Bertrand Russell argued that knowledge must be grounded in evidence. He rejected beliefs based solely on tradition, intuition or authority. For Russell, a claim is only as strong as the observable facts that support it.
- Russell's skepticism is the perfect defense against Generative AI models that operate on probability, not experience, generating outputs that can sound logical but lack an empirical basis in the real world.

Engage the class

Start the conversation: "When an AI gives you an answer, do you assume it's true until proven false? Or do you assume it's false until proven true? Russell would say the latter is the only safe setting."

Let's go: "Today, we are going to stop reading AI outputs as answers and start treating them as 'evidence from an unreliable witness.' We are going to learn the forensic skills to spot the lies, the gaps and the hallucinations."

EXERCISE

THE EVIDENCE PROTOCOL

Introduction (5 minutes)
Explain the metaphor: You are a detective. The AI is a witness who is confident but prone to making things up. You cannot take their statement to court without verifying it first.

The investigation (20 minutes)
Have students prompt an AI to write a short report on a niche or specific historical topic (For example, "Tell me about the most lopsided races for governor in North Carolina history"). Then, have them apply the protocol:

- **Track the Source:** Click the links. Do they exist? Do they actually support the claim?
- **Check the Dates:** Is the AI relying on older data to answer a question about today?
- **Corroborate:** Find a second, non-AI source that confirms the key points.
- **Scan for Tampering:** Are there suspicious gaps? Is the tone manipulating you?

The "busted" analysis (5 minutes)
Ask students to share what they found. Did anyone find an error? A useless link? A subtle bias?

Reminder
Accuracy is not the AI's job; it's yours. If you submit it, you own the error.

THE EVIDENCE PROTOCOL: Investigator's log

Topic/project: _____

1. Determine the source (Chain of Custody)

Click the links provided or search for the source text. Does the source actually exist? Notes: _____

2. Check the dates (Timeliness) When was this evidence created? Is it outdated? Notes: _____

3. Cross-reference (Corroboration)

Find one external, reputable source (book, academic journal, news site) that agrees or disagrees.

Source found: _____ Verdict: [ ] Matches [ ] Contradicts

4. Scan for tampering (Omissions/Bias)

What is missing? Whose perspective is left out? Is the language biased? Notes:_____

5. Recompute the details (Precision)

Pick one number, quote or specific fact. Verify it exactly. Notes:_____

FINAL VERDICT:

Based on the evidence, is this AI output admissible?

[ ] Admissible (Verified) [ ] Inadmissible (Flawed/False)

What specific correction must be made?_____

Teacher's Guide | Discussion questions and learning assessment

1

Bertrand Russell argues it is "undesirable" to believe things without grounds. Why is this harder to do with AI than with a Google search? Does the conversational, confident tone of a chatbot make us lower our guard?

2

In the exercise, did anyone find a "hallucination" (a made-up fact)? How plausible did it look before you checked it? What would have happened if you used that fact in a paper or a job presentation?

3

The guide suggests checking for "what's not being said." Why is AI (which is trained on certain categories of online content) prone to leaving out minority viewpoints or controversial counter-arguments?

4

If you are the "Human Validator," does that change how you view your value? Instead of being a "creator" of content, are you becoming an "editor" or "judge" of truth? Is that a promotion or a demotion?

5

If the internet becomes populated with AI-generated output that may contain errors, what are the implications for the future of truth and facts and what are the implications for society?

Reflective assessment

How well did this module enable students to:

- Treat AI output with skepticism?
- Identify specific hallucinations or errors in a text?
- Understand the reputational stakes of using AI without fact-checking
- Think about the future of truth?

How can you build on this module to help students develop a habit of verification?

Module 3: Focused and deep thinking

Time required: 45-60 minutes

This module teaches students to recognize the drawbacks of shallow skimming and the value of deep, focused study.

Learning objectives – help students to:

- Understand the cognitive cost of multitasking and shallow work
- Use the "Depth Gauge" tool to intentionally switch between AI-assisted scanning and human-only deep work
- Practice the discipline of "disconnecting" to synthesize complex ideas

Materials:

- Student devices with access to a GenAI tool
- Copies of the ”Depth Gauge” worksheet (pg. 4)

Lesson Overview

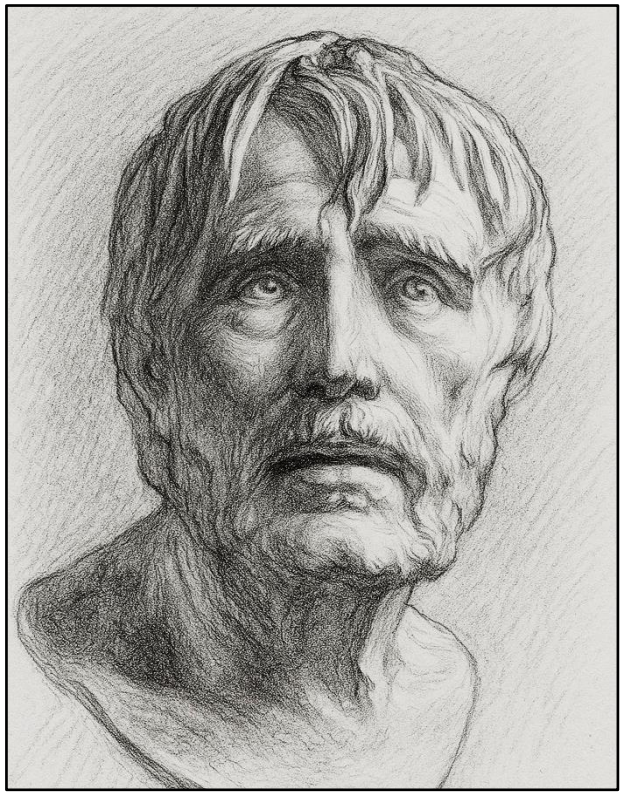
DEEP DIVING

Build your capacity for attention, memory and deep work

The ease and speed of using AI can lead to shallow thinking and off-track, distracting multitasking. By consciously taking deeper dives in their studies, students can build their mental muscles and develop capabilities for critical thinking, exploration and discovery.

Developing the skill of "Deep Diving" means knowing when to swim on the surface, when to use AI as a snorkel (for scanning beneath the surface and surfacing ideas) and when to put the AI tools away to scuba dive at a deeper level. Critical to this process is helping students develop the ability to disconnect from instant answers to reach the depths of human thinking and serious research with original sources—synthesis, complexity and original insight — that AI cannot support.

Seneca the Younger
4 BC – 65 AD



Roman Stoic philosopher, statesman and playwright, influential in moral philosophy

"You do not run hither and thither and distract yourself by changing your abode; for such restlessness is the sign of a disordered spirit. ...To be everywhere is to be nowhere."

From: "Letters From a Stoic: On Discursiveness in Reading" Letter 2
Written approximately 62-65 AD

- Seneca warned against "discursiveness"—the habit of flitting from book to book without ever settling down to digest information. He argued that true understanding requires engaging deeply with a single idea.
- In the age of AI, we can be "everywhere," scanning summaries of many topics in minutes. Seneca reminds us that skimming is not knowing. If we let AI do the thinking, our minds become "disordered spirits," incapable of depth.

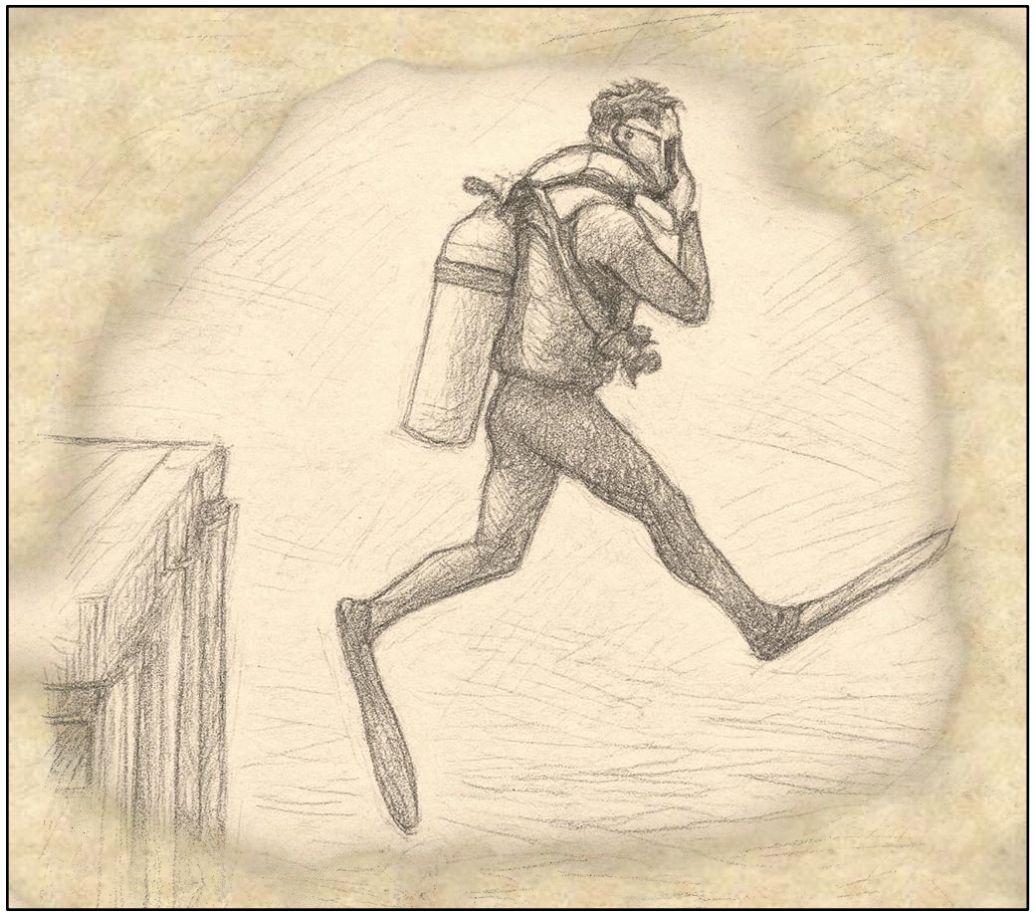
Engage the class

Start the conversation: "When you use AI to summarize a reading, do you feel like you learned it, or just that you processed it? What is the difference between knowing an answer and understanding a concept?"

