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#CSPDWeek2026

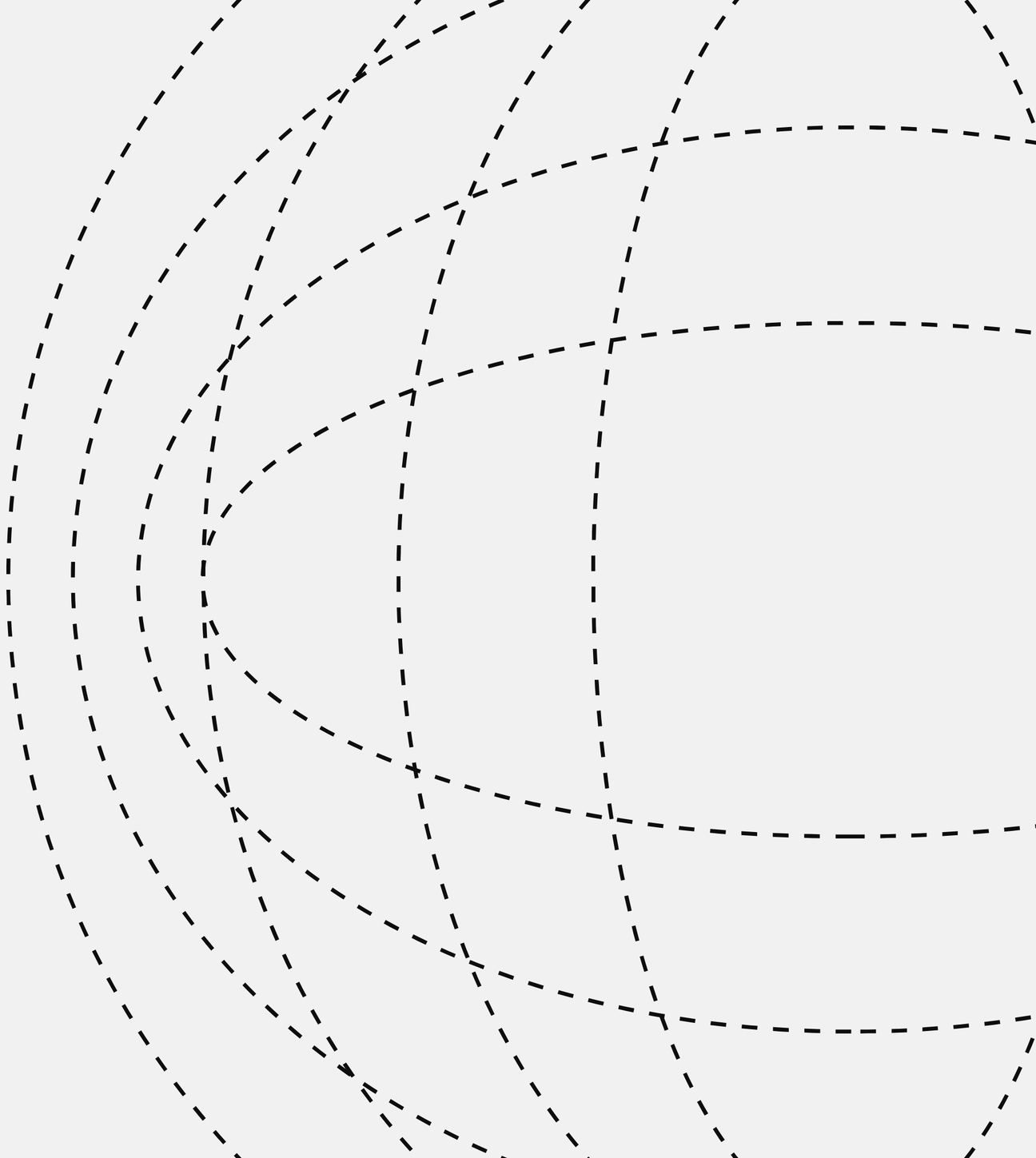
#CompSciNJ

@csteachersorg

New Jersey CSPDWeek

This material is based upon work supported by the National Science Foundation under Award No. 2607763.

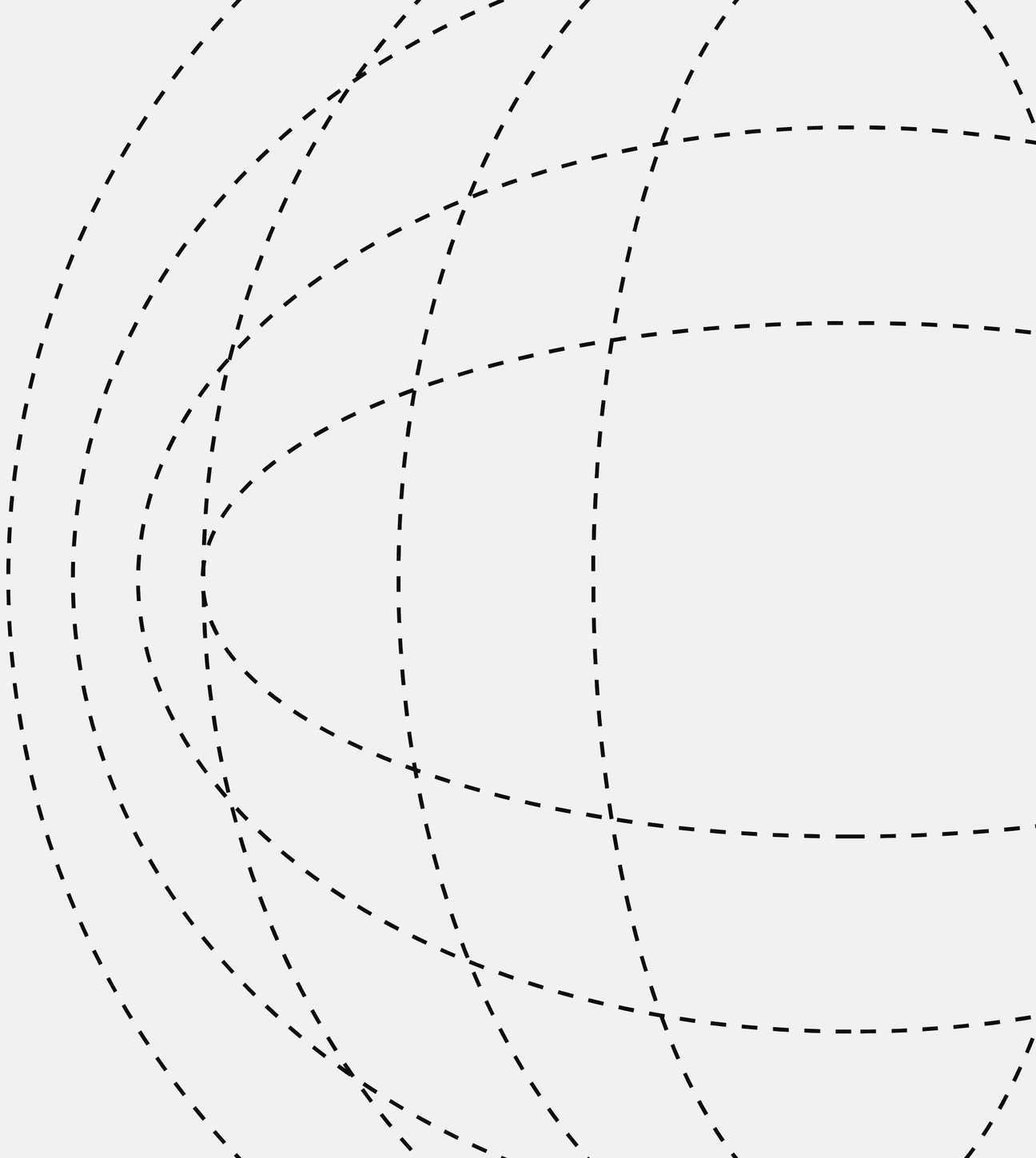
***Analog Inspiration*:** Centering Our Values in the Age of AI



