

AI in Teaching and Learning

TQI Accreditation

2026, 4 hours

Link to the assessment for this course:

<https://forms.cloud.microsoft/r/CUbgEtu7En>



Topics in this course

Authenticity in teaching and learning

What does it mean to be teaching and learning “authentically”?

Introductory Activities: Learning theories

Relating teachers’ existing understanding of learning to the circumstance of AI.
Motivation theory
Zone of Proximal Development
Maslow’s Hierarchy of Needs

Cognitive Load Theory and AI

The Performance Paradox
Beneficial and Detrimental Offloading

Risks and Rewards: Falling Asleep at the Wheel

Using AI to plan: Reflecting on benefits and risks
Using AI to address workload and the concept of “heavy hours”

HOW DOES THIS SET OF ASYNCHRONOUS PL WORK?

In this PL, you have a choice of related courses that you can complete in any order you like. Each of these courses has a range of reading and activities within a digital workbook. You need to go through these activities and reflect on your practice, either as an individual or as part of a faculty group. Activities are generally marked out as WATCH, READ, and REFLECT.

The assessment for the course is made up of short answer questions and multiple-choice quizzes to check understanding during the modules. This is not intended to be onerous, but to check that the participants have undertaken the course as written. You will be asked to copy-paste some of the responses to the activities in the booklet. If you are unable to copy-paste, please take a photo or screenshot of the relevant part/s and send to bsssenquiries@act.gov.au with your name, TQI number, and date/time you completed the rest of the online form questions.

Each course has a different number of hours attached to it and is treated as a separate course for the accounting of TQI hours.

We hope that you enjoy this course, and that it helps you to reflect on AI in education. We acknowledge that there is no “silver bullet” or “one-size-fits-all” approach, and that different people have different levels of comfort with the technology.

Yours,

The ACT Office of the BSSS

	EXTRA CREDIT
	Each course in this series has suggested “extra credit” resources. These are extra readings, websites or videos aimed at enhancing your understanding of content or issues, but they may take you longer than the accredited time for the course. You will see these readings marked out by a box like this one. We suggest that you log interaction with these “extra credit” materials as teacher-identified professional reading. An extra credit log is included so that you can easily keep track of which ones you spent time on, so that when talking with your PL approver your evidence is easy to find.

BSSS Asynchronous AI Courses

Generative AI Basics

AI and Teaching and Learning

AI IN TEACHING AND LEARNING

We recommend working through the activities in this course in order; although they do not need to be completed in a single sitting.

The intent of the activities to ask you to reflect on your own beliefs about learning, and your own knowledge about different pedagogies, prior to relating these to learning and AI. You will get the most out of this course if you set aside the time to think deeply and consider the ideas; the course is deliberately written to not have one single “correct” answer, as this area is far too complex and philosophically, we believe that working successfully with AI must put precedence on and value the human and individual response.

This course is written for classroom teachers currently working in the classroom in the ACT Senior Secondary System. Several of the activities refer to classroom practice. If you are not currently in a classroom teaching role, please use examples from previous roles or extrapolate into what you might do if you were in the classroom.

AUTHENTICITY AND EDUCATION

Read this article: <https://theconversation.com/generative-ai-is-forcing-people-to-rethink-what-it-means-to-be-authentic-204347>

If it looks like a duck, walks like a duck and quacks like a duck, everyone will need to consider that it may not have actually hatched from an egg.

[...]

Writing papers for school in the future will not necessarily mean that students have to meticulously form each and every sentence; there are now tools that can help them think of ways to phrase their ideas. And creating an amazing picture won't require exceptional hand-eye coordination or mastery of Adobe Photoshop and Adobe Illustrator.

REFLECT Having read the article, what, to you, is authenticity in education?

Consider such things as:

- What makes my actions as a teacher authentic?
- What makes a student's learning authentic?
- What are the human things that you think are valuable about the teaching and learning paradigms that exist?

REFLECT Considering the practical constraints of the modern world, how do you pursue authenticity in your work as an educator?

LEARNING AND AI: INTRODUCTORY ACTIVITIES

RELATING OUR UNDERSTANDING OF PEDAGOGY TO AI

The first thing we will do in this course is to consider our own understanding of pedagogy and learning, and how we think these things will relate to AI based on our own experiences. Then we will work through some of the research in the area, and some ideas about how AI can be used in teaching and learning.

Please work through these questions, either reflecting with colleagues, or in a manner that you find appropriate. You will need to make some notes about your answers in order to fill in the assessment at the end of the course.

Teachers have expert knowledge about theories of learning, so we have not gone into detail about the theories discussed below. However, if you want a refresher on any of them, please see the resources in the extra credit box below.

	EXTRA CREDIT
	How does AI affect how we learn? A cognitive psychologist explains why you learn when the work is hard https://theconversation.com/how-does-ai-affect-how-we-learn-a-cognitive-psychologist-explains-why-you-learn-when-the-work-is-hard-262863 (Strongly recommended) Learning Theories: https://itali.uq.edu.au/teaching-guidance/principles-learning/guiding-theories-and-frameworks/learning-theories University of Queensland Zone of Proximal Development: https://www.nysed.gov/bilingual-ed/topic-brief-4-zone-proximal-development-affirmative-perspective-teaching-ells-and-mls New York State Education Department Burleson, Sarah & Thoron, Andrew. (2014). Maslow's Hierarchy of Needs and Its Relation to Learning and Achievement: AEC495/WC159, 4/2014. EDIS. 2014. 10.32473/edis-wc159-2014. https://journals.flvc.org/edis/article/view/131587 Study Buddy or Influencer: Chapter 5 - Impacts on teachers and education system

REFLECTION QUESTIONS: MOTIVATION

How can teachers help students to develop intrinsic motivation -- particularly to do difficult tasks -- when AI can do it easily and effectively?

What extrinsic motivators has AI introduced or exacerbated in your classroom?

REFLECTION QUESTIONS: ZONE OF PROXIMAL DEVELOPMENT

What are the threats that AI poses to students if seen through the lens of Vygotsky's ZPD?

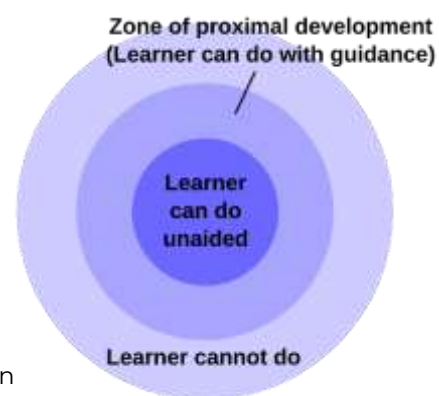


Image: Dcoetzee, CC0 1.0 Universal Public Domain

What are the opportunities that AI poses for students if seen through the lens of Vygotsky's ZPD? How would you enable students to access these?