Let's go: "Today, we are going to practice the art of the Deep Dive. We will use AI to scan the surface, but then we will disconnect to do the hard, higher-pressure work of real thinking and serious research."

EXERCISE

THE DEPTH GAUGE



Introduction (5 minutes)
Explain the metaphor: The ocean of information is vast. AI specializes in the waves (Surface Zone). Greater value lives below (Deep Zone). You need to know how and when to move between the zones.

The Surface Swim (5 minutes)
Choose a complex government policy issue, then have students open an AI tool, prompt it to summarize the key arguments, and read through the output quickly. Ask: How would you assess what the AI produced?

The Snorkel (5 minutes)
Ask students to pick one claim from the summary and challenge the AI: What is the counter-argument? Give me a concrete example.

The Scuba Dive (10 minutes)
Tell students to put the AI away, take out a pen and paper and write a one-page argument or concept map on the topic using only their own brain. If they get stuck, they should provide credible original sources and data. No reliance on the AI.

Decompression (5 minutes)
How did it feel when you hit a wall and couldn't ask the AI? Did you eventually break through? That struggle is where the learning happened.

THE DEPTH GAUGE: Dive log

Topic: _____

The Surface Zone (Human + AI)
Prompt the AI for a summary. What are the top 3 surface-level facts?

Notes: _____

The Transition Zone (Human + AI + Critical Thinking)
Put on your snorkel. Ask the AI for a counter-argument or a specific detail. What did you find that wasn't obvious from the surface?

Notes: _____

The Deep Zone (Human Only - AI OFF)
Disconnect. Write a short paragraph synthesizing what you learned with your own thinking and research independent of AI.

My own thinking:

_____

_____

_____

Reflection
Compare your "Deep Zone" paragraph to the "Surface Zone" summary. What original idea or connection did you discover by doing the hard work yourself? Will you remember this idea longer than the ones generated quickly by AI?

Notes: _____

Teacher's Guide | Discussion questions and learning assessment

1

Seneca says, "To be everywhere is to be nowhere." How does this apply to your browser tabs? When you are using AI to multitask, are you actually accomplishing more, or are you just "running hither and thither"?

2

During the ”scuba" phase (no AI), did you feel an urge to check your phone or look up an answer on AI? That urge is the "pressure" of deep work. How can we build the tolerance to sit with that pressure longer?

3

The guide claims that "value isn't found in the waves; it's found in the depths." In your future career, what kind of tasks will be ”surface" tasks (for AI) and which will be ”deep" tasks (for you)?

4

Some people argue that "deep work" is obsolete because AI can generate deep insights instantly. Do you agree? Can a machine do "deep work," or is that a uniquely human process?

5

How can you use the "Depth Gauge" to plan your homework? (e.g., Use AI for the first 10 minutes to scan, then turn it off for the next hour to write and research.)

Reflective assessment

How well did this module enable students to:

- Recognize the feeling of "shallow" vs. "deep" cognitive work?
- Articulate the value of "struggle" in the learning process?
- Disconnect from technology to synthesize ideas independently?

How can you build on this module to help students develop focus stamina?

Module 4: Creativity

Time required: 45-60 minutes

This module teaches students to treat AI as a source of raw ingredients but reserve the role of "Chef" (synthesis, taste and vision) for themselves.

Learning objectives – help students to:

- Identify the difference between "remixing" (AI) and "creating" (human)
- Practice integrating human elements (emotion, surprise) into AI-generated drafts
- Understand that human creativity is an act of both synthesis and original concept generation

Materials:

- Student devices with access to a GenAI tool
- Copies of the "Recipe Card" worksheet (pg. 4)

Lesson Overview

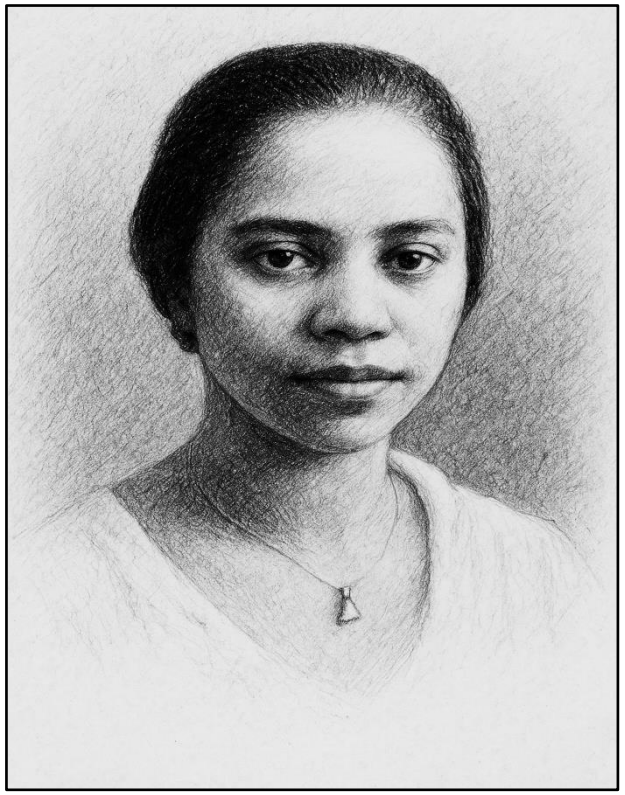
THE CREATIVE KITCHEN

Ignite your imagination and drive for innovation

While AI tools can rapidly remix and rephrase existing information, human creativity comes from the process of synthesis—forging surprising connections between disparate concepts and infusing them with emotion and meaning to create something entirely new that resonates with others.

Helping students develop the skills of a "Creative Chef" means ensuring their work is a gourmet meal, not a bland ration. An AI can generate a technically perfect but forgettable result. A true artist or creator intentionally balances fundamental "flavors"—intellect, emotion, aesthetic and surprise—to create work that is rich, memorable and deeply satisfying. For most quality meals, this means allowing enough time for slow cooking and simmering.

Phillis Wheatley
1753 – 1784



Pioneering African American author whose renowned poetry challenged racial prejudices and advocated moral equality and freedom

"Imagination! who can sing thy force? / Or who describe the swiftness of thy course? / We on thy pinions can surpass the wind, / And leave the rolling universe behind."

From: "Poems on Various Subjects, Religious and Moral" p. 66
Published: 1773

- Wheatley championed the "unbounded" nature of the human soul. She argued that while the physical world (and data) is limited, human imagination has the power to "surpass the wind" and create new worlds that do not yet exist.
- AI predicts patterns based on the vast data of what has already happened. While it can remix this data into novel combinations, it lacks the lived experience and moral vision that drive human imagination. Wheatley reminds us that true creation isn't just prediction; it's the ability to envision a future that defies existing patterns.

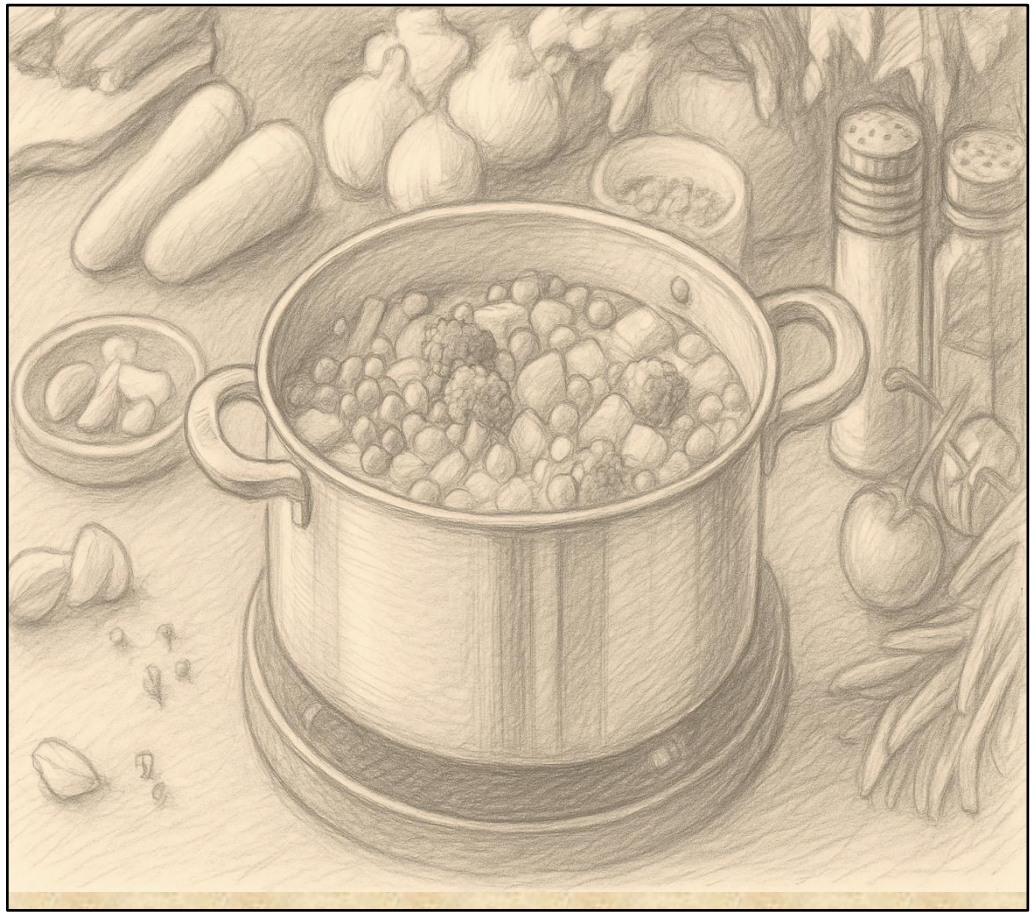
Engage the class

Start the conversation: "Have you ever read an AI essay that was technically perfect but completely boring? Why? What 'flavor' was missing? Today we're going to learn how to add the spice that AI leaves out."