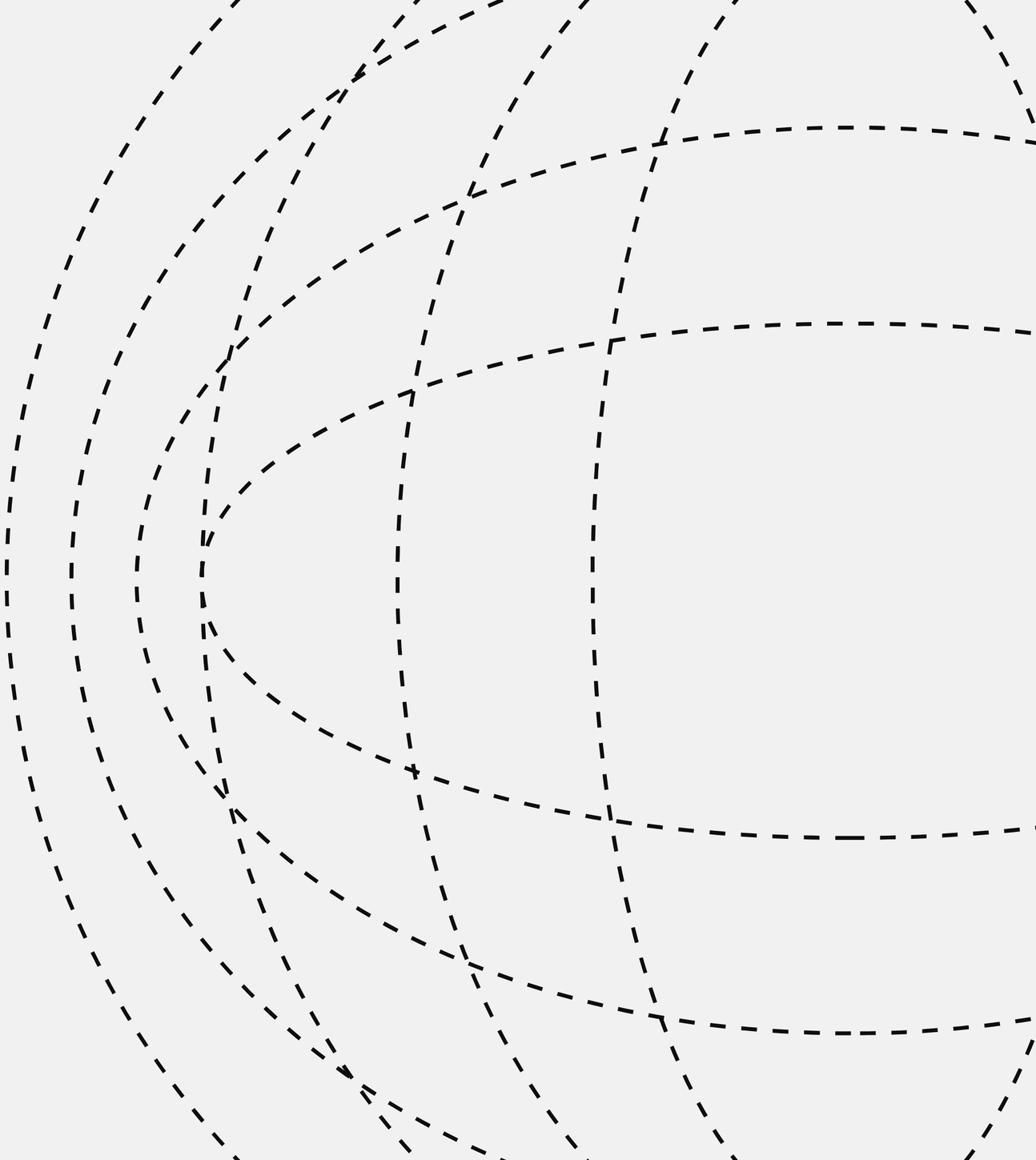
Carter Moulton, PhD
analoginspiration.ai
August 6, 2026 / CSTANJ CSPDWeek 2026

Today we'll...