REFLECTION QUESTIONS: MASLOW'S HIERARCHY OF NEEDS

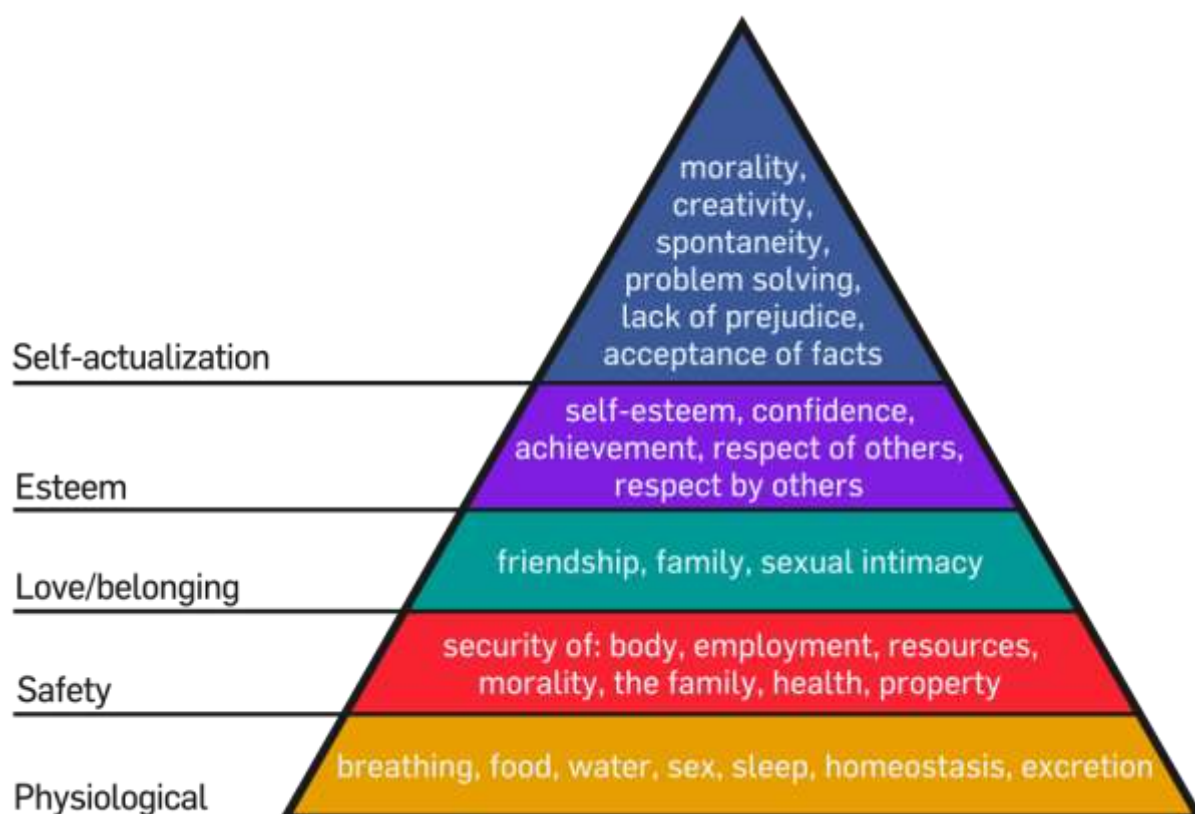


Image: Factoryjoe licensed under CC Attribution 3.0

How can we ensure students can attain belonging and esteem needs in an AI-enabled classroom?

- Where does AI feedback and marking fit into establishing belonging and esteem needs? What conditions would make AI marking different (e.g., AI marking for formative work vs. summative work, or AI marking at scale vs. individual)? ¹
- Where does the purpose of the work the students are doing fit?
- How could you use AI to improve students' esteem or belonging in the AI-enabled classroom?

¹ Please note: current large language models (e.g., ChatGPT) are unsuitable for use in summative marking, particularly in high-stakes contexts. AI marking can be highly accurate, but the AI must be specifically trained for that task, disclosure arrangements must be in place, privacy legislation must be followed, and contestability processes must be clear. We do not recommend using AI to mark student work, unless explicitly permitted and authorised by your school or sector, **and** unless you are satisfied that your legal, professional and ethical responsibilities will not be compromised.

NB: we will cover safety risks in the upcoming module about human and social wellbeing – think here about students' sense of purpose in the academic and curriculum-based work they are undertaking. What sense of purpose does a learner have if AI can 'do it for them'? What sense of value do they have if the work is marked using AI?

EXAMINING THE DOMINANT DISCOURSE

We will now move to the dominant discourse about learning and AI that has emerged over the last few years; cognitive load theory, and cognitive offloading. You should see some parallels to what you reflected on in the introductory activities, and to the kinds of things being discussed in the media.

COGNITIVE LOAD THEORY AND COGNITIVE OFFLOADING

Cognitive Load Theory is getting a lot of attention in the world of "AI and Learning", and for good reason; it appears to offer some explanation for the performance paradoxes seen in AI use, and the de-skilling shown by some AI users.

READ: pages 17-20 of this report.

Lodge, Jason M.; Loble, Leslie (2026). Artificial intelligence, cognitive offloading and implications for education. University of Technology Sydney. Report.
<https://doi.org/10.71741/4pyxmbnjq.31302475.v2>

This isn't just a concern in education. [Ke et al](#) (2026) introduces another concept that can broadly be brought into schema theory in the form of a "risk model" -- "never-skilling". This article explores the possible impact of offloading, particularly on medical students and trainees, who with access to AI tools from the beginning of their study, may never attain the skills needed to work safely, ethically and independently. The authors note:

"Effective AI oversight requires calibration and the capacity to know when to trust, question, or override an AI output. This capacity does not arise from AI exposure alone. It develops through cycles of independent problem-solving, error recognition, and feedback at the limits of one's knowledge. This is the very cycle disrupted by uncritical AI use. Trainees who encounter AI before building clinical reasoning schemas may develop familiarity with AI outputs without the foundation needed to evaluate them." (p.8)

Sound familiar? The authors acknowledge the same things that we are seeing in education, such as that the offloading of the work of learning is likely to be harmful if the skills and knowledge are something one actually wants to learn also note that early signs show.

[illegible][illegible][illegible]

	EXTRA CREDIT
	While we did not set the entirety of this paper as a reading within the course, it is strongly recommended: Lodge, Jason M.; Loble, Leslie (2026). Artificial intelligence, cognitive offloading and implications for education. University of Technology Sydney. Report. https://doi.org/10.71741/4pyxmbnjq.31302475.v2 Ke, Yuhe; Jin, Liyuan; Ong, Jasmine Chiat Ling; Thirunavukarasu, Arun J; Car, Josip; Cheung, Carol Y; Tham, Yih Chung; Ting, Daniel Shu Wei; Ong, Marcus Eng Hock; Compton, Scott; Narayan, Aditee; Keane, Pearse A; Wong, Tien Yin; Bates, David W; Tan, Patrick; Liu, Nan (2026). AI-induced never-skilling in medical education. Nature medicine, 32 (6). pp. 1997-2006. ISSN 1078-8956 DOI: https://doi.org/10.1038/s41591-026-04438-y

ACTIVITY

Lodge and Loble (2026) offer a table of suggested beneficial and detrimental offloading in their article on p.20. Using their table as a guide, fill in a table of your own below, for two activities in your subject.