Let's go: "Today, we will treat AI as our sous-chef—it chops the vegetables (data/structure). But you are the Executive Chef. You decide the flavor profile, the presentation and the emotional impact of the final dish."

EXERCISE

TOP CHEF



Introduction (5 minutes)
Explain the metaphor: Information is nutrition, but creativity is cooking. AI gives you a bland nutrient paste. Your job is to season it.

The Taste Test (10 minutes)
Have students prompt an AI to write a short creative piece (e.g., "Write an opening paragraph for a speech about climate change"). Then rate it on the four flavors:

Intellect (Salty/Sharp): Is it logical and correct?
Emotion (Sweet/Rich): Does it make you care?
Aesthetic (Sour/Bright): Is the language beautiful and engaging?
Surprise (Bitter/Spicy): Is there anything unexpected?

The Kitchen Work (10 minutes)
Ask students to edit the AI draft to balance the flavors, including a personal story, changing boring verbs to vivid ones and adding a surprising or controversial angle.

The Final Dash (5 minutes)
Have a few students share how they transformed the piece from "content" to "art."

Top Chef: Recipe card

The AI Base
Bring the AI-generated draft up on your device screen.

The Flavor Audit
Rate the AI-generated draft on a scale of 1-5 (1=bland, 5=strong)

	Rating
Intellect (Structure/Logic)	_____
Emotion (Heart/Empathy)	_____
Aesthetic (Style/Voice)	_____
Surprise (Originality/Risk)	_____

Chef's Additions
Describe what you will add to boost the missing flavors

To add emotion: _____

To add aesthetic: _____

To add surprise: _____

The Final Plate
Write your revised draft on your device just below the AI-generated draft and highlight the changes and additions.

Teacher's Guide | Discussion questions and learning assessment

1

Phillis Wheatley says imagination allows us to "leave the rolling universe behind." AI cannot leave its training data behind. Can you think of an example of a creative leap (in art, science or business) that could not have been predicted by looking at past data?

2

In the exercise, which "flavor" was the AI best at providing? Which was it worst at? Why is ”surprise" so difficult for a machine that is designed to predict the most likely next word?

3

If AI can generate average creative work instantly (logos/graphics/copy), does that make human creativity less valuable or more valuable? Does "hand-crafted" become a premium label?

4

Think about the AI-generated images, music, or videos you've seen recently. Do they feel "real" to you? Can you spot the "AI look"? As these tools get better, do you think we will lose our ability to distinguish human art from machine art, or will "human imperfection" become a style we value more?

5

Generative AI models are trained on billions of images and texts created by humans, often without permission or payment. Is it ethical to use a tool that "cooks" with stolen ingredients? How do we balance the amazing creative power of these tools with the rights of the humans who made the training data?

Reflective assessment

How well did this module enable students to:

- Analyze a piece of work for creative balance?
- Identify the generic nature of raw AI output?
- Actively integrate human elements into a draft?

How can you build on this module to help students take more creative risks?

Module 5: Emotional and social intelligence

Time required: 45-60 minutes

This module teaches students to recognize that AI handles information and data, but the best work requires human, "high-bandwidth" connections to reach the highest levels of quality.

Learning objectives – help students to:

- Evaluate the limitations of working alone with AI in a silo
- Understand how human collaboration exposes blind spots that AI misses
- Practice "boosting the signal" by subjecting AI drafts to human friction and debate

Materials:

- Student devices with access to a GenAI tool
- Copies of the "Signal Bars" worksheet (pg. 4)

Lesson Overview

EI & SI

Enhance your emotional intelligence (EI) and social intelligence (SI) - essential assets in working with AI and others

In a world increasingly mediated by technology, working in isolation with AI can create a low-quality echo chamber. While AI can generate impressive content, it lacks the social perspectives required to vet ideas against reality, build trust and integrate diverse perspectives. Research on collective intelligence demonstrates that diverse groups outperform individuals on complex tasks.

We can help students appreciate the importance of emotional and social intelligence by demonstrating the ways that human connections improve our AI-assisted work. This module uses the "Signal Bar" tool to teach students how to break out of the AI silo and use human collaboration as an essential component of machine-generated work.

Mary Parker Follett
1868 – 1933

American social theorist and management pioneer, influential in organizational theory and democratic leadership

"The individual is created by the social process and is daily nourished by that process. There is no such thing as a self-made man. What we think we possess as individuals is what is stored up from society, is the subsoil of social life."

From: "The New State" Chap. VII. The Individual
Published: 1918

- Follett rejected the myth of the "self-made man." She argued that we are like plants growing in the "subsoil" of society—we draw our life, intelligence and identity from our relationships with others.
- AI is an individual tool. It allows us to work alone in a silo. But Follett reminds us that we wither without the nourishment of the social process. If we let AI replace our human interactions, we cut ourselves off from the human influences that improve our work and make us smart and resilient.

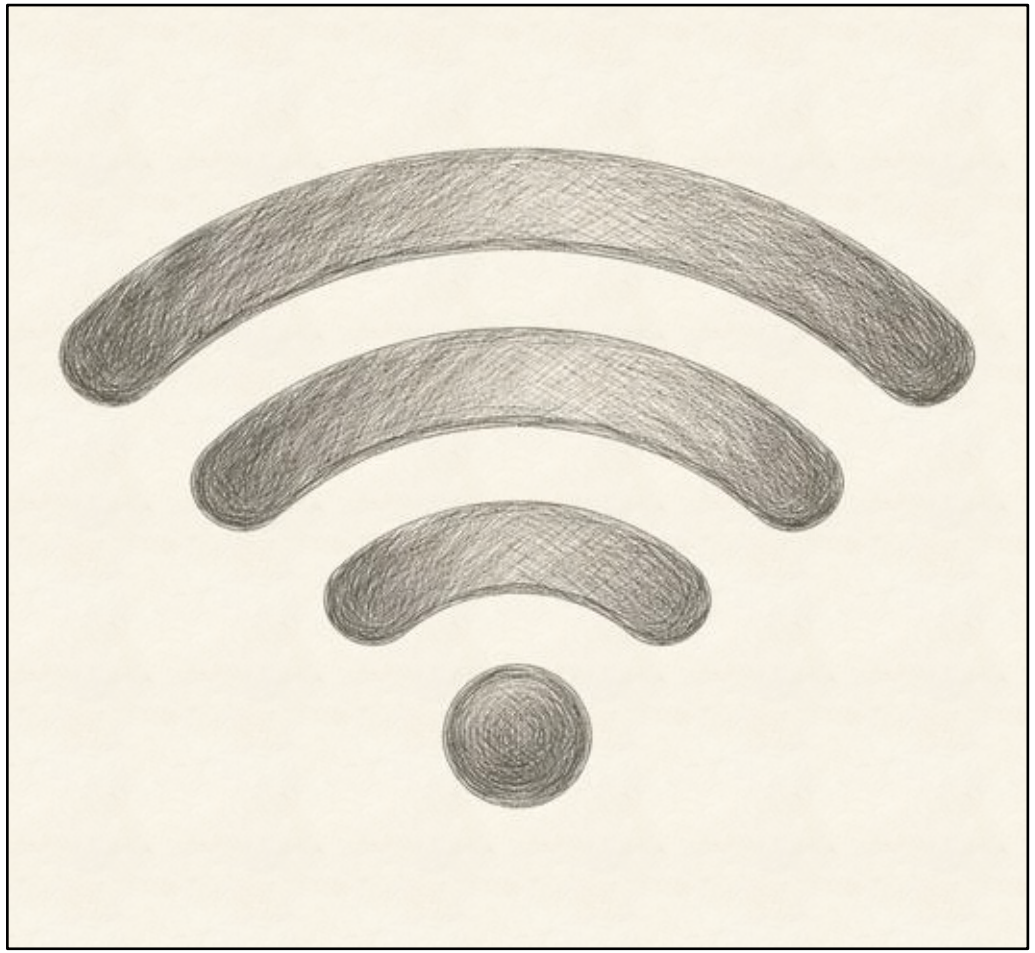
Engage the class

Start the conversation: "Have you ever asked ChatGPT for advice, and it just politely agreed with you or gave you input it thought you wanted to hear? AI can be the ultimate 'Yes Man.' It doesn't care if you fail."

Let's go: "Today, we're going to see why a messy, difficult conversation with a human is safer and smarter than a smooth conversation with an AI tool."