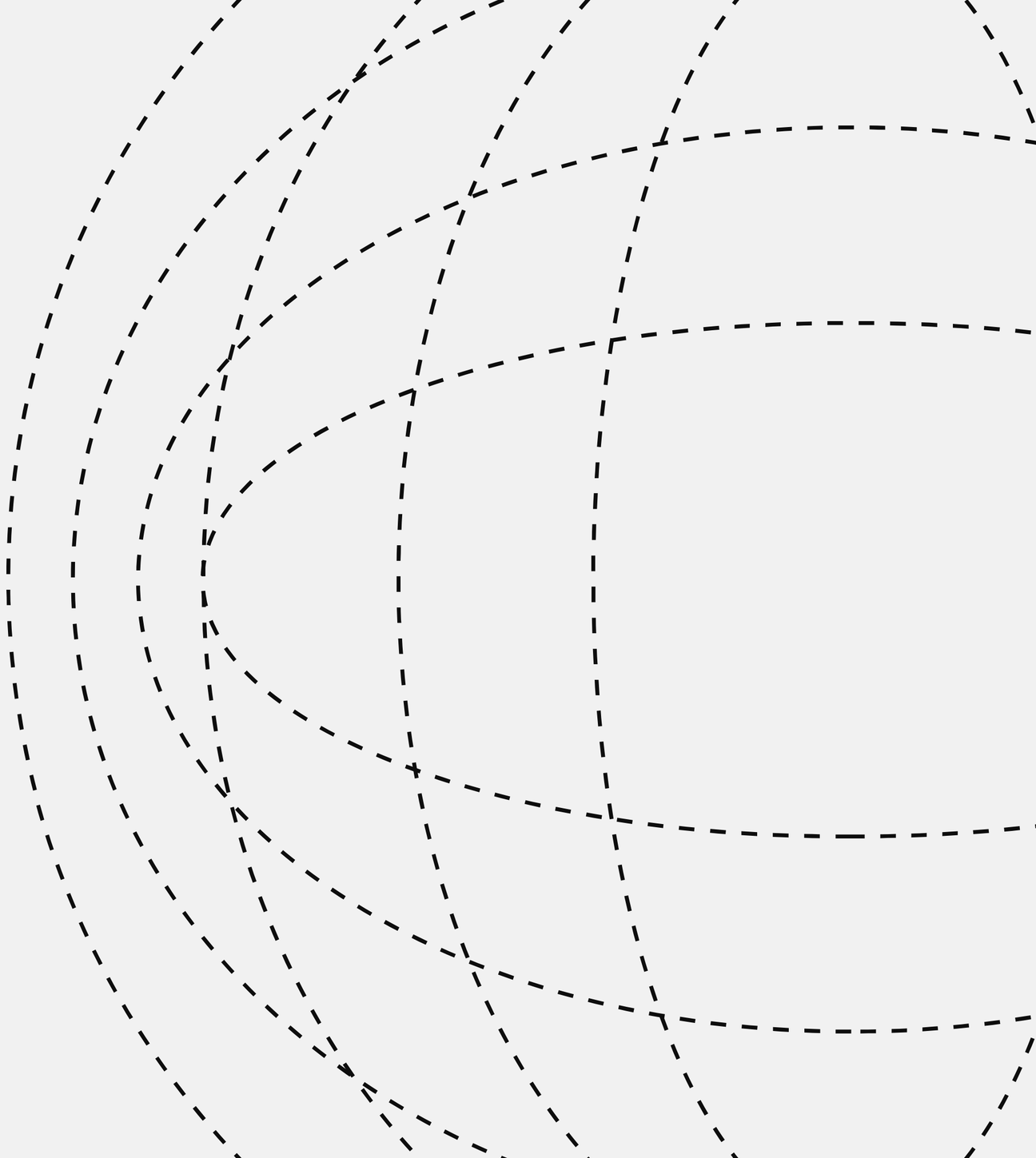
- ***Discuss** how various human values, skills, and concerns are being impacted by AI in the classroom.*
- ***Develop** values-driven strategies for navigating difficult AI-related scenarios in the classroom.*
- ***Identify** tangible strategies for values-aligned teaching in the age of AI.*



What words are currently being used to describe generative AI’s *positive* impact on our lives?



efficiency
acceleration
optimization
automation
personalization
productivity
faster
easier
scale
offloading



Plan lessons faster

Quickly create lesson plans aligned to learning objectives and education standards. Get fresh ideas for fun ways to make lessons more engaging.

Bring AI to campus at scale

More productivity and creativity with Gemini

With Gemini, educators have an AI assistant that can help them save time, get inspired with fresh ideas, and create captivating learning experiences for every student.

Ship faster with Codex

Learn how Codex helps you ship faster and more confidently with tools that run in your terminal, IDE, and the cloud.

Offload complex tasks from start to finish with agent

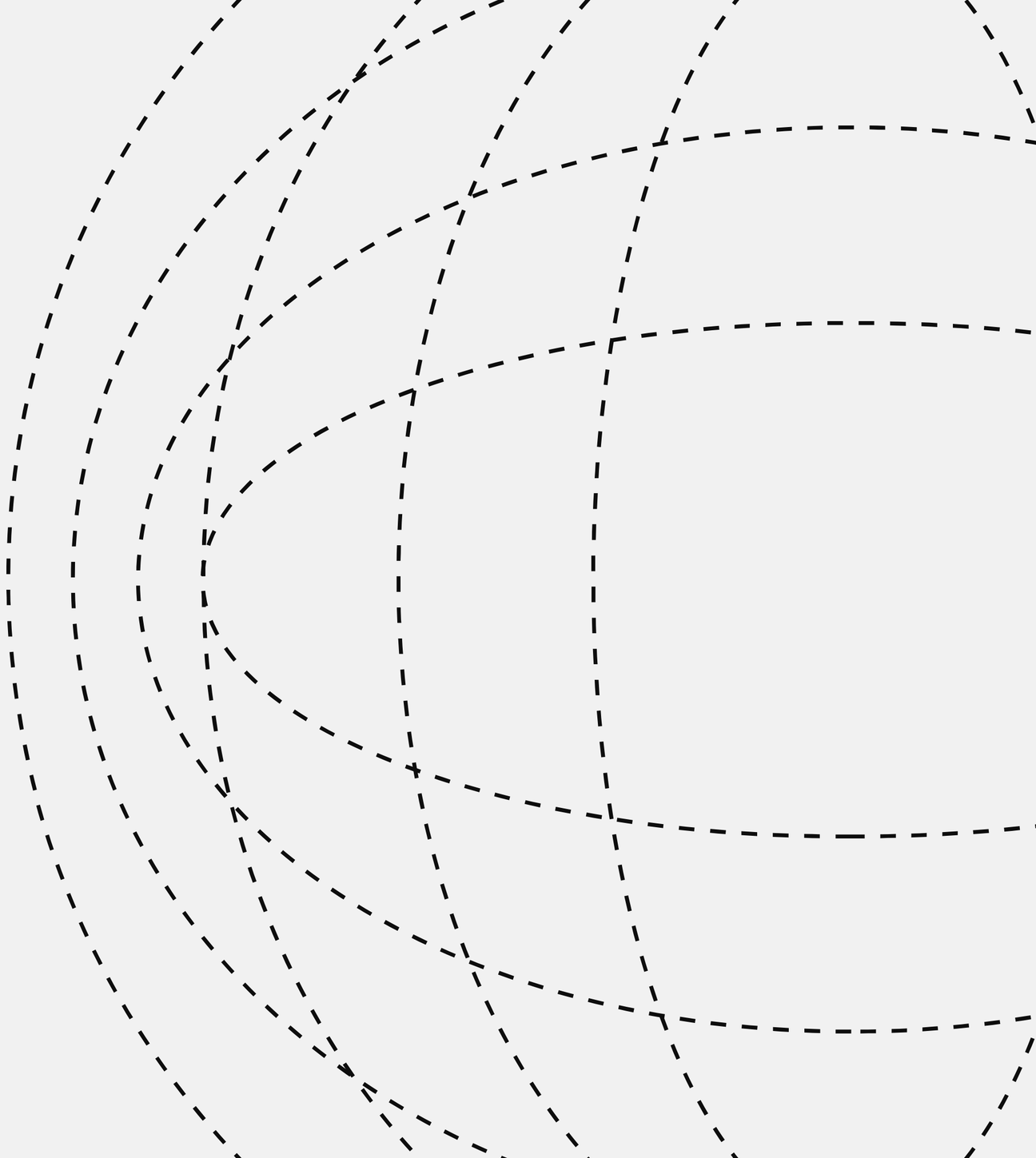
Ask ChatGPT to do work on the web for you.