Task	Beneficial Offloading	Detrimental Offloading
	Task	Task
	Offloaded processes	Offloaded processes
	Cognitive impact	Cognitive impact
	Learning Outcome	Learning Outcome
	Task	Task

Task	Beneficial Offloading	Detrimental Offloading
	Offloaded processes	Offloaded processes
	Cognitive impact	Cognitive impact
	Learning Outcome	Learning Outcome

LEARNING DESIGN AND AI

THE PERFORMANCE PARADOX

The Performance Paradox, when writing about AI, refers to an effect where students demonstrate superficial performance gains associated with AI use. Essentially, the student uses AI in a way that allows them to make a more polished and higher quality product – the product being the proxy by which we teachers measure leaning – but because of the AI use, the student has not attained the underlying learning or skills. So they perform better but learn less. Rowe (2026) describes this as a pedagogical hazard:

AI can create a pedagogical hazard by inducing a temporary sense of fluency among learners—improving the product while bypassing the effortful processes through which durable learning is forged.

This problem is compounded by miscalibrated metacognitive judgement, which [Koriat and Bjork \(2005\)](#) describe as illusions of competence. Learners mistake current ease of processing for future competence, particularly when performance depends on support that will later be removed. In AI-supported contexts, this creates a predictable risk that learners may overestimate what they know because they fail to discount the assistance embedded in the task itself.

[Rowe \(2026\)](#)

The journal *Humanities and Social Sciences* [retracted a 2025 article](#) by Wang and Fan, which had made findings that “ChatGPT has a large positive impact on improving learning performance” (Wang and Fan, 2025) and was reasonably widely-cited (~[290 citations](#) in less than a year prior to retraction) before other academics began querying the findings. The retraction was based on discrepancies in the meta-analysis, which undermined the study’s validity (Humanities and Social Sciences, 2026). This impact is discussed in more philosophical terms in [Corbin et al \(2025\)](#), which canvasses systemic issues beyond teaching and learning.

THE GRAIT MODEL

Rowe (2026) discusses a model for the teaching of non-AI content in an AI-enabled world, which builds on Pearson and Gallagher's 'Gradual Release of Responsibility', terming it the "Gradual Release of AI Technology (GRAIT)". This model states that much like the familiar 'I do – we do – you do' of Pearson and Gallagher, AI introduction should be introduced in a stepped model of independent cognition > shared cognition > offloaded and reallocated cognition.

READ: Rowe, L. From Gradual Release of Responsibility to Gradual Release of Technology: A Case for the Staged Use of AI in Formal Education. *Educ. Sci.* 2026, 16, 1291.

<https://doi.org/10.3390/educsci16081291>

Note how Rowe frames the restriction of AI at some stages as "not a rejection of the technology, but a temporary instructional condition for establishing the knowledge and skill that later allow it to be used productively while minimizing risks to foundational learning." (Rowe, 2026).

REFLECT:

Choose a specific topic or assessment that is coming up in your practice as a teacher. Fill in the table below, using the information in tables 2 and 3 in Rowe (2026) as a guide.

Task or topic	
Independent Cognition tasks	Shared Cognition tasks

What are the conditions under which you would deem a student ready to move from independent cognition to shared cognition, under the GRAIT model?

Is the GRAIT model useful in your area of study or discipline? Why/why not?

ITERATING IN DESIGN

“If the problem is that the convenience of AI encourages learners to abdicate their metacognitive responsibilities, the solution is to design AI interactions that explicitly demand and scaffold those responsibilities.” (Lodge and Loble, 2026)

So how do we do this? It is likely that anything teachers do in this space will need to iterate as technologies and expectations change. Some teachers are publishing their reflections on task design for AI, and there are particularly interesting lessons to be learned from higher education. Note that the majority of our examples come from higher education, as there has been a steady stream of higher education examples published, and because the relative freedom to design assessment that teachers in higher education have reflects the autonomy in the ACT Senior Secondary System.

Some of the examples that are being used in classrooms are:

Students critiquing AI responses and comparing to their own understanding. This can be a generated response by the teacher, or by the students. These can be deeply embedded into a task, or a relatively simple formative task, and can include one or more AI models being used.

Students role-playing with AI to either rehearse a real-world situation relevant to their study, or as part of a validation process.

Students co-creating with AI to make outputs that they would not otherwise have been able to create without the AI and clearly articulating where their skills are being used and developed, and where they have offloaded skills (and why).

WATCH AND READ (TWO CLIPS)

Clip 1

Associate Professor Elizabeth Yuriev from Monash University discussing an AI critique task in Chemistry.

<https://www.monash.edu/learning-teaching/TeachHQ/be-inspired/2024/metacognition-and-critical-thinking-with-chatgpt>

Notice how she speaks about the concept of iteration – that she does not expect this task to be appropriate forever. You can click on the accordion headings on the webpage for more information about what actions were taken and what the outcome was.

Clip 2

Associate Professor Joanne Blannin from Monash University discussing using AI roleplay to rehearse skills that trainee teachers need to develop.

<https://www.monash.edu/learning-teaching/TeachHQ/be-inspired/2026/simulating-parent-teacher-interviews-with-genai>

READ (TWO CASE STUDIES)

Case Study 1

This AI case study that was published by UNSW.

<https://www.education.unsw.edu.au/news-events/news/ai-case-study-critiquing-output-strength-communication-skills>

Case Study 2

This AI exercise used to undertake critical analysis of bias in information sources:

<https://aipedagogy.org/assignment/critical-analysis-across-ai-tools-stereotypes/>

PRACTICAL ACTIVITY

Choose one of your own assessments that you have given to students in the past year. Based on your understanding of the task from the responses given by the students, fill in the table below:

Task

<i>Which class I gave it to</i>	
<i>Strategies that required students to think critically</i>	
<i>Strategies that minimised AI-generated responses</i>	
<i>What did students learn? How do I know?</i>	
<i>What would I do differently next time?</i>	



EXTRA CREDIT

Direct examples of how practitioners are using AI in the classroom:

Tanti, M., Maddox, A., & Phillips, E. (2026). The Science of Learning and Generative AI: A guide for secondary teachers. La Trobe University. <https://doi.org/10.26181/32775462>

Monash University's page of examples – there are many examples on this page for AI-inspired lessons in a range of subjects, using a range of technologies. <https://www.monash.edu/learning-teaching/TeachHQ/be-inspired>

Papers that you may find interesting

Mohanty, A., Li, C., Chen, E., Johnson, G., Lin, J., Mackey, J., Beigh, K., Koedinger, K., Yampolsky, M., Chen, M., Parikh, N., Luttmer, R., Huang, S., Li, S., Singh, S., Judicke, S., Tang, X., Zhao, Y., & Xiao, Z. (2025). Generative AI alone may not be enough: Evaluating AI Support for Learning Mathematical Proof. arXiv. <https://arxiv.org/abs/2509.16778>

Robot 'parent' trained by AI preparing teachers for conflict amid exodus from profession
<https://www.abc.net.au/news/2026-08-26/robot-parent-trained-by-ai-preparing-teachers-conflict-at-school/107074928>

Corbin, T., Bearman, M., Boud, D., & Dawson, P. (2026). The wicked problem of AI and assessment. *Assessment & Evaluation in Higher Education*, 51(4), 736–752. <https://doi.org/10.1080/02602938.2025.2553340>

RISKS AND REWARDS: “FALLING ASLEEP AT THE WHEEL”

Many of the readings in this section are intended to put forward a more sceptical view of AI as a panacea for workload issues. This is intentional; there is no shortage of companies, pundits and publishers putting forward material about all the benefits of AI for teaching and learning. Indeed, ask your friendly neighbourhood AI-powered search engine and it will tell you that AI is not increasing teacher workloads, when teachers in schools are reporting that the results are somewhat mixed.