EXERCISE

THE SIGNAL STRENGTH



Introduction (5 minutes)
Explain the metaphor: Working alone with AI (1-bar signal) is fast but fragile—you risk "echo chamber" errors. To build robust ideas, you must increase the signal strength by adding human minds.

Step 1: The 1-bar sprint (5 minutes)
Have students work alone with AI to develop the best plan for a community service project that needs to be completed this semester.

Step 2: The 2-bar quality check (10 minutes)
Have students pair up, swap their AI-produced plans and give verbal feedback to each other, analyzing the quality of the AI output and what it may not be considering.

Step 3: The 3-bar group integration (15 minutes)
Merge the pairs into groups of four and ask them to discuss the various ways that AI approached the service project question. Ask each of the groups to agree on the best plan for the service project. Then have them compare that plan with the original output of the AI tools and discuss ways that the human interaction influenced the group's final decision. Ask the group to identify one specific human value (e.g., fun, inclusivity, local connection) that the AI might have undervalued.

The Signal Strength Project Log

The Mission: Develop the best plan for a class community service project.

STEP 1: The 1-bar sprint (you + AI)
Prompt your AI tool to propose a service project plan. Summarize the output here.

The AI's project idea: _____

_____

STEP 2: The 2-bar quality check (you + a peer)

Swap plans with a partner. Critique the AI's ideas. Be the "quality check."

My partner's critique of my plan: _____

STEP 3: The 3-bar integration (you + a group)
Merge into a group of 4. Discuss all the plans. Don't just vote; INTEGRATE. Create a new "super-plan" that combines the best AI logic with the best human values.

Our final group plan: _____

How is this better than the original AI versions?_____

_____

How did the group discussion influence the final choice? _____

_____

Teacher's Guide | Discussion questions and learning assessment

1

Mary Parker Follett says we are "nourished" by the social process. In the exercise, did the human feedback feel "nourishing" (helpful/real) even if it was critical? Why does AI praise feel empty compared to human critique?

2

In the exercise, did the AI outputs match each other, or did they conflict? How did using emotional intelligence and the views of others help you resolve those conflicts better than just looking at the AI output?

3

As AI gets better at "doing the work" (coding, writing), will human skills like conflict resolution and empathy become more valuable or less commonly used? Why?

4

How do you feel when you know your teammate or coworker says they used only AI in their work and did not involve other humans? Do you still trust the quality of the work or do you have greater doubts?

5

Follett warns against "domination" (one person ruling). AI can be a form of domination—it gives the loudest, fastest answer. How can working with others along with AI guard against this domination? Are there drawbacks of bringing more humans into the equation?

Reflective assessment

How well did this module enable students to:

- Move from AI outputs to shared group strategy?
- Practice active listening and integration (not just voting)?
- Articulate the value of human connections in the workplace?

How can you help students integrate humans + AI in their work?

Module 6: Communications

Time required: 45-60 minutes

This module teaches students that effective communication requires a human's understanding of the situation and audience, their ability to decide what is appropriate and persuasive and their ability to influence through emotion and character.

Learning objectives – help students to:

- Analyze the difference between "informative text" (AI) and "persuasive communication" (human)
- Evaluate their writing for the three rhetorical appeals: logos, pathos and ethos
- Strengthen their ability to connect with an audience by injecting personal voice and storytelling into technical work

Materials:

- Student devices with access to a GenAI tool
- Copies of the "Persuasion Triangle" worksheet (pg. 4)

Lesson Overview

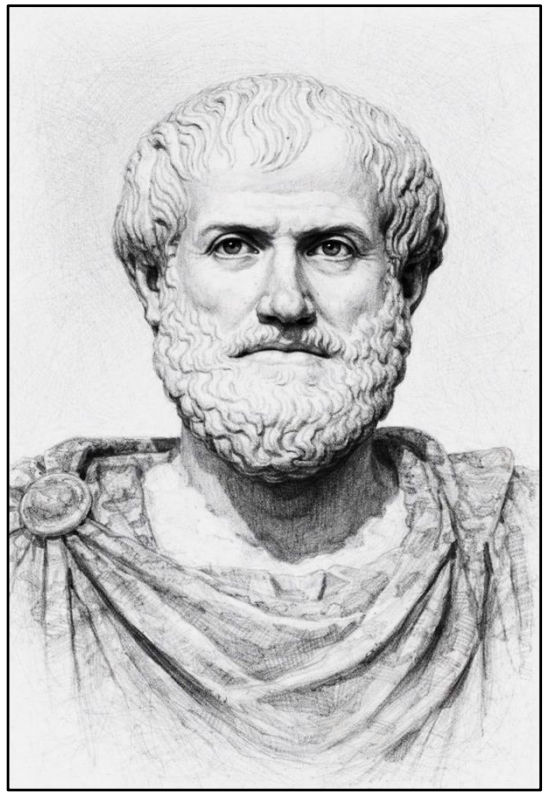
THE STORYTELLER

Develop your unique human capability to influence others and inspire positive action

AI is an automated text generator. Humans are storytellers. In a world filled with AI-generated content, the most valuable currency is effective communication. The ability to make people feel connected to information, to build trust and rapport, is your human competitive advantage.

Helping students develop the skills of "The Storyteller" begins with motivating them to move beyond simple data transfer. It requires mastering the ancient art of rhetoric — balancing logic with emotion and credibility to move an audience to action.

Aristotle
384 – 322 BC



Greek philosopher and polymath, student of Plato, tutor to Alexander the Great, foundational to Western thought

"The proofs furnished by the speech are of three kinds. The first depends upon the moral character of the speaker. The second upon putting the hearer into a certain frame of mind. The third upon the speech itself, in so far as it proves or seems to prove."

From: "Rhetoric" Book I, Chapter 2
Written: Approx. 367-347 BC

- Aristotle defines the art of rhetoric as the ability to persuade audiences through three pillars, ethos (credibility), pathos (emotion) and logos (logical argument).
- AI generates language, but it does not persuade in the human sense. It has no skin in the game. It simulates connection, but it cannot forge the shared human bonds that build cities or movements. That power remains ours.

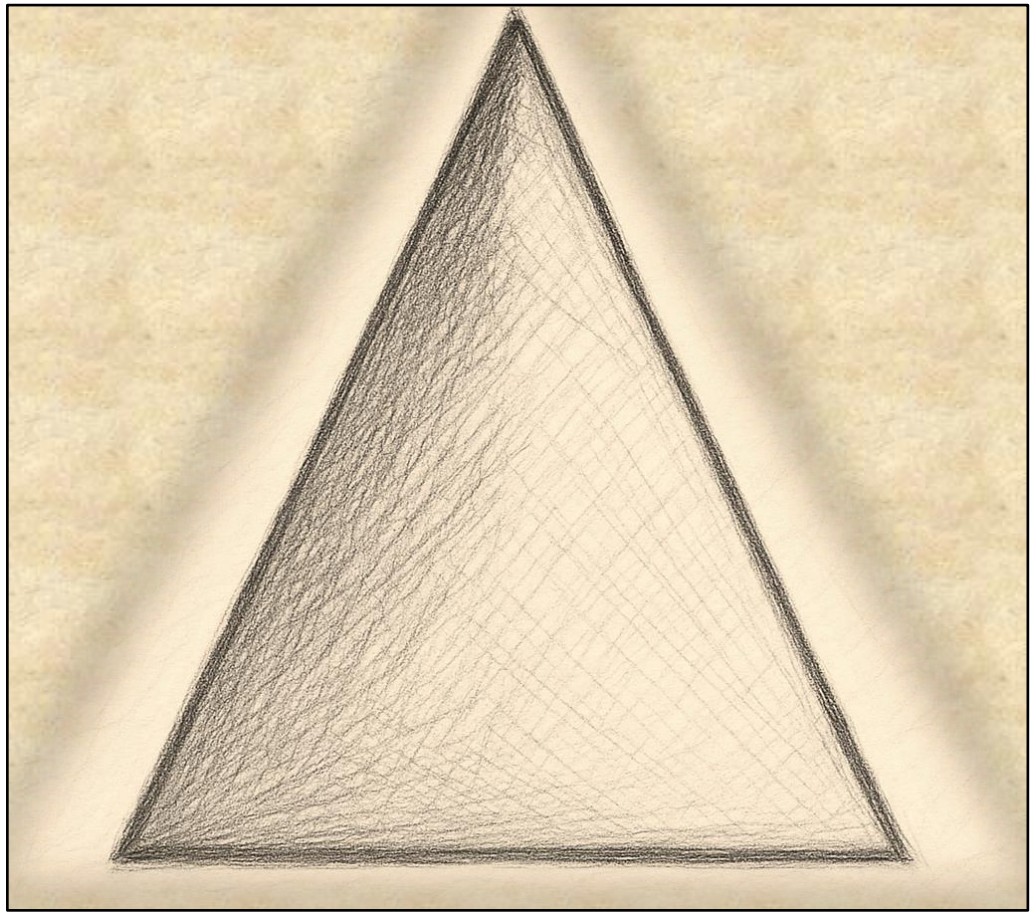
Engage the class

Start the conversation: "If you received two emails asking for a favor—one written formally and flawlessly by AI, and one written casually and personally by a friend—which one would you say 'yes' to? Why?"

Let's go: "Today, we are going to learn how to take the 'perfect' text AI gives us and add the human elements that drive influence: emotion and character."

EXERCISE

THE PERSUASION TRIANGLE



Introduction (5 minutes)
Explain the Triangle: A strong argument needs all three sides. AI can provide you with some facts or ideas, but you must decide if they are appropriate or persuasive (logic). You must build the other two (emotion and character).