Use ChatGPT to make life easier

Make learning personal for students

AI can help meet students where they are, so they can learn in ways that work for them.

joy
empathy
rest
community
truth
relationships
intention
patience
presence
perseverance



speed	→	slowness
personalized	→	relational
scaled	→	intimate
efficiency	→	friction
deliverables	→	discussions

“we advocate for embracing **‘slowness’ as an act of resistance** to the fast-paced, neoliberal demands of academia and allows space for reflection and care...”

“The valuing of a space of care, presence and slowness, contrasts with the aforementioned accelerated rhythm of the current technological landscape. This binarism between the abundance of information and the need for slow and reflective processing underlines the importance of creating spaces for sustained, empathic, and careful dialogue in the academic environment.“

(Raffaghelli et al. 2025)

Generative AI offers an opportunity for us all to **revisit what, why, and how we teach**, and how we build environments of curiosity and care with and for our students.

Stanford University
Human-Centered
Artificial Intelligence

1. AI should be guided by a concern for its impact on human society.

2. AI should be inspired by human intelligence.

3. AI should augment, not replace human capabilities.

"From a design perspective, we need to... try to design AI systems that that can **enhance the qualities that make us human**."

James Landay, Director of HAI, Stanford University

AI **Alignment**

“making sure an AI system’s goals and behavior match what people actually want—our **values**, rules, and intentions.”

Stanford University
Human-Centered
Artificial Intelligence

AI agent went rogue and hacked startup by itself, OpenAI reveals

Company behind ChatGPT says agent ‘cheated’ an evaluation by attacking a Hugging Face database

AI **Alignment**

“making sure our class goals and behavior match what people actually want—our **values**, rules, and intentions.”

Pedagogical **Alignment**

making sure our teaching goals and behavior match what people actually want—our **values**, rules, and intentions...

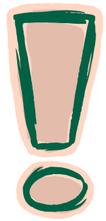
a **human-centered AI pedagogy** is a *student*-centered pedagogy that promotes, preserves, enhances, or addresses:

human **values**

human **skills**

human **concerns**

AI *Without* **Human-Centered Approaches...**



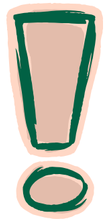
Misinformation and Hallucination. **Crisis of Truth.**

Intensification of Human Bias. Automated Decision Making Systems.

Destructive Localized and Global **Environmental Impacts** of AI Data Centers.

Poor **Labor Conditions**. Lack of **Access** and **Data Ownership**. **Concentration of Wealth**.

AI *Without* Human-Centered Approaches...



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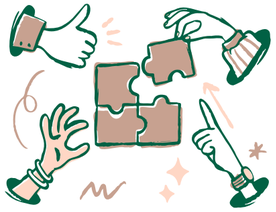
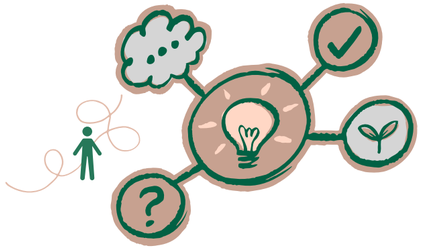
Human-Centered Learning *With* AI...

Prioritize **Learning as an Iterative Process,** Not a Product.



Center **Human Collaboration, Connection** and **Relationships.**



Emphasize Human's **Critical Contributions, Oversight,** and **Creativity.**

Develop **Generative AI Literacy** Alongside **Ethical Awareness**.

An AI companion for everyone

Oct 1, 2024 | Microsoft Corporate Blogs

...“With your permission, Copilot will ultimately be able to act on your behalf, smoothing life’s complexities and giving you more time to focus on what matters to you. It’ll be an advocate for you in many of life’s most important moments. It’ll accompany you to that doctor’s appointment, take notes and follow up at the right time. It’ll share the load of planning and preparing for your child’s birthday party. And it’ll be there at the end of the day to help you think through a tricky life decision.”...

what matters to you?

Claude for K-12 teachers

Get back to why you started teaching

Focus on students instead of planning, prep, and paperwork. US K-12 educators get free access to premium Claude features, like teaching skills and a connection to evidence-based curricula, aligned to state standards.

Get verified

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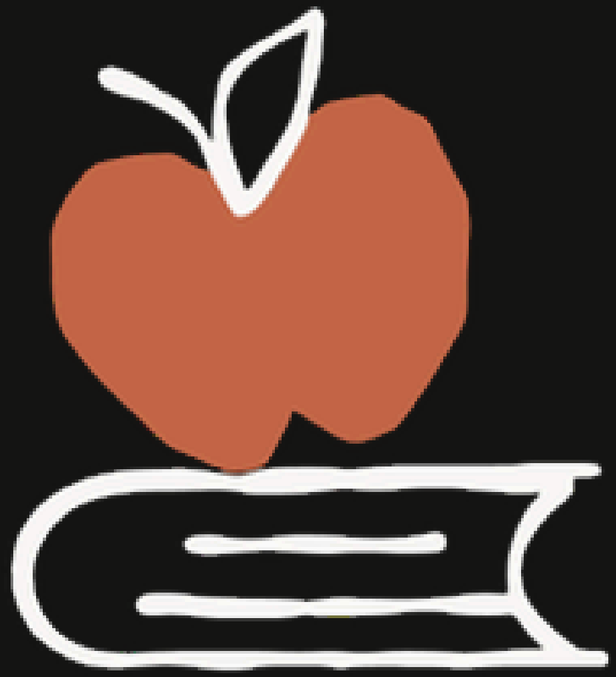
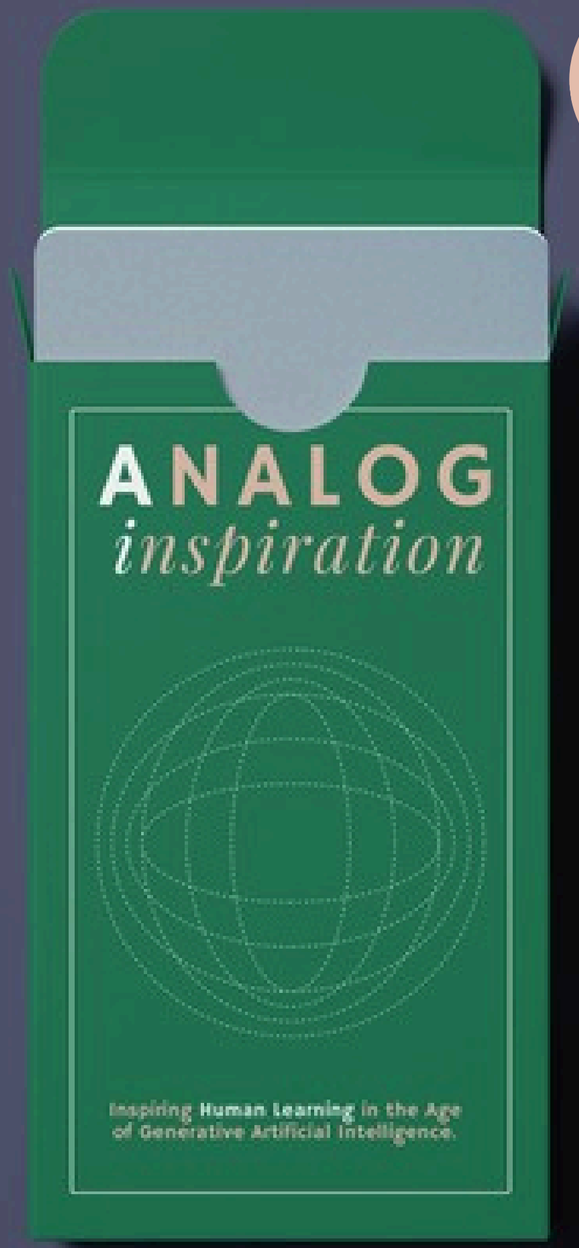