It would be hubris to imagine that only students are susceptible to the impacts of cognitive offloading. It is important to note that the issue of AI interfering with professionals' skills is being spotted in a range of careers and situations. For example, results consistent with possible deskilling or “falling asleep at the wheel” have been seen in studies of HR professionals ([Dell'Acqua, 2024](#)) and in doctors administering colonoscopies ([Budzyń et al, 2025](#)).

USING AI TO PLAN

Learning First's 2026 report into AI in schools, notes participants reporting both high levels of AI use to develop resources for teaching, and that the majority of these participants used a generalist LLM in undertaking this planning.

READ: [Section 4.1 of the Learning First Report \(pp.36-38\)](#) titled “The Problem with general-purpose AI”

<https://static1.squarespace.com/static/69eb06ed32609f5453be14f1/t/6a12dc02f311fb77c819c4e9/1783563347113/LF-AI+use+in+schools-Taking+action+now.pdf>

This section of the report discusses what the authors see as problems with general-purpose LLMs being used to create learning materials. The next activity is about testing the ability of a general-purpose LLM in these spheres and reflecting on what the LLM is able to do, as part of reflectively and analytically engaging with both the technology and the critical discourse surrounding the technology.

ACTIVITY: Use a general large language model (e.g., copilot, ChatGPT, Gemini) to do the following:

- Generate a lesson plan for a topic or area you know well.
- Generate an assessment for a topic or area you know well.

LESSON PLAN

Analyse the generated lesson plan. Be as critical as you like! Look at:

- Are the goals that the AI identifies explicitly addressed in the lesson plan?
- Is the timing and ordering of the lesson plan reasonable?
- Does the lesson plan consist of multiple short activities? Do these activities build on one another, or are they discrete?
- Does the lesson plan include “busy work”?
- What specific discipline pedagogies are being used in the lesson plan?
- What are the underlying assumptions in the lesson plan – e.g., does it assume that the students or teacher have specific background knowledge?

We have provided an annotated lesson plan ([Appendix 1](#)) made by Copilot and annotated by a human to spark your thinking and written a sample reflection.

Our reflection on the lesson plan:

On the surface this looked like a reasonable lesson plan. The lesson plan suffers, however, from a prompt that did not specify some details – instead of pointing out to the user that the text is too big to deal with in one lesson, the program has tried to make a plan, but it hinges around discrete, sometimes disconnected activities. This could possibly be extrapolated into a sequence of reasonable lessons, but there would need to be more prompting to make it happen, and being familiar with the text and what I wanted to do with it would be vital.

The plan has a range of traps for a teacher who was unfamiliar with the text could fall into, including:

- *The lesson mentions but doesn't go into much detail about colonialism in the text, which is a quite important interpretation that one would expect to see covered in the Literature course*
- *The lesson doesn't give any suggestions as to which quotes and extracts could be provided, but uses multiple quotes and extracts*
- *The lesson uses terms like "hero" that don't really apply to the text being discussed*
- *The lesson plan omits that there is a veiled reference to assault in the play being discussed, which is read by some critics as sexual in nature – something a teacher might want to know before bringing up that scene in class!*
- *The lesson gives unrealistic timings – e.g., 25 minutes for a structured debate, 5 minutes for a written paragraph synthesising a range of ideas.*
- *A lot of the activities lead to recount rather than to analysis.*

What is your overall impression of your lesson plan generated by AI?

What was useful about the plan?

Where does the plan you generated give you pause about using AI in this way?

ASSESSMENT TASK

We have provided an annotated assessment task ([Appendix 2](#)) made by Copilot and annotated by a human.

One thing that is clear in our task is that the task looks quite reasonable until one starts to think more carefully about it.

For your assessment task:

- Look at the verbs or implied verbs in the question/s and compare to the usual taxonomies you would use (e.g., Bloom's, SOLO, or a modified Bloom's).
 - Where has the AI placed the active terms in its assignment?
 - Are they clustered at a particular set of skills?
- Look at the instructions. Are they clear?
 - What appears under "task description"?
 - What appears in other places in the task?
 - Is there important information that is not included in the task description, but is included elsewhere?
- Look at the use of verbs or implied verbs in the rubric and match them to the Achievement Standards for that year and unit. Are there any that do not match?
- Look at the areas for assessment in the rubric.
 - Do they match the Achievement Standards?
 - Is a skill or element being given outsized importance because of its position in the rubric?

Our reflection on the task:

I deliberately picked a book that I thought the AI might not have a lot of information about. This resulted in a very bland and generic task that would not allow me to spread the students well, because it would elicit answers that tend towards the middle. I noticed that a big chunk of the course was missing – the literary analysis that would support the students' work – and the task design itself was multipart and confusing, with some instructions only in one place in the task where they might easily be missed by a student. The validation process was unclear – the tasks seemed fine, but there was no sense of how the validation tasks would be used, and what would happen if the students failed to meet validation expectations. I really noticed that the rubric seemed reasonable at first glance, but when I actually read it closely the level of difficulty was not calibrated for our achievement standards, and that there were some concepts missing. Re-prompting for the questions got me some much stronger questions, which while not perfect, were much more editable to get to the sorts of things I would ask about this book.

What is your overall impression of the assessment task that you generated with AI?

What was useful about the task?

Where does the task you generated give you pause about using AI in this way?

	EXTRA CREDIT
	ChatGPT in Education: An Effect in Search of a Cause? https://paulkirschner173727.substack.com/p/chatgpt-in-education This article outlines some points around the confusion of the medium and the message in education, and discussing conditions under which studies about ChatGPT may be evaluated. Fabrizio Dell'Acqua 2024 Falling Asleep at the Wheel: Human/AI Collaboration in a Field Experiment on HR Recruiters.

USING GENERATIVE AI TO ADDRESS WORKLOAD

There has been a lot said about teacher workload, and anyone working in the sector has their own experiences and their own thoughts. It is most likely that the impact on workload will ebb and flow as technology and legislation changes. Is AI helpful or not?

READ: [pages 2 and 3 of Sungu et al \(2026\) Generative AI Can Harm Teaching](#)

Sungu, Alp and Lira, Benjamin and Duckworth, Angela, Generative AI Can Harm Teaching (June 25, 2026). Available at SSRN: <https://ssrn.com/abstract=7007339>

REFLECT: In this section, the authors put forward an optimistic and a pessimistic view of the impact of AI on teachers. Place yourself on a continuum for their main points to represent what point of view you currently hold.