The AI Draft (10 minutes)
Have students prompt an AI to write a short persuasive argument on a topic they care about. Ask: "Read it. Is it logical? Is it boring? Does it sound like you?"

The Human Edit (20 minutes)
Ask students to rewrite the draft using the triangle:
Keep the logos: Use the AI's best facts.
Add pathos (emotion): Add a specific personal story or a vivid metaphor.
Add Ethos (character): Rewrite the opening to sound like their voice. Remove the generic "AI words."

The Comparison (10 minutes)
Have students swap papers with a partner. Ask the partner: "Which part of this feels real? Which part feels like a machine?"

The Persuasion Triangle: Audit

Topic: _____

LOGOS (The Head)

What are the key facts/arguments provided by the AI?_____

_____

PATHOS (The Heart)

The AI text is likely cold. Write one new sentence here that uses a specific emotion, story, or sensory detail to make the reader FEEL the issue on an emotional level.

My Addition: _____

_____

ETHOS (The Gut)

The AI text has no reputation. How will you establish YOUR credibility?

My Voice: _____

_____

SYNTHESIS:

Combine the three elements into a final "Opening Hook" for your argument: _____

_____

Teacher's Guide | Discussion questions and learning assessment

1

Aristotle argues that effective persuasion depends on three elements—ethos (credibility), pathos (emotional appeal), and logos (logical argument). Do you think one of these is more important than the others in modern communication (e.g., politics, advertising, social media, journalism)? Why?

2

Look at the ”pathos" you added in the exercise. Why is it so hard for an AI to generate a genuine personal story? Why do we trust a story with "flaws" more than a perfect, generic paragraph?

3

"Ethos" is about character. If you use AI to write an email to a professor or boss without checking it, what does that say about your character? Does it signal competence or laziness?

4

In the future, ”logos" (data/facts) will be cheap and instant. Do you think ”pathos" (connection) will become more valuable because it is rare, or less valuable because we are used to talking to bots?

5

Can you think of a leader or speaker you admire? Do they speak like an AI (perfect grammar, neutral tone)? Or do they have a specific, unique style? How can you develop a style that is "AI-proof"?

Reflective assessment

How well did this module enable students to:

- Distinguish between logical text and persuasive human communication?
- Identify the "emotional gaps" in an AI-generated draft?
- Rewrite generic content to include personal voice and story?

How can you build on this module to help students find their own voice?

Module 7: Wisdom

Time required: 45-60 minutes

This module teaches students to distinguish between "processing information" (what AI does) and "exercising judgment" (what humans do).

Learning objectives – help students to:

- Differentiate between AI-generated options and wise human choices
- Apply four filters of wisdom (reality, identity, empathy and durability) to a complex problem
- Recognize that AI can generate solutions, but only humans can validate them and then accept responsibility for their choices

Materials:

- Student devices with access to a GenAI tool
- Copies of the ”Panning for Gold” worksheet (pg. 4)

Lesson Overview

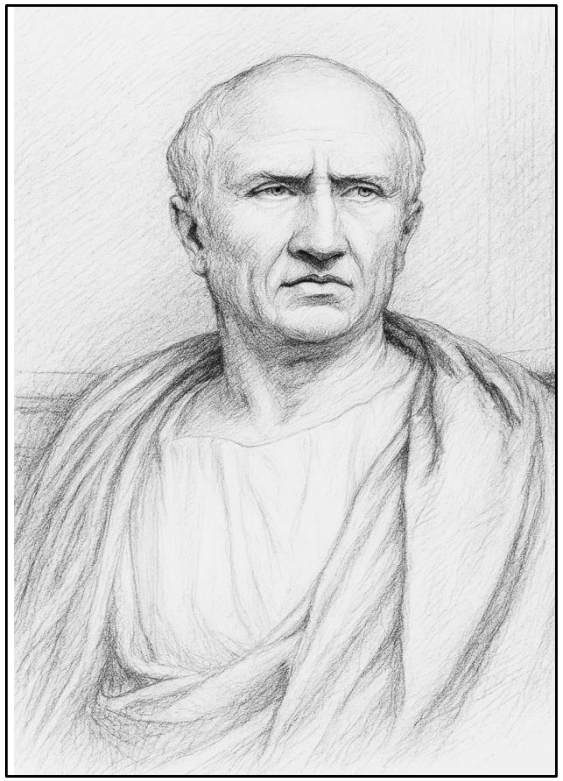
THE DECISION-MAKER

Sharpen your judgment so you can make wise choices that are aligned with your values

AI provides details, options and probabilities. Humans provide judgment. In a world of infinite information, wisdom is the art of subtraction – washing away the noise to find the truth.

Helping students develop the skills of "The Decision-Maker" means teaching them ways to act as a filter. AI produces an endless river of possibilities. Their job is not to accept all options, but to apply rigorous criteria – reality, identity, empathy and durability — to separate fool's gold from the real thing.

Cicero
106 – 43 BC



Roman statesman, orator and writer, renowned for his influence on Western rhetoric and political theory

"The foremost of all virtues is wisdom … for by prudence we understand the practical knowledge of things to be sought for and of things to avoid."

From: "de Officiis" Book I.43.153
Published: 44 BC

- Cicero distinguished between scientia (knowledge) and prudentia (wisdom/judgment). Knowing facts is easy; knowing what to do with them – what to seek and what to avoid – is the hard work of being human.
- AI gives us infinite outputs. It can generate emails, essay topics or business plans in seconds. But it cannot tell us which ones are wise. AI lacks the moral compass to know what should be avoided. That burden falls on us.

Engage the class

Start the conversation: "When you ask AI for advice, it gives you lots of information and options. How do you know which part is useful and wise and which part is misleading or misguided? Do you have a filter, or do you just guess?"

Let's go: "Today, we are going to learn how to pan for gold. We will take a large set of AI suggestions and wash them until only the wise choice remains."

EXERCISE

PANNING FOR GOLD

Introduction (5 minutes)
Explain the metaphor: AI can provide the quantity (the river mud). You provide the quality (the skilled filtering action with a gold pan).

The "River Mud" Phase (10 minutes)
Have students use AI to generate five solutions to a difficult, realistic problem (e.g., "I am overwhelmed by my workload and need to drop a commitment," or "I need to choose a topic for my capstone project").
The Result: The AI will give a mix of generic, cliché and occasionally good advice.

The "Washing" Phase (25 minutes)
Have students run the AI's options through the four filters.
Reality Filter: Is this factually true and practically possible?
Identity Filter: Does this align with my values and voice?
Empathy Filter: Does this respect the dignity of others?
Durability Filter: Will this choice hold up in five years?

The Nugget (5 minutes)
Ask: "What is left? Did you find one idea that passed all four tests? That is the gold."

The Panning for Gold Wisdom Filter

The decision I am facing: _____

Step 1: The Mud (AI output) – List the AI-generated options and ideas

1. _____
2. _____
3. _____
4. _____
5. _____

Step 2: The Wash (apply the filters) – Cross out options that fail these tests

- **Reality:** Is this practical?
- **Identity:** Does this sound like me?
- **Empathy:** Does this respect others?
- **Durability:** Will this solve the problem in the long run?

The Gold (wise choice)

What remains? _____

Note: If none of the options remain, you need to find different options.

Teacher's Guide | Discussion questions and learning assessment

1

Cicero argues that wisdom (*prudentia*) is more important than mere knowledge (*scientia*) because it involves knowing what to seek and what to avoid. In today's world—where information is instantly accessible—do you think we value knowledge more than wisdom?

2

Filter 2 is "Identity." Why is it so easy to accept an AI solution that doesn't fit your values just because it's convenient? Does speed make us compromise our identity?

3

Filter 3 is "Empathy." Can an AI ever truly pass the empathy check? Or is considering the feelings of others the one thing that will always require a human in the loop?

4

Filter 4 is "Durability." AI optimizes for the immediate answer. Why is the "quick fix" often the enemy of the wise solution? Can you think of a time you chose a quick fix and regretted it?

5

If you apply these filters and nothing is left, what does that tell you about the ability of AI and the role you play in making wise choices?

Reflective assessment

How well did this module enable students to:

- Critically evaluate multiple options rather than accepting the first one?
- Apply a structured framework (filters) to decision-making?
- Identify the specific weaknesses of generic AI advice?

How can you build on this module to help students trust their own judgment?

Module 8: Ethics

Time required: 45-60 minutes

This module teaches students to treat ethics not as a vague feeling, but as a rigid "lock-out" system that prevents them from crossing dangerous lines.