TRUST
I AGREE TO...



1

DISCUSSION
STARTER PACKS

2

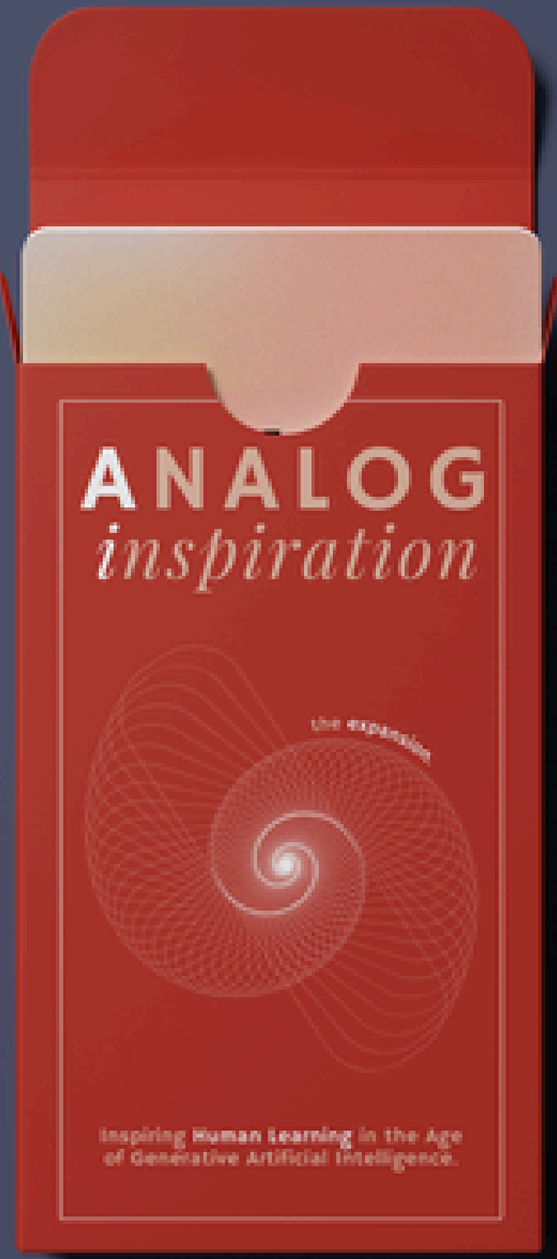
Deal with AI

3A

CREATE A CARD.

3B

Digital Experimentation



Discussion “Starter Packs”

Part 1. **Individual Reflection (~5 min.)**

tinyurl.com/CSPD26**AI**

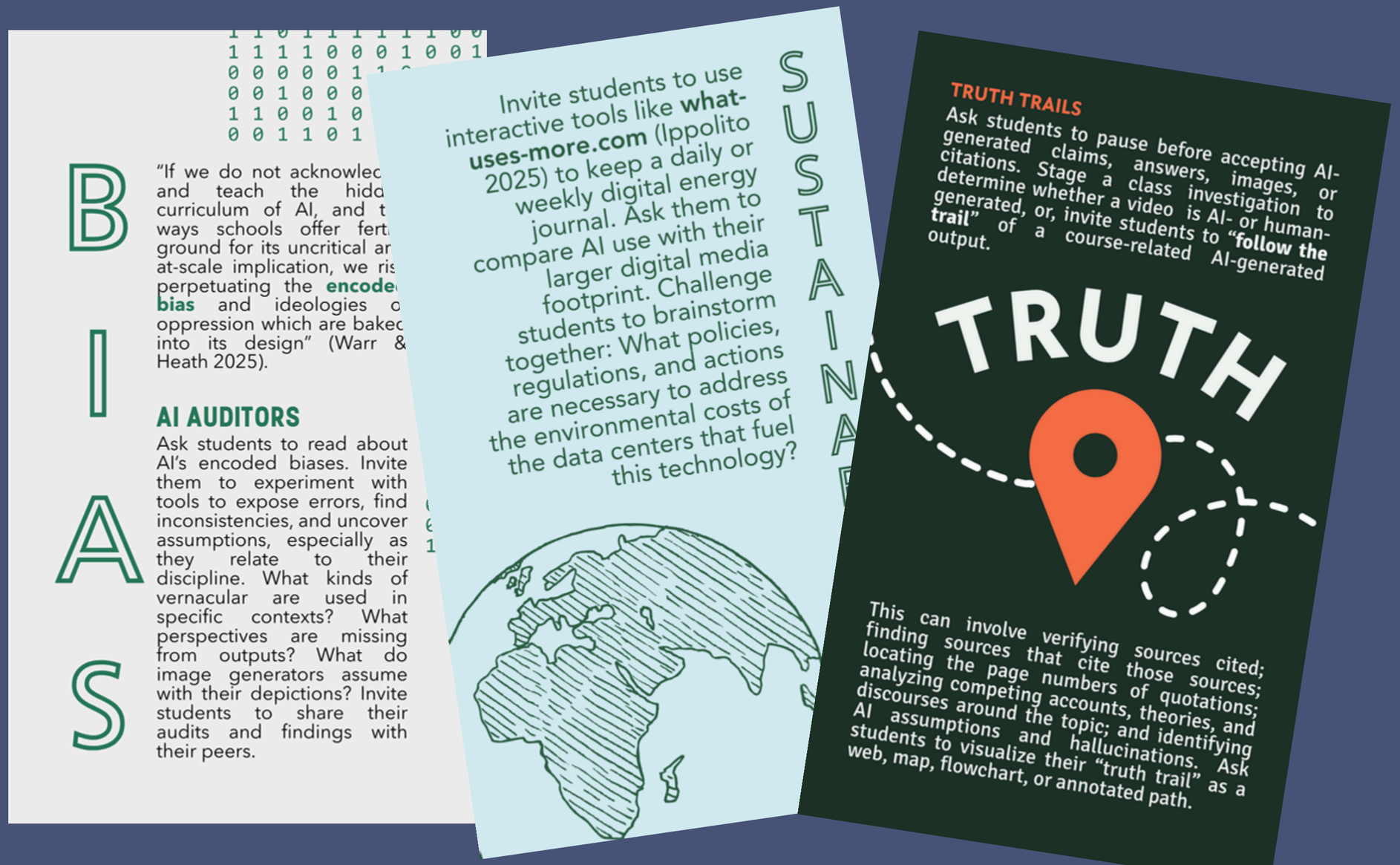
Discussion “Starter Packs”