Optimistic	Pessimistic
Potential to expand teachers' capabilities.	Cognitive offloading degrades teacher quality.
Cognitive resources freed up for high-value activities such as refining and rehearsing lesson plans, differentiation, relationship-building.	People won't use the time saved to do things related to their work or to improve their performance.
Allow time for teachers to build interesting learning experiences that students find intrinsically motivating.	AI will make generic resources that students find demotivating.
Overall, boosts the perceived value of school work and enables student self-efficacy.	Overall, does not complement teachers' capabilities, but substitutes for them, making teaching ineffective.

REFLECT: What are your thoughts about these pages from Sungu et al (2026)? Do you find them credible?

[Kirschner \(2026\)](#) notes:

Students don't experience teaching as the sterile transfer of technically adequate content from one container (the teacher) to another (the learner). They experience (and expect) a teacher; their examples, humour, stories, expectations and ways of explaining difficult ideas.

[illegible]

Literature about workload draws a distinction between the idea of work hours and work intensity, particularly when describing the changes that have led to teachers reporting increased workload. Work intensity seems to be the thing that makes workload seem unbearable – having too many competing things to do all at once.

The salient features of heavy hours described by the teachers in this study include: rapid professional decision making in the midst of complexity; being pulled in multiple directions, too many to turn to in an hour; and the residue that lingers long after the hour is over.

Outside the classroom

- Using a work-approved and secure system, AI can write responses to emails. Don't use anything that is not approved by your workplace as a secure and trusted tool. Some workplaces might have different rules on what can go into different tools (e.g., Gemini vs Copilot). Make sure you check – **always assume you are not allowed to use a tool for any work-related material until you have positive, written proof that you are permitted to use it.**
- Differentiating content; AI can make multiple versions of worksheets or content and can make extension activities. Make sure that you own the copyright for the material in the worksheet – entering purchased resources or published books/articles into AI is almost always a violation of copyright law.
- AI can format resources quickly – think power points or worksheets.
- AI can come up with sensitive ways to say hard things.

- AI can be used to rehearse difficult or sensitive interactions so that you feel prepared going into them.

In class

- AI is surprisingly good at arguing the case with the student who says, “but why do I have to do this?”; “what’s the point of this?” or “the author didn’t mean to include symbolism” – if AI is approved for use with students in your school, this can be a place for students to test arguments without taking up all the oxygen in the room arguing with you. Give it a go with the AI of your choice and see what it says.
- AI can quickly come up with ideas to modify or extend a task if needed – for example, when you get the emergency lesson cover and you weren’t left enough work.
- AI can be used to draft an example on the fly – e.g., if a student wants to see an example about a specific topic, AI can draft something that you can then show the student how to modify (as opposed to creating an example from scratch).
- Student-facing AI that uses Socratic questioning or other methods where a student is guided to undertake the learning themselves is showing some promise; however, this is not available in all schools and systems, and caution about the transferability of skills is advisable.

Of course, technology other than generative AI can be used to minimise complexity, e.g.,

- Text-to-speech/read aloud functions (including for transcribing teacher comments)
- Automatic marking of multiple choice, with feedback on answers
- Comment banks
- Automatic spelling and grammar checking

READ and WATCH:

This video and page from Dr Amber McLeod at Monash University discusses using a specific AI program to reflect on and redesign a program of learning from a group of materials that already existed.

<https://www.monash.edu/learning-teaching/TeachHQ/be-inspired/2026/redesigning-a-unit-with-existing-teaching-materials-with-notebooklm>

Notice that Dr McLeod discusses points at which she thinks the AI has not done as well as it could have, or where it has given her cause to reflect on her own practice.

REFLECT: How have you used AI or automation to minimise complexity in your current role?

How could you use AI or automation to minimise complexity in your current role?

	EXTRA CREDIT Beck, J. L. (2017). The Weight of a Heavy Hour: Understanding Teacher Experiences of Work Intensification. <i>McGill Journal of Education / Revue des sciences de l'éducation de McGill</i>, 52(3), 617–636. https://doi.org/10.7202/1050906ar Should artificial intelligence be used to write work emails? Australia's workplace tribunal ruled against https://www.abc.net.au/news/2026-08-31/should-artificial-intelligence-ai-be-used-to-write-work-emails/107051458 -- article from the ABC about a case where AI being used to write emails seemed to cause more of a problem than it alleviated.
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What we've been looking at in this module has been designed to prompt deep reflection on the role of AI in teaching and learning. This module has not been designed to give you one single definitive answer, but to give you space and time to reflect on the complexities and the range of answers

We began by considering our own knowledge and relating that to AI, then moving on to the theories causing waves in the world of education.

Then we reflected on AI's possible impacts on teaching and workload and looked at some articles that may challenge more conventional perspectives on the use of AI as undertaken by teachers.

We hope that you leave this PL with an understanding that research is ongoing, and that iteration in what we do will be important as times goes on.

REFLECT: Having worked through these activities, what are your current reflections on the role of AI in teaching and learning?

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

NEXT STEPS

To be counted as having completed the work for this course, you need to answer the questions in the form here: <https://forms.cloud.microsoft/r/CUBqEtu7En>

APPENDIX 1: ANNOTATED LESSON PLAN

Prompt: Hi copilot, can you please give me a sample lesson plan for Shakespeare's play "The Tempest" aimed at senior students?

Absolutely. For senior secondary students, I would focus less on plot recall and more on interpretation, power, colonialism, forgiveness, and the construction of authority. Here's a sample 90-minute lesson that could fit an English Literature, Advanced English, or senior interdisciplinary humanities course.

Sample Lesson Plan: *The Tempest*

Year Level: 11-12

Duration: 90 minutes

Focus: Power, control, and colonialism in *The Tempest*

Key Question: *Is Prospero a wise ruler or a manipulative tyrant?*

Learning Outcomes By the end of the lesson, students will be able to:

- Analyse how Shakespeare presents power through language and characterisation.
- Examine contrasting interpretations of Prospero.
- Use textual evidence to support an argument.
- Discuss how modern audiences may respond differently to the play than Shakespeare's original audience.

These themes and interpretive approaches are commonly highlighted in senior *Tempest* teaching resources and critical literature.

[\[theteachin...couple.com\]](#), [\[varsitytutors.com\]](#)

Resources

- Copies of *The Tempest* (Act 1 Scene 2 excerpts)
- Highlighters
- Character evidence chart
- Whiteboard or digital collaboration tool

These are not the same subjects!

Colonialism in "The Tempest" is a complex and nuanced topic. Although identified as a lesson focus, it is barely touched on in the AI generated lesson plan, and the information given would not be enough to prepare a teacher for whom this was their first time teaching the play.

Note that without specifying, the AI has defaulted to discussing the main character. The question sounds good but it's not anchored – why would this interpretation be important to understanding the play? At what point in the students' journey is this lesson set?

Notice that there's no clear connectedness to other lessons, nor even an explanation of why this would be important other than an appeal to popularity. There is no link to a specific curriculum, which is likely an artefact of the prompt not specifying curriculum.

Which is it? Copies of the play, or copies of Act 1 Scene 2? It's a decent choice of part of the play, because it deals with a range of characters and situations, but it's also about 614 lines, which is a big ask for students in the time given.

This seems facile.

Lesson Sequence

1. Starter Activity (10 minutes)

Stimulus Quote

Display:

"This swift business I must uneasy make, lest too light winning Make the prize light."