Learning objectives – help students to:

- Identify three specific domains of AI ethics: agency (self), privacy/property (others), and human rights (society)
- Recognize that convenience often disguises itself as efficiency, leading to the loss of sovereignty
- Practice "opening the locks" by verifying their work against ethical standards

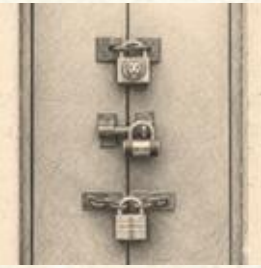
Materials:

- Student devices with access to a GenAI tool
- Copies of "The Three Keys" worksheet (pg. 4)

Lesson Overview

GUIDING PRINCIPLES

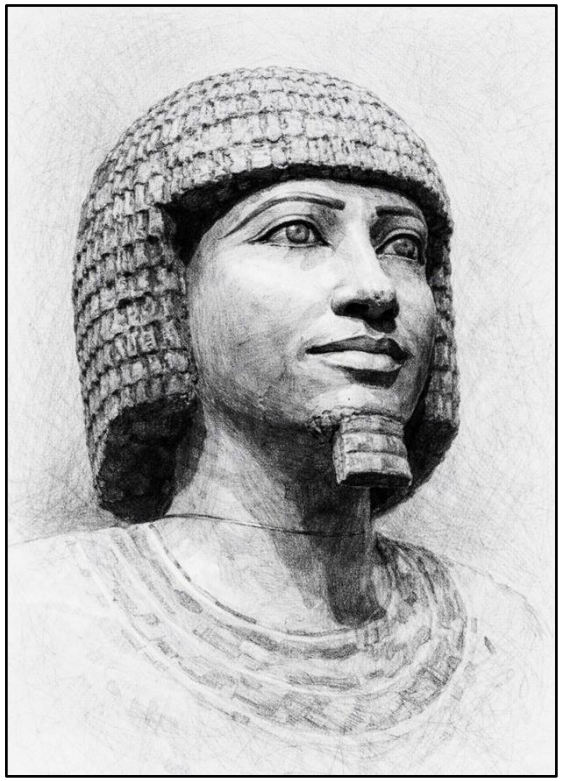
Set firm ethical boundaries in working with AI to protect people, property and society



AI offers a seductive bargain: convenience in exchange for control. Every time we let an algorithm decide what to write or think, we surrender a piece of our autonomy. Critical ethical boundaries in the AI age include protecting our own sovereignty and the rights of others.

In helping students develop their ethical foundations, we can teach them ways to install a sturdy door with three locks. They must have the keys – agency, privacy/property and human rights – in hand before they can proceed. The locks represent bedrock ethical principles, helping students avoid the temptation of making bad choices when they're under deadline pressures.

Ptahhotep
About 2400 BC



Ancient Egyptian minister renowned for his "Maxims," one of the earliest known works of moral and ethical instructions

"Endeavour always to be gracious, that thine own conduct be without defect ...If thou desire that thine actions may be good, save thyself from all malice, and beware of the quality of covetousness, which is a grievous inner malady."

From: The Instruction of Ptahhotep Maxims #5 and #19
Written: About 2400 BC

- Ptahhotep advocated ethical living through virtues like humility, truthfulness, self-control against greed and anger, and just leadership. He emphasized that good conduct aligned with divine order brings prosperity and lasting respect.
- AI complicates ethics. "Is it cheating if the AI wrote 30%?" "Is it stealing if the AI scraped the art?" If the output is hallucinated (not true) or steals from creators (not right), don't use it.

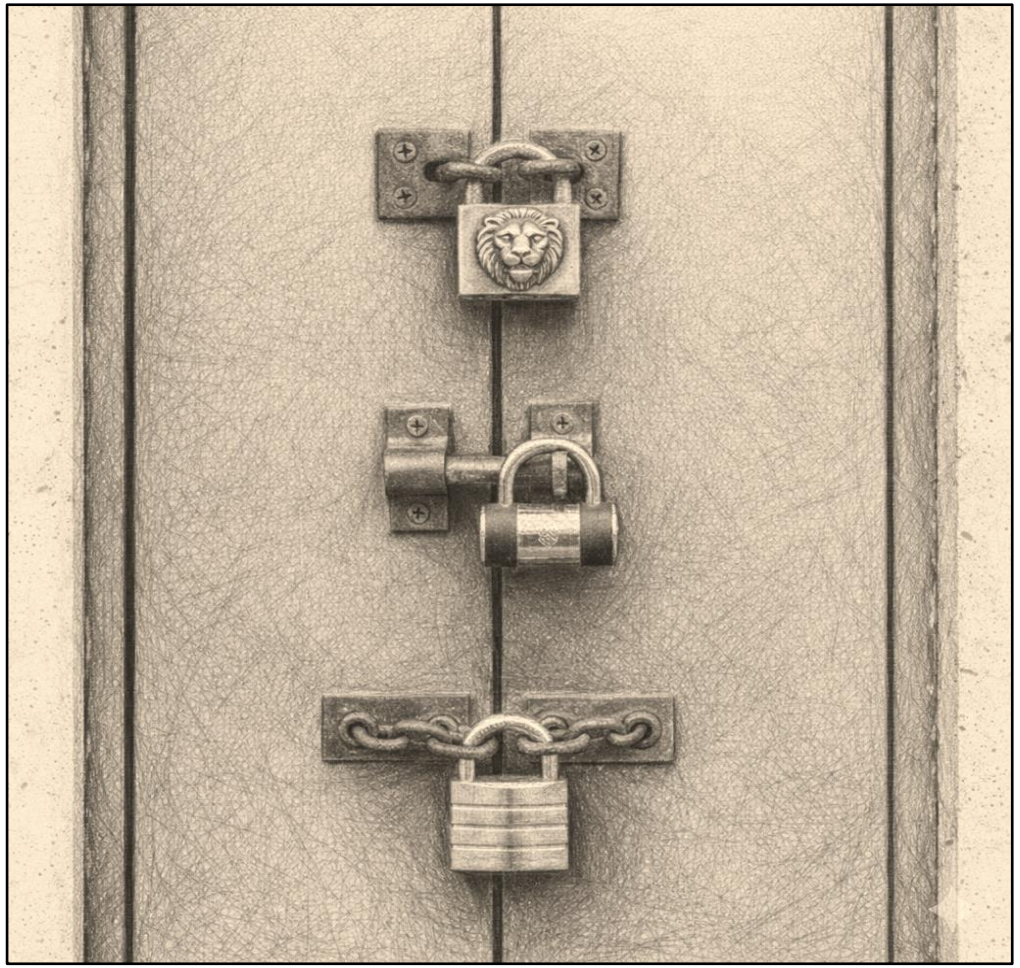
Engage the class

Start the conversation: "Does anyone have a 'line in the sand' for AI? Is there anything you would never ask ChatGPT to do, even if it saved you 10 hours? Why is that your line?"

Let's go: "Today, we are going to install a security system for our work. We will use the 'Three Keys' to ensure we never accidentally cross the line."

EXERCISE

THE THREE KEYS



Introduction (5 minutes)
Explain the concept: You are about to launch a project. The door is locked. You need three keys to open it. If you are missing one, you cannot launch.

The Padlock Drill (10 minutes)
Divide the class into groups. Assign each group an AI use challenge (e.g., "Cloning a celebrity voice," "Plagiarizing content for an assigned essay," "Sharing AI-generated information that cannot be verified").

Task: Ask students to identify how their use of AI could violate the three keys rules:

Agency: Does the user cede control of their work to AI?

Property: Is material used without proper permission?

Human Rights: Is bias or slanted information present?

The Key Check (20 minutes)
Ask each group to evaluate which "keys" wouldn't turn in the locks and determine how they could fix the situation so the key will work. (e.g. give proper attribution, anonymize details and identifying information, etc.)

The Verdict (10 minutes)
Ask each group: "What specific action did you take to unlock the door?" This teaches that ethics is about corrective action, not just guilt.

The Three Keys: Security check

Project name: _____

KEY 1: AGENCY (My Mind) Am I the pilot or the passenger on this project?
[ ] I defined the prompt and the goal
[ ] I verified the output
[ ] I can explain every word in this document without looking at the AI
If unchecked, how do I reclaim control? _____

KEY 2: PROPERTY (Others' Work) Am I stealing or sharing?
[ ] I did not input private/personal data
[ ] I am not mimicking a specific living artist/writer without credit
[ ] I have cited my sources, including the AI
If unchecked, how do I fix the privacy/credit issue? _____

KEY 3: RIGHTS (Human Impact) Am I adding truth or noise?
[ ] I checked for hallucinations (lies)
[ ] I checked for bias/stereotypes
[ ] This work does not harm anyone
If unchecked, what harm must I prevent? _____

FINAL STATUS:
[ ] LOCKED (One or more keys missing. Do not submit.)
[ ] UNLOCKED (All keys present. Proceed with integrity.)

Teacher's Guide | Discussion questions and learning assessment

1

Ptahhotep says our personal conduct should be “without defect." AI often "hallucinates" convincing lies. If you submit an AI paper with a lie in it, are you a liar, or just "unlucky”? Who bears the moral weight?

2

Key 1 is "Protect your Agency." Why is it an ethical issue to let your own skills atrophy? Is wasting your own potential a moral failure, or just a practical one?

3

Many AI models are trained on copyrighted books and art without payment. When we use these tools, are we complicit in theft? How can we use the tools while still respecting Key 2 (Property)?

4

Think about Key 3 (Human Rights). AI can generate thousands of fake comments or deepfakes in seconds. How does this speed change the scale of ethics? Does "easy" evil make us even more liable for damages that occur?

5

The "Whistleblower" Test: If you saw a classmate using AI in a way that violated Key 2 (Privacy - e.g., posting someone's private texts into a bot), would you say something? Why is the digital world often treated as an "ethics-free zone"?

Reflective assessment

How well did this module enable students to:

- Identify the three distinct domains of AI ethics (self, others, society)?
- Recognize the privacy and property risks inherent in LLMs?
- Audit their own work for ethical violations.

How can you build on this module to help students develop moral courage?

Module 9: Adaptability

Time required: 45-60 minutes

This module teaches students to reframe AI disruption not as a threat to their career, but as an opportunity to expand their capabilities.

Learning objectives – help students to:

- Analyze their own anxieties about AI replacing their future work
- Identify specific human skills that become more valuable when technical skills are automated
- Develop a personal strategy for constant readjustment in a changing economy

Materials:

- Student devices with access to a GenAI tool
- Copies of "The Lens Adjustment" worksheet (pg. 4)

Lesson Overview

A RESILIENT SPIRIT

In an environment of constant, accelerating change, embrace an adaptive mindset

In the rapidly evolving AI era, seemingly rigid skills can quickly become obsolete. An adaptive mindset is our ultimate survival skill. We can transform disruption into opportunity. By embracing constant readjustment, we ensure our value isn't tied to a specific tool, but to our limitless capacity to evolve.