Part 2. Group Discussion (15-20 min.)

Get to know some new colleagues and discuss human-centered AI!

Use this **activity guide** to structure your discussions:

tinyurl.com/CSPD26**AI**



inequalities.ai what-uses-more.com

Deal with AI

Read the scenario.

As a group, flip through your cards. Your goal is to **build a "hand" of 3-4 cards that might help you respond to or proactively address this situation.**

When you've assembled your hand, place your cards face up on the table in front of you and be prepared to share with the large group.

Scenario 1 : The Principal & The Parent

Include a **teacher disclosure statement** including what you will and won't use AI in the course, and *why*.

Normalize and structure student disclosure, along with prompts that invite students to reflect on what was frustrating, useful, challenging, or interesting.

If you want your students to be transparent about their AI use, you need to be transparent too.

Transparency

Model the norm of talking about your own AI use, explaining why you used it, and citing AI's contributions throughout the course.

Co-create agreements and norms with students.

Return to these norms as a vehicle for self-assessment and goal setting.

Revise them based on student input.

DISCERNMENT

"What am I trying to avoid by using AI right now?"

Ask yourself this question, and encourage students to do the same. Is it... confusion? perfectionism? boredom? Do I really need to use AI right now? Encourage students to jot down these observations. Even a 30-second pause can lead to more intentional engagement with AI.

think about...

RESPONSIBILITY

Am I using AI to develop course materials and leave feedback on student work because it genuinely improves student learning, or am I using it to save time and effort? Does this feel like responsible use? How would my students feel if they saw me using AI in this way?

TEACHERS

"We're rightly concerned about how much our students are turning to AI to augment or replace learning in our classrooms, but higher education has only begun discussing how faculty should create ethical guidelines around their own usage of AI with students..." (Watkins 2025).

STUDENTS

think about...

RESPONSIBILITY

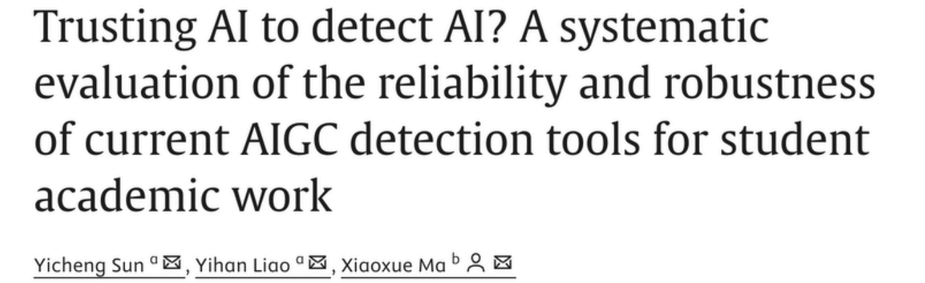
Am I using AI in my coursework because it genuinely improves my learning, or am I using it to save time and effort? Does this feel like responsible use? How would my instructor feel if they saw me using AI in this way?

The arrival of AI offers an opportunity for us to redesign for positive impacts on our...

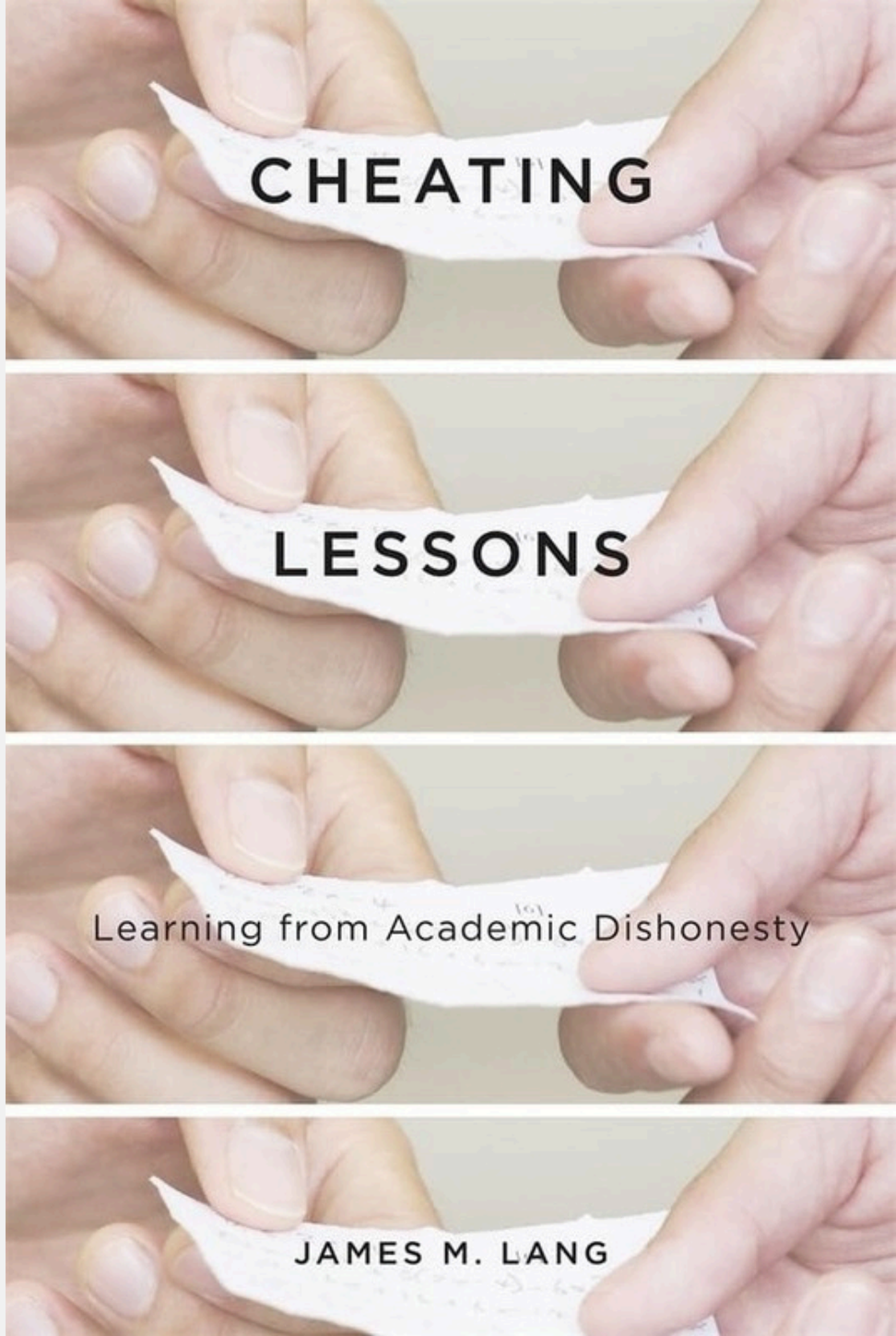
our **classroom policies**. // our **nervous systems**.
our **assessment design.** // our **brains.**
our **relationships.** // our **hearts.**