(Prospero, speaking about Ferdinand and Miranda)

If the teacher were not familiar with the play, this could be a surprise class discussion – here, Prospero is referring to his daughter getting together with a prince as a “prize”. A valid interpretation of this is as the girl being handed over as the “prize”.

Think-Pair-Share

Students discuss:

- What does this reveal about Prospero?
- Is he protecting Miranda or controlling her?
- What assumptions does Prospero make about other people?

The lesson is written assuming that the students have engaged with and understood the play.

Brief class discussion.

2. Context and Framing (10 minutes)

Provide a short teacher explanation:

This seems strangely-timed, and more appropriate for a general introductory lesson for the play.

Shakespeare's Context

- Written around 1610-1611.
- Period of European exploration and colonisation.
- Growing interest in foreign lands and encounters with Indigenous peoples.
- Belief in divine authority and social hierarchy.

Introduce the idea that modern critics often read Caliban and Prospero through a postcolonial lens, examining power and control over land and people. [\[teacherspayteachers.com\]](https://www.teacherspayteachers.com), [\[swipespeare.com\]](https://www.swipespeare.com)

Interestingly, the AI has not specified which extracts/passages that might be used. This could be a barrier to understanding. There are other power relationships in the play that are omitted here which could give a different understanding – particularly, how does Prospero relate to the characters who do not live on the island?

3. Close Reading Activity (25 minutes)

Focus Extracts

Students work in groups with passages involving:

- Prospero and Miranda

- Prospero and Ariel
- Prospero and Caliban

Each group highlights evidence of:

Evidence of Leadership	Evidence of Control
protects others	threatens others
educates	manipulates
seeks justice	seeks revenge

Discussion Questions

1. How does Prospero use language to establish authority?
2. Does Ariel appear loyal or trapped?
3. How does Caliban challenge Prospero's authority?
4. Who has power in each interaction?

It is extremely weird that the lesson has not mentioned at any point the positional authority of Prospero – either as a patriarch, deposed duke or a very powerful wizard. In fact, magic has not been mentioned at all.

This lesson plan has left out something that could be extremely awkward if the teacher did not know about it – the text portrays Caliban as attempting to assault Prospero's daughter, Miranda.

Groups record findings on a shared board.

4. Debate Activity (25 minutes)

Statement

"Prospero is the hero of *The Tempest*."

Divide the class into:

- Agree
- Disagree

Students prepare arguments using textual evidence.

Possible prompts:

Hero

- Restores order.
- Protects Miranda.
- Forgives his enemies.

Tyrant

This is a flawed question. "Hero" is not an appropriate literary term for Prospero and there is no prompt for either teacher or students to recognise or understand this.

If the point of the lesson is to discuss colonialism, it's completely been lost by this point in the activities.

- Enslaves Ariel.
- Dominates Caliban.
- Manipulates everyone on the island.

Ever tried to do a structured debate in 25 minutes start to finish?

Conduct a structured debate.

5. Contemporary Connection (10 minutes)

Present the question:

"Who owns knowledge and who gets to control it?"

Students connect this idea to contemporary examples such as:

- Governments
- Social media platforms
- Artificial intelligence
- Education systems

Another disconnected activity – while it might work with a specific program of learning, as presented here it does not have a clear relationship to the goals of the unit and appears to be busy work within the lesson.

Ask students:

- How might Prospero act if he lived today?
- Would we trust him with modern technology?

This kind of questioning can encourage responses where students produce anecdotal information as opposed to linking to their interpretation of the play. There is no clear link to how the students are expected to support their opinions.

This encourages students to view Shakespeare through a contemporary lens.

6. Exit Ticket (5 minutes)

Students respond to:

In one paragraph, explain whether Shakespeare encourages the audience to admire Prospero, distrust him, or both. Use one quotation in your response.

Is this timing realistic for a well-formed paragraph?

Collect for formative assessment.

Differentiation

Support

- Provide modern-English paraphrases.
- Offer scene summaries.

This does not make clear how this would aid a student, or even what difficulties it's intended to ameliorate.

- Supply a quotation bank.

Extension

Students evaluate two competing interpretations:

Traditional View Prospero as a wise ruler who restores justice.

Postcolonial View Prospero as a coloniser who exploits Caliban and controls the island. [\[teacherspa...achers.com\]](https://www.teacherspayteachers.com), [\[theteachin...couple.com\]](https://www.theteachin...couple.com)

Students write a short critical response explaining which interpretation they find more convincing.

Homework Option

Critical Response (500 words)

"The real struggle in *The Tempest* is not between good and evil, but between freedom and control."

Discuss.

Students must reference at least three quotations from the play.

This lesson usually generates lively discussion because students quickly realise Prospero is neither a straightforward hero nor villain, making him an excellent vehicle for teaching critical reading and interpretation at a senior level.

This is a generic question that applies a simplistic idea to the play – good and evil don't have a strong enough presence in the play to be a useful foil to 'freedom and control'.

This lesson has not encouraged critical **reading** in any particular depth.

APPENDIX 2: ANNOTATED ESSAY TASK

Note that the AI was told:

Hi Copilot, can you please write me an assessment for a Year 12 Literature class in the ACT Senior Secondary System, studying the unit Power of Literature. The primary text for the unit was *Ferdia Lennon's Glorious Exploits*. The assessment should be a take home essay and include validation processes for student work. I also need a rubric for the task. Thank you!

Note: I picked a relatively recently released book to show that if there isn't much in the training dataset, the AI will write very generically.

AI Response

Looking at the BSSS Literature course description, the **Power of Literature** unit focuses on:

the relationship between language, culture and identity in literary texts; the power of language to represent ideas, events and people; examination of values and attitudes represented in texts and their impact on readers; and the development of analytical responses characterised by personal voice and informed observation.

[\[bsss.act.edu.au\]](https://bsss.act.edu.au), [\[v8.austral...lum.edu.au\]](https://v8.austral...lum.edu.au)

Using that framework and retaining *Ferdia Lennon's Glorious Exploits* as the core text, here is an assessment task.

Literature T

Unit: Power of Literature

Analytical Take-Home Essay

Course: Literature T

Unit: Power of Literature

Assessment Type: Analytical Essay

Weighting: 35%

Length: 1,500-1,800 words

Due Date: _____

This could be a point of risk for a busy person – does this match the % weighting on the unit outline? Why has the AI picked this % weighting?

Task Overview

Literature can shape how readers understand themselves, others and the world around them. Through language, authors represent people, events, cultures and values, inviting readers to reconsider assumptions and engage with diverse perspectives.

In this unit, students have studied *Ferdia Lennon's Glorious Exploits* and examined how literary texts use language to construct identity,

represent cultural values and influence readers' understanding of human experience.

You are required to write an analytical essay that explores the power of literature to represent ideas, experiences and perspectives.

Essay Question

How does Ferdia Lennon's *Glorious Exploits* demonstrate the power of literature to shape readers' understanding of people, culture and identity?

In your response, analyse:

- the representation of individuals, communities and cultures in the text
- the role of language in shaping meaning
- the values and attitudes conveyed by the novel
- the ways readers are positioned to respond to characters, events and ideas
- the significance of the text's historical and/or contemporary contexts.