Helping students develop the skills of resilience means widening their horizons and the scope of what is possible, refusing to be defined by what they can do today. It requires the mental flexibility to "zoom out" from the immediate threat of automation and see the wider landscape where human judgment and strategy are needed more than ever.

Okakura Kakuzō
1863-1913

Japanese cultural theorist and aesthetic philosopher who interpreted Taoist ideas of harmony, adaptability and change

"The art of life lies in a constant readjustment to our surroundings."

From: "The Book of Tea" Chapter 3
Published: 1906

- Okakura argued that life is not static; it is a fluid, ever-changing relationship between the self and the environment. Rigidity leads to breaking; flexibility leads to mastery.
- AI is a massive shift in our environment. If we try to hold onto old ways of working (rigidity), we will not thrive. But if we view our career as a continuous evolution, we can flow and grow with the technology, using it to enhance rather than replace us.

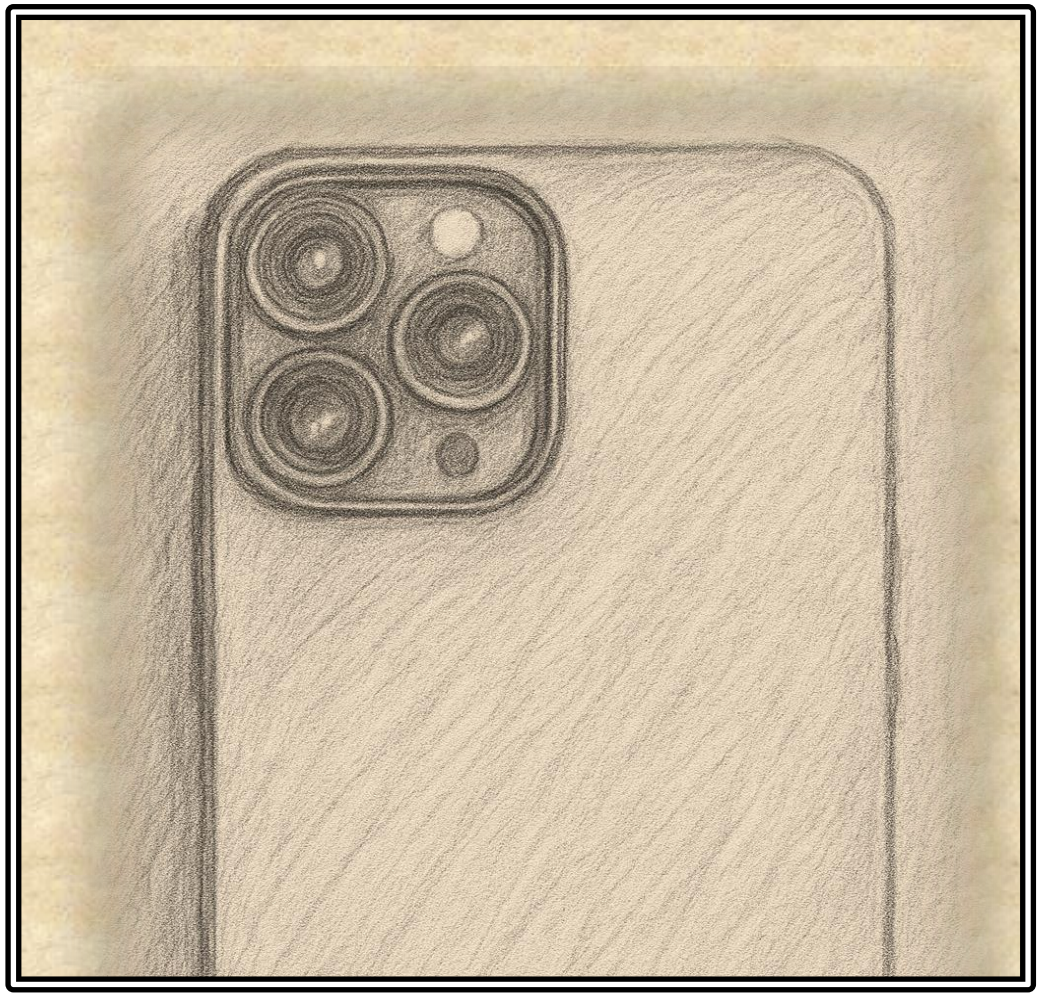
Engage the class

Start the conversation: "Raise your hand if you worry your future job might disappear because of AI. You are right to worry. Many specific roles will change or vanish. The best way to survive is to avoid attaching your identity to a specific job title (which is transient) and start attaching it to your ability to adapt (which is constant). Are you ready to learn how to pivot?"

Let's go: "Today, we are going to learn how to change our view of future vocations. We will stop looking at AI as a monster that eats jobs and start looking at it as a tool that changes them."

EXERCISE

LENS ADJUSTMENT



Introduction (5 minutes)
Explain the metaphor: Fear locks us in "Zoom" mode (narrowly focused on the problem and not seeing the wider picture). Resilience is the ability to widen the lens.

Choosing the right lens (30 minutes)

Have students write down their biggest specific fear about AI and their career. (Ex.: "I am studying graphic design. AI can make logos in seconds. I will be unemployed.")

Label this: The zoom lens (threat)

Now, ask them to research the actual state of the tech. Is it perfect? No. Is it cheap? Yes. (Ex.: "The cost of making average images is zero. But clients still need specific, branded, strategic visual systems."

Label this: The normal lens (fact)

Finally, ask them to brainstorm on this question: "What 'higher-level work' can you do with your skills?" (Ex.: "I won't sell 'making logos.' I will sell 'brand strategy' – the expert consultant who helps the client choose the right image."

Label this: The wide angle (opportunity)

Debrief (10 minutes)
Ask each group: Do you feel less anxious about your career? How did the wide angle lens help you see opportunities you didn't think about before?

Lens Adjustment: Career audit

My current career path: _____

TELEPHOTO (The threat)

Zoom in on the anxiety. What specific task are you afraid AI will take?

What I am concerned about: _____

NORMAL VIEW (The fact)

Strip away the emotion. What is the economic reality?

The Fact: "The cost of [Task] is dropping to zero because of automation."

What AI can do well: _____

What AI does poorly: _____

WIDE ANGLE (The opportunity)

Look at the big picture. What higher-value skills can you bring to the workplace?

New service/skill: _____

What you will need to do to prepare for this role: _____

Teacher's Guide | Discussion questions and learning assessment

1

Okakura says life is "constant readjustment." Why is this mindset harder to have than the mindset of "I learned a trade and now I'm done"? How does the university system encourage rigidity (majors, tracks) rather than flexibility?

2

If the specific skills you are learning might be taken over by AI, what are the skills you need to wrap around them? How do you practice things like strategic foresight, ethical judgment, or managing ambiguity while you are still in school?

3

Resilience isn't about toughing it out. Why is "toughing it out" (trying to beat the AI at its own game) a losing strategy? Why is "reframing" a winning strategy?

4

Adaptability is like a muscle—you have to exercise it to make it strong. What is one small, low-stakes way you could practice working outside your comfort zone this week? How can you build a habit of constantly testing new ways of working?

5

Imagine you are interviewing for a job. The interviewer asks: "Why should we hire you when we have ChatGPT?" Based on your worksheet, what is your answer?

Reflective assessment

How well did this module enable students to:

- Articulate a specific fear regarding AI and their field?
- Identify a high-level human skill to pivot toward?
- Frame adaptability as a professional asset, not a sign of weakness?

How can you build on this module to help students become more resilient?

Module 10: Self-identity

Time required: 45-60 minutes

This module teaches students to decouple their identity from their "output" (which AI can replicate) and attach it to their "purpose" (which is uniquely human).

Learning objectives – help students to:

- Differentiate between a job (a set of tasks) and a purpose (a set of values)
- Articulate a professional identity that is resilient to automation because it is based on human connection and meaning
- Apply the ”target practice" framework to analyze their career path

Materials:

- Student devices with access to a GenAI tool
- Copies of ”The Target Practice” worksheet (pg. 4)

Lesson Overview

YOUR MEANING AND PURPOSE

Define who you are when AI can do what you do

AI may change your situation—your job duties, your career path, and the tools you use. If your identity is tied to "I write code" or "I analyze spreadsheets," you are one-dimensional and vulnerable. If your identity is "I solve problems for people," you are powerful and noble.

Helping students develop the skill of "The Meaning Maker" means urging them to decouple their identity from their tasks and attach it to their deeper purpose in life. This is the key to personal fulfillment and the ultimate defense against obsolescence.

Mencius
371-289 BC

Chinese Confucian philosopher who emphasized human goodness, benevolent governance and moral responsibility of rulers

"Those who follow that part of themselves which is great become great men; those who follow that part which is little become little men."

From: "The Mencius" Book 6, Chapter XV
Published: 4th century BC

- Mencius taught that we all have a "Greater Part" (our capacity for benevolence, righteousness and meaning) and a "Lesser Part" (our biological needs and routine functions).
- AI excels at the "Lesser Part"—it handles routine, calculation and output. If we define ourselves by these tasks, we become "little." But AI cannot create the "Greater Part"—our capacity to care, to lead and to infuse work with meaning. To thrive in the AI age, we must follow the Greater Part.