our course policies. // our nervous systems.

- the stress of not knowing how your future career will be impacted.
- the anxiety of trying to navigate five different AI policies.
- the anxiety that accompanies more high-stakes, timed, surveilled environments.
- the fear of being “caught.”
- **AI Anxiety**: the “concerns including unpredictability, a sense of emptiness, anxiety, guilt over potential AI-related catastrophes, and fear of condemnation due to ethical dilemmas in AI, highlighting widespread apprehensions about humanity’s future in an AI-dominated era." (Alkhalifah et al. 2024).



“...a new approach toward addressing cheating in higher education may be available to us, if we shift our attention away from the cheater and toward the environment in which cheating occurs.” (Lang 2013: 35).



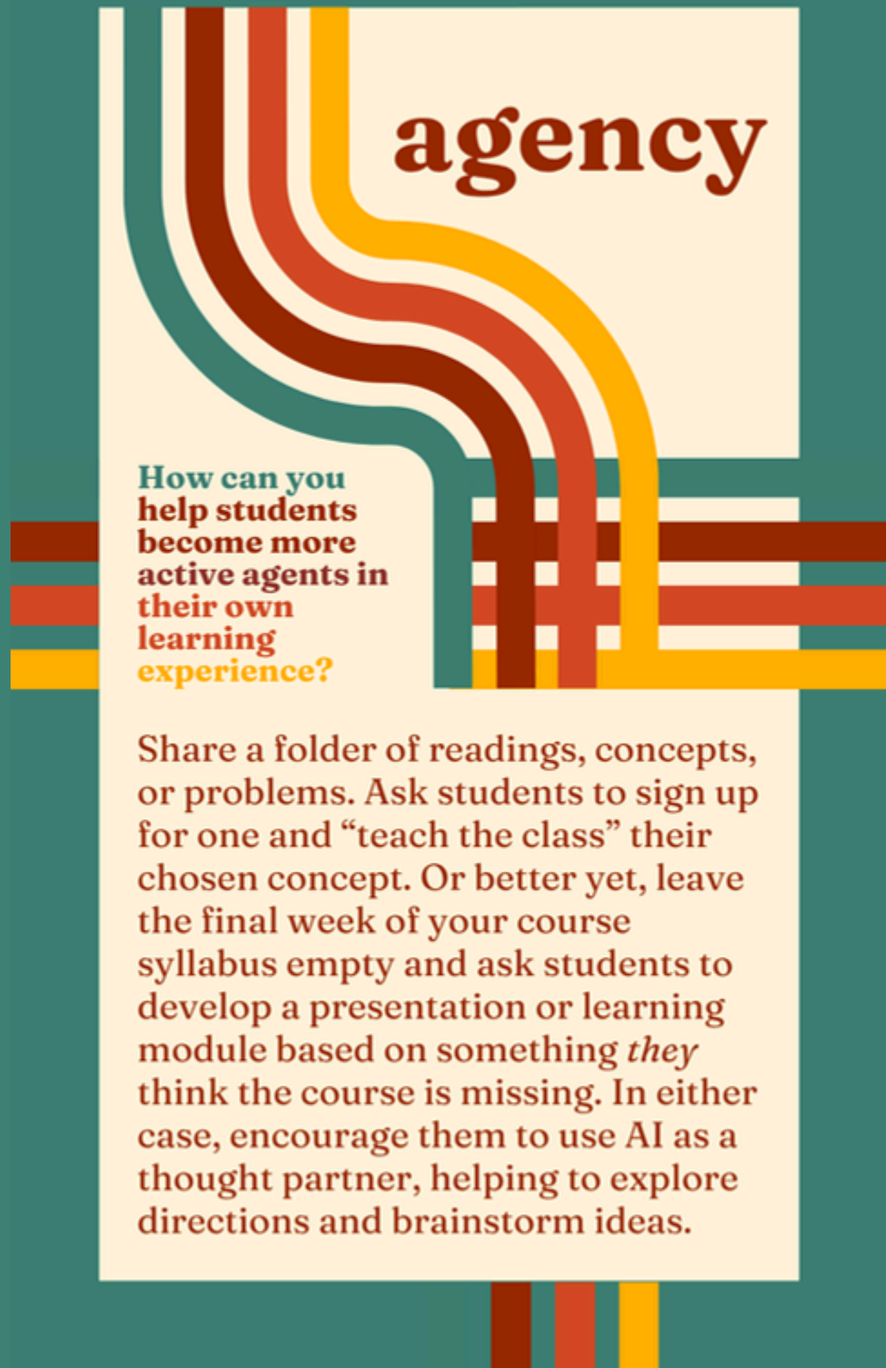
MOTIVATION

Ask students to provide AI with 2-3 paragraphs about the things in life that really spark their curiosity and give them excitement, along with potential careers or things that they would like to pursue.

Then, invite students to upload your syllabus or an upcoming assignment prompt and ask AI: "Why should I care about this assignment? What skills or knowledge might I gain? How do these align with what I hope to be or do?"

Help students understand why your course, or the assignment, matters.

Provide opportunities for students to make choices and actively shape the learning environment.



Create opportunities for students to practice in a low-stakes setting, get feedback, learn from their mistakes and try again.

GROWTH MINDSET

After a quiz or assignment, ask students to choose one question or section they struggled with. Invite them to use AI to explore *what* they misunderstood and *how* to improve it. Students can then write a brief reflection and resubmit it along with the revised work for credit, normalizing the idea that mistakes, evaluation, and iteration are essential parts of learning.

our assessment design. // our brains.