Support your discussion with detailed textual evidence and sustained analysis.

Alternative Questions

Option A

"Literature has the power to challenge assumptions and broaden perspectives."

Discuss this statement with reference to *Glorious Exploits*.

Option B

How does Lennon use language to represent identity and belonging in *Glorious Exploits*?

Option C

To what extent does *Glorious Exploits* demonstrate that stories can influence the way readers understand power, humanity and social values?

There's a big chunk of the course that is missing in this explanation – the literary analysis that would support the students' work is mentioned only in passing, and not in the requirement for the essay, and the engagement with critical sources is lacking.

This text was chosen because it uses a highly unusual narrative device, and strong intertextuality. Note how generic these ideas are – there is not even a mention of key scenes.

If you were looking for the most boring essay of all time, I guess you could use this question?

This is the first question that touches upon a distinctive feature of the text. Look at the implied verb here, and in other questions; is discuss or relate at a high enough level for students to be able to demonstrate the A grade descriptors?

This is both a tricky question to answer about a text with very little presence in the scholarly literature, and a question that invites recount rather than analysis.

Task Requirements

Students must:

- develop a clear and sustained line of argument
- demonstrate understanding of the relationship between language, culture and identity
- analyse literary features and choices
- integrate relevant textual evidence
- use appropriate literary terminology
- communicate in a formal analytical style
- acknowledge all sources appropriately.

Is this really “task requirements”, or a list of things to do in the essay? Task requirements would usually include “write an essay in response to your choice of one of these questions, and do the validation”... and so on.

Validation and Authentication Processes

To support the authenticity of student work, the following validation measures will be used.

In-Class Development

Students will complete:

- an in-class exploration of the essay question
- a thesis statement approved by the teacher
- an essay plan completed under supervision
- a short analytical writing sample completed in class.

Draft Checkpoint

Students will submit:

- an introduction
- a detailed essay plan
- one developed body paragraph.

When is this? What happens if students don’t meet it? How does it contribute to the task?

Feedback will focus on argument development, organisation and interpretation.

Evidence of Process

Students must retain:

- research notes

- planning documents
- draft versions
- teacher feedback
- version history where available.

Declaration of Authenticity

Students must submit a declaration confirming that:

- the work is substantially their own
- all sources have been acknowledged
- any use of generative artificial intelligence complies with school and BSSS requirements and has been appropriately declared.

Validation Discussion

Students may be required to participate in a brief validation conversation in which they discuss:

- their thesis
- their interpretation of the text
- key quotations used in the essay
- the development of their ideas throughout the drafting process.

Note that until this point all suggested validation measures are what Corbin et al (2025) terms “discursive” – basically, they amount to a promise to not breach academic integrity, but there is no way to actually ensure that the students are doing what they say they are.

Missing concepts: critical analysis, evaluation, research, nuance.

Not commensurate with a D – closer to an E, but this is not language recommended for use in a rubric, because using this language is effectively grading a student using a lack of evidence.

Rubric

Criteria	A	B	C	D	E
Understanding of Literature, Language and Representation	Demonstrates sophisticated understanding of how language, culture and identity operate in the text. Insightfully examines values,	Demonstrates thorough understanding of language, culture and identity. Effectively examines values and representations.	Demonstrates sound understanding of language, culture and identity. Discusses relevant representations and ideas.	Demonstrates limited understanding of the relationship between language, culture and identity.	Demonstrates minimal understanding of the text and its ideas.

Not commensurate with an E – better words would be “straightforward understanding”.

We seem to have dropped the text.

Should be “explains”

Criteria	A	B	C	D	E
	attitudes and representations.				
Analysis and Interpretation	Presents perceptive and convincing interpretations. Analyses literary choices with sophistication and insight.	Presents well-developed interpretations and effective analysis of literary choices.	Presents competent interpretation and analysis of literary features and ideas.	Presents basic interpretation with limited analysis.	Presents little analysis or interpretation.
Use of Evidence	Selects and integrates highly relevant evidence that is used persuasively and precisely .	Uses relevant evidence effectively to support analysis .	Uses appropriate evidence to support discussion.	Uses limited evidence or evidence unevenly.	Uses minimal or inappropriate evidence.
Argument and Organisation	Develops a sophisticated, sustained and coherent argument. Ideas are logically and effectively connected.	Develops a clear and sustained argument. Structure supports meaning effectively.	Develops a generally coherent argument with logical organisation.	Demonstrates a simple argument with inconsistent organisation.	Demonstrates little control of argument or organisation.

B-verb in ACT Senior Secondary English Framework.

Limited is not commensurate with the Framework.

The gulf between A and B in this criterion is quite big, and does not reflect the achievement standards.

Missing the concept of wide and independent research

Couching in the C range is not in line with the Framework.

This is more in line with the E band.

There isn't an equivalent "organisation" in the Framework, and as such organisation of ideas is being given too much weight in this rubric.

Criteria	A	B	C	D	E
Communication	Communicates with precision, fluency and control. Literary terminology is used accurately and purposefully.	Communicates clearly and effectively using appropriate literary terminology.	Communicates appropriately with generally accurate terminology.	Communicates ideas simply with limited control of terminology.	Communicates ideas unclearly with minimal use of terminology.
Application of Academic Conventions	Consistently applies academic conventions accurately and effectively.	Applies academic conventions accurately.	Applies academic conventions adequately.	Applies academic conventions inconsistently.	Demonstrates limited application of academic conventions.

Again, more in line with the E band.

But not accurate or purposeful?

Inappropriate for the C range.

Notice how the AI did not deal well with the specific text. Further prompting was needed to get these questions:

Yes, I agree. The current questions could be answered about almost any literary text. For **Power of Literature**, I'd be inclined to lean into what makes *Glorious Exploits* distinctive:

- the retelling of a historical episode from the Peloponnesian War
- the tension between art and survival
- the transformative power of storytelling and theatre
- whose stories are remembered and whose are forgotten
- the use of a contemporary Irish vernacular to humanise people from the distant past
- the idea that literature creates empathy across cultural and historical boundaries.

Here are some more text-specific alternatives.

Option 1 (Recommended)

In *Glorious Exploits*, literature becomes a means of survival, connection and resistance.

To what extent does Lennon suggest that stories have the power to transform individuals and communities?

Again, look at the verbs and the implied verbs in these questions. Are they asking enough? This is a much stronger question for this novel, which does indeed deal with literature as a means of survival, connection and resistance.

Option 2

"The prisoners arrive hungry for food, but leave hungry for stories."

How does Lennon use the relationship between the Syracusan prisoners and Greek tragedy to explore the power of literature?

This is missing a big part of the text, which is it's the Athenian narrator's hunger for stories that drives much of the narrative. This is a very narrow question for this text.

Option 3

How does Lennon use theatre and storytelling in *Glorious Exploits* to challenge conventional understandings of power?

Not a great question – it seems like there's been some confusion in the idea of "power of literature".

Option 4

"Some voices are remembered by history; others are forgotten."

Discuss how *Glorious Exploits* uses literature to give value and meaning to ordinary lives.