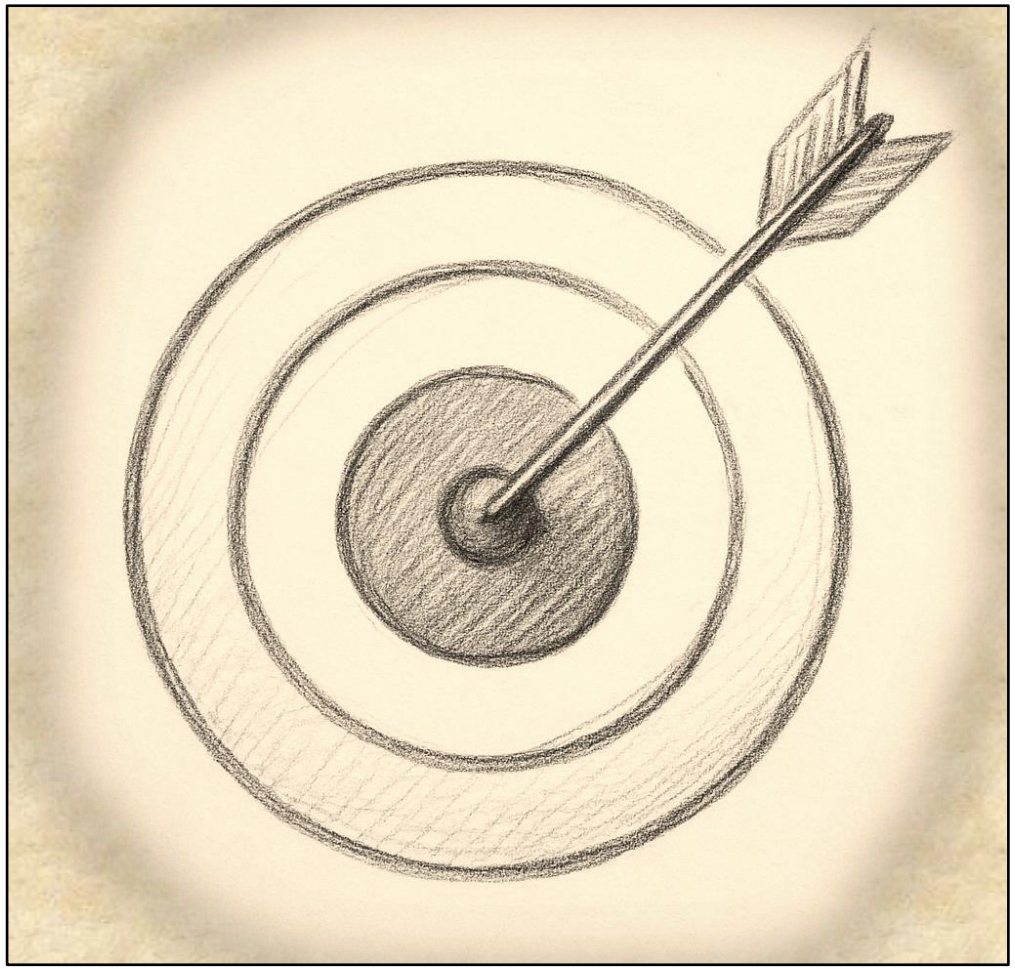
Engage the class

Start the conversation: "If an AI could do 80% of your future job faster and better than you, would you still have a reason to show up? What is the part of your work that a machine can never take away because it depends on who you are?"

Let's go: "Today, we are going to do some target practice. We will move our focus from the outer ring (tasks) to the bullseye (purpose) to build a career that is fulfilling and AI-proof."

EXERCISE

TARGET PRACTICE



Introduction (5 minutes)
Explain the metaphor: Your career is a target. The outer ring represents your foundational skills. These are essential—you must know them to play the game—but because AI can also do them, they are no longer enough to win. To thrive, you must aim for the bullseye.

Outer Ring Check (10 minutes)

Have students list the core, entry-level tasks of their future field. Explain: "You need to master these skills to understand the work. But ask yourself: If an AI can do this task in seconds, what else must I bring to the table to be valuable?"

Zeroing in on the bullseye (10 minutes)

Middle Ring Check: Learning to use foundational (outer ring) skills strategically to become a respected leader

Bullseye Check: Knowing the core tasks, using them strategically, and understanding the higher purpose – why we are doing the work and how that serves humanity and makes the world a better place.

The Share (10 minutes)
Have students practice introducing themselves. Instead of stopping at the outer ring, they must explain the purpose and outcome of their work (bullseye). Ask: "Did it feel different to describe your work by its purpose rather than its mechanics?"

Target Practice: Identity Map

My current career path: _____

THE OUTER RING (The Foundation)

List the essential technical skills you are learning to work in your field.

My Core Skills: _____

Reality Check: AI can automate the execution of these tasks. Therefore, knowing how to do them is my baseline, not my ceiling.

THE MIDDLE RING (The Strategy)

How do you apply these skills in complex situations?

Strategic Application: _____

Human-AI Partnership: "I will use AI to speed up the [outer ring task] so I can spend more time on [middle ring strategy]."

THE BULLSEYE (The Purpose)

This is your unique human value. Why does your work matter to others?

Who do I help? _____

What problem do I really solve for them? _____

SYNTHESIS: Rewrite your LinkedIn Headline/Bio based on the Bullseye:_____

Teacher's Guide | Discussion questions and learning assessment

1

Mencius distinguishes between the "Great Self" (purpose) and the "Little Self" (tasks). Why is it so easy to get stuck in the ”little self" of checking boxes and completing assignments? How does AI make that trap even more dangerous?

2

Look at your ”bullseye" statement. Is it something a machine could claim? Why is ”meaning" a human-to-human resonance that code cannot replicate?

3

Why is decoupling your identity from your tasks so psychologically difficult? If you have spent four years learning a set of professional skills, how does it feel to be told those skills are not your core identity? How do you manage that ego shift?

4

In a future where "work" (labor) is cheap, do you think "purpose" (intent) will become a luxury or a necessity? Will people pay more for things made with human intention?

5

At the end of a career, people rarely talk about the "outputs" they generated. They talk about how they made people feel. How does knowing that change how you approach your AI tools today?

Reflective assessment

How well did this module enable students to:

- Articulate a purpose statement that transcends specific tasks?
- Differentiate between "doing a job" and "bringing meaning to a job"?
- Feel a sense of agency in defining their own value?

How can you build on this module to help students navigate identity crises?

Thoughts From Modern Scholars

"AI is nowhere near its full potential – that's also true for human beings, we are nowhere near our full potential. For every euro and minute that we spend developing AI, we should spend at least a euro and a minute on exploring and developing our own minds."

– from a 2022 Nordic Business Forum talk by ***Yuval Noah Harari****, professor at the Hebrew University of Jerusalem, historian, philosopher, and author of "Sapiens" and "21 Lessons for the 21st Century"*

"In the wave of enthusiasm about generative AI, there has been renewed talk of technological determinism and 'inevitable' next steps to integrate algorithms into our intimate lives. But nothing is inevitable ... We can come back to each other and to ourselves. There is more than a threat to empathy at stake; there is a threat to our sense of what it means to be human. The performance of pretend emotion does not make machines more human. But it challenges what we think makes people special. Our human identity is something we need to reclaim for ourselves."

- from "Reclaiming Conversation in the Age of AI," by ***Sherry Turkle****, MIT professor and author who studies the emotional connections between people and technology*

"Because the computer 'thinks' rather than works, its power to energize mechanistic metaphors is unparalleled and of enormous value to Technopoly, which depends on our believing that we are at our best when acting like machines, and that in significant ways machines may be trusted to act as our surrogates. Among the implications of these beliefs is a loss of confidence in human judgment and subjectivity. We have devalued the singular human capacity to see things whole in all their psychic, emotional and moral dimensions, and we have replaced this with faith in the powers of technical calculation."

– from the 1992 book, "Technopoly: The Surrender of Culture to Technology," by ***Neil Postman****, author, media theorist and educator*

"We should raise our new generations to be full humans, not machines. So for instance, now tech jobs are on the rise, but the arts will never go away. People caring for each other will never go away. Creativity will never go away. Scientific investigation will never go away. So, whoever you are, embrace that part of you and keep using and updating your knowledge of these tools. That's important."

– from an Atlassian interview with ***Fei-Fei Li****, co-director of the Stanford University Human-Centered AI Institute and co-founder and CEO of World Labs*

"In the 21st century, the world will not be run by those who possess mere information alone. Thanks to science and technology, access to factual information of all kinds is rising exponentially while dropping in unit cost. ...We are drowning in information, while starving for wisdom. The world henceforth will be run by synthesizers, people able to put together the right information at the right time, think critically about it, and make important choices wisely."

- from the 1998 book, "Consilience: The Unity of Knowledge," by ***Edward O. Wilson****, biologist and philosopher who explored ethics, human nature, consilience and sociobiology*

"Students are using ChatGPT to give them summaries of articles and books and then write their essays for them, instead of their fostering their own abilities of interpretation (also a form of judgment), critical thinking and the various additional skills required for good writing. ...The more that we offload these capacities to these systems, the more we thereby undermine our own skills and abilities. Precisely those named here: the capacity to learn, innovative thinking and creativity, decision-making and problem-solving abilities, and the capacity and willingness to think deeply about complex concepts."

- from an essay for the Imagining the Digital Future report: "Being Human in 2025" by ***Charles Ess****, professor emeritus, University of Oslo, Norway*

HUMAN WISDOM FOR THE AGE OF AI

A FIELD GUIDE TO CULTIVATING ESSENTIAL SKILLS

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