Difficult to answer when most scholarship about the novel is in the grey literature. Possibly "Evaluate this choice as a literary device, considering culture, identity, and shared humanity" would work better.

Option 5

Lennon tells an ancient story using a contemporary Irish voice.

How does this choice influence readers' understanding of culture, identity and shared humanity?

Several of these options, such as 6 and 7, could lead students astray if the teacher did not work carefully with them; simple plot recount would theoretically answer these questions, which would not allow a student to fulfil the achievement standards.

Option 6

How does *Glorious Exploits* demonstrate the capacity of literature to build empathy across differences of time, place and culture?

Option 7

"Art matters most when life is difficult."

Discuss how Lennon explores this idea in *Glorious Exploits*.

Option 8

Through the performance of Euripides' plays, the prisoners in *Glorious Exploits* find dignity, hope and connection.

Analyse how Lennon presents literature as a powerful force in human experience.

This is a bit of a red herring in this text and would restrict student responses. This question would be stronger without this first sentence.

My pick for a Year 12 Literature T assessment

I think this one best aligns with the BSSS **Power of Literature** unit while remaining open enough for sophisticated responses:

In *Glorious Exploits*, literature becomes a means of survival, connection and resistance. To what extent does Lennon suggest that stories have the power to transform individuals and communities?

It directly targets:

- the power of language and storytelling
- representations of people and culture
- values and attitudes
- reader response
- identity and human experience

while still providing enough scope for students to discuss Lampo and Gelon, the prisoners, Euripides, theatre, war, memory, compassion and the novel's contemporary voice. It's also a question that naturally differentiates A-range students because they can debate the extent of that transformative power rather than simply describing it.

EXTRA CREDIT CHECKLIST: AI AND TEACHING AND LEARNING

If you are planning to use the extra credit readings as part of your professional reading for accreditation, you can check off the readings you've done on the list below. You will need to log this extra reading as teacher-identified professional learning.



Item	Description	Read
How does AI affect how we learn? A cognitive psychologist explains why you learn when the work is hard https://theconversation.com/how-does-ai-affect-how-we-learn-a-cognitive-psychologist-explains-why-you-learn-when-the-work-is-hard-262863	Highly recommended and written in an approachable style that would make it appropriate to share with students. Introduces some of the key ideas about learning as an embodied process.	
Learning Theories: https://itali.uq.edu.au/teaching-guidance/principles-learning/guiding-theories-and-frameworks/learning-theories University of Queensland	Refresher on learning theories.	
Zone of Proximal Development: https://www.nysed.gov/bilingual-ed/topic-brief-4-zone-proximal-development-affirmative-perspective-teaching-ells-and-mls New York State Education Department	Refresher on Vygotsky's ZPD.	
Burleson, Sarah & Thoron, Andrew. (2014). Maslow's Hierarchy of Needs and Its Relation to Learning and Achievement: AEC495/WC159, 4/2014. EDIS. 2014. 10.32473/edis-wc159-2014. https://journals.flvc.org/edis/article/view/131587	Refresher on Maslow's Hierarchy of Needs.	
Study Buddy or Influencer: Chapter 5 - Impacts on teachers and education system	Chapter from the Parliamentary Inquiry into the use of Generative Artificial Intelligence in the Australian Education System, outlining projected impacts on teachers and the education system.	
Lodge, Jason M.; Loble, Leslie (2026). Artificial intelligence, cognitive offloading and implications for education. University of Technology Sydney.	Strongly recommended. Clear, timely advice about the current research	

Item	Description	Read
Report. https://doi.org/10.71741/4pyxmbnjq.31302475.v2	into AI and cognitive offloading.	
Ke, Yuhe; Jin, Liyuan; Ong, Jasmine Chiat Ling; Thirunavukarasu, Arun J; Car, Josip; Cheung, Carol Y; Tham, Yih Chung; Ting, Daniel Shu Wei; Ong, Marcus Eng Hock; Compton, Scott; Narayan, Aditee; Keane, Pearse A; Wong, Tien Yin; Bates, David W; Tan, Patrick; Liu, Nan (2026). AI-induced never-skilling in medical education. <i>Nature medicine</i> , 32 (6). pp. 1997-2006. ISSN 1078-8956 DOI: https://doi.org/10.1038/s41591-026-04438-y	For interest if you have been wondering “how are other disciplines dealing with issues of skill development?”	
Tanti, M., Maddox, A., & Phillips, E. (2026). <i>The Science of Learning and Generative AI: A guide for secondary teachers</i> . La Trobe University. https://doi.org/10.26181/32775462	Strongly recommended. A practical guide to implementing cognitive strategies in the classroom.	
Monash University's page of examples – there are many examples on this page for AI-inspired lessons in a range of subjects, using a range of technologies. https://www.monash.edu/learning-teaching/TeachHQ/be-inspired	Strongly recommended. A practical guide to implementing cognitive strategies in the classroom.	
Mohanty, A., Li, C., Chen, E., Johnson, G., Lin, J., Mackey, J., Beigh, K., Koedinger, K., Yampolsky, M., Chen, M., Parikh, N., Luttmer, R., Huang, S., Li, S., Singh, S., Judicke, S., Tang, X., Zhao, Y., & Xiao, Z. (2025). Generative AI alone may not be enough: Evaluating AI Support for Learning Mathematical Proof. arXiv. https://arxiv.org/abs/2509.16778	Study into transference effects with AI tutors.	
Robot 'parent' trained by AI preparing teachers for conflict amid exodus from profession https://www.abc.net.au/news/2026-08-26/robot-parent-trained-by-ai-preparing-teachers-conflict-at-school/107074928	ABC Australia article about the use of an AI-enabled chatbot to help trainee teachers rehearse difficult conversations.	
Corbin, T., Bearman, M., Boud, D., & Dawson, P. (2026). The wicked problem of AI and assessment. <i>Assessment & Evaluation in Higher Education</i> , 51(4), 736–752. https://doi.org/10.1080/02602938.2025.2553340	Strongly recommended – article reframing the problem of AI and Education using the Wicked Problem framework.	
ChatGPT in Education: An Effect in Search of a Cause? https://paulkirschner173727.substack.com/p/chatgpt-in-education	This article outlines some points around the confusion of the medium and the message in education, and discussing	

Item	Description	Read
	conditions under which studies about ChatGPT may be evaluated.	
Fabrizio Dell'Acqua 2024 Falling Asleep at the Wheel: Human/AI Collaboration in a Field Experiment on HR Recruiters.	One of the earliest working papers to identify possible negative performance impacts from AI use.	
Beck, J. L. (2017). The Weight of a Heavy Hour: Understanding Teacher Experiences of Work Intensification. <i>McGill Journal of Education / Revue des sciences de l'éducation de McGill</i> , 52(3), 617–636. https://doi.org/10.7202/1050906ar	Not directly related to AI. Discusses how teachers experience workload pressures.	
Should artificial intelligence be used to write work emails? Australia's workplace tribunal ruled against https://www.abc.net.au/news/2026-08-31/should-artificial-intelligence-ai-be-used-to-write-work-emails/107051458	Article from the ABC about a case where AI being used to write emails seemed to cause more of a problem than it alleviated.	