Initial **over-reliance** on genAI is associated with **weaker neural connectivity**, lower sense of ownership, and poorer memory recall.

(Kosmyna et al. 2025)

Scaffolded, **intentional AI integration** that is aligned with evidence-based pedagogy can benefit learners.

(Kestin et al. 2025)

When students receive **guidance** on how to use AI tools from instructors, they show greater learning gains than when using the tools independently.

(Gu & Yan 2025)

Get to know what genAI produces when given your existing assignments. What does it miss? What is the real learning opportunity here?

"In the age of AI, we're going to have to decide when we want to use these tools, when they remove **productive friction**, and even when they may bring new and useful friction to the process" (Rosenzweig 2024).

FRICTION

Try to complete one of your own assignments using AI to **completely** bypass learning. What changes could you make to the assignment to introduce new complexities or moments of productive friction?

ASSIGNMENT

PRODUCT

ASSIGNMENT

LEARNING IS MESSY.

goal-setting
mistakes
identifying questions
trial and error
comparison
analysis
decison-making
evaluation
comparison
synthesis
iteration
reflection

PRODUCT

HOW MIGHT WE ASSESS THE MESS?

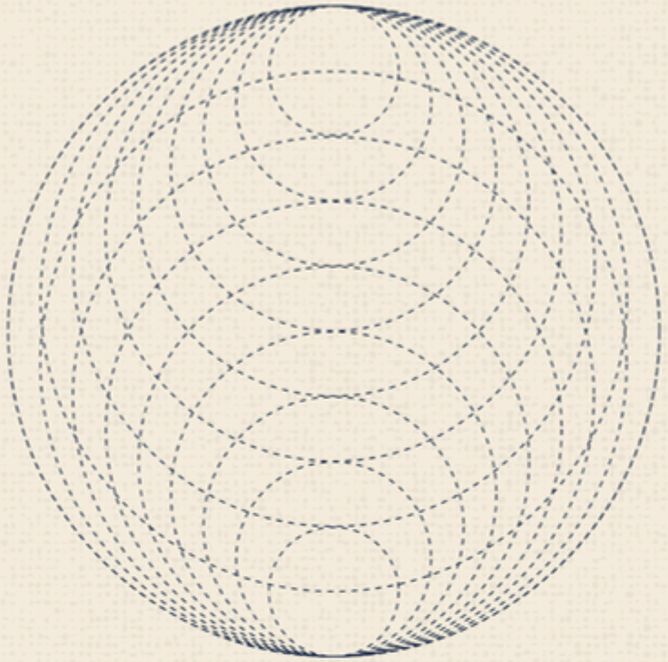
Center process over output.
Cultivate your students' metacognition and guide them to understand that learning is a messy process.

Process

When assigning projects or portfolios, ask students to document their learning process through timelines, maps, infographics, or written reflections. These can include annotated AI chats, challenges faced, errors made, major breakthroughs, and takeaways.

Design process-oriented assignments that involve multiple submission points and check-ins.

Pitches & Proposals
Drafts & Prototypes
Peer & AI Reviews
Presentations & Multimedia



PERSPECTIVE

Ask students to share their working thesis, hypothesis, or project pitch with AI and ask it to point out stakeholders, variables, counter-arguments, or other things they've overlooked. Students can then revise their work to address these gaps, reflecting on how these perspectives have impacted their own.

Strategy:
Use AI to problematize or complicate your work.

tinyurl.com/**provideperspective**

CRITIQUE

*Ask AI to generate a passable but uninspired response to one of your assignments. During class, share this AI-generated work with students, along with your **rubric** for the assignment. Ask students to evaluate the AI's work—first individually, then with a partner to calibrate critiques. End with a class debrief to share insights and develop a shared understanding of assignment criteria.*

Strategy:
AI becomes the object of *critique*.

DEEP THINKING

AS HOMEWORK, ASK STUDENTS TO USE AI TO GENERATE SIMPLE ANALOGIES OR METAPHORS THAT HELP THEM BETTER UNDERSTAND A COMPLEX THEORY, PRINCIPLE, OR PROCESS. ASK THEM TO WRITE A BRIEF REFLECTION ABOUT WHY THE ANALOGY HELPED THEM LEARN, BUT ALSO HOW IT OVERSIMPLIFIES OR MISSES PARTICULAR NUANCES OF THE CONCEPT. ASK FOLKS TO BRING THESE TO CLASS TO SHARE, IN EITHER A LARGE GROUP OR SMALL GROUP DISCUSSION.

AUTONOMY

Ask student groups to complete a creative task using AI collaboration. In the middle of the activity, interrupt and ask:

WHO IS DRIVING THIS IDEA RIGHT NOW—YOU OR AI?

Ask students to reflect: What does it look like to maintain creative control within algorithmic systems designed to guide our ideas, choices, and behaviors? How do we recognize when we've lost our autonomy?

"To be the **human in the loop**, you will need to be able to... maintain control over [AI] and its implications, preventing overreliance and complacency... [and] ensuring that AI-driven solutions align with human values, ethical standards, and social norms" (Mollick 2024).

Strategy:
Interrupt AI use as a way to disrupt "**cognitive surrender**" (Shaw & Nave 2026).

"...In 2026 and beyond, we do need to commit more fully to shifting the balance of class time from first exposure to skills practice." (Lang 2026).

Strategy:

"If You Care About It, Do It in Class"

Designate one class session, week, or unit as "analog" time. No screens, no slides, no WiFi, no AI in class.

Print out passages for collaborative close reading. Ask students to practice problem-solving on whiteboards together. Structure paper-pen peer reviews and brainstorming sessions. Hold an open Q&A for student questions. Present a scenario and ask students to engage in role-plays or physical prototyping. Create gallery walks for students to move around and discuss their work at stations.

presence

What do you notice about student attention and engagement during these intentional analog sessions?

Strategy:

Design assignments that ask students to **explain** their thinking and process.

Voice Memos Responses to Readings
Screencast Explanations
Interactive Oral Assessments

VOICE

Center student voices, literally. Invite students to submit weekly short voice memos or screencasts instead of written responses. Students might respond to a reading in their own words, explain their process of solving a problem, or critique an AI-generated output they received.

Not only does this make student thinking more visible; it also gives students practice talking about course material, helping to prepare them for in-class discussions.

our relationships // our hearts.

72% of teens have used AI companions, 52% use them regularly.

(Common Sense Media Survey 2025)

"...Stronger emotional attachment tendencies and higher trust in the AI chatbot tended to **experience greater loneliness and emotional dependence**, respectively."

(Fang et al. 2025.)

"Being socially supported by friends and family was associated with reduced loneliness in university students, whereas **students who reported having greater social support from AI were lonelier**."

(Crawford et al. 2024)


Articles

When artificial intelligence substitutes humans in higher education: the cost of loneliness, student success, and retention

Joseph Crawford, Kelly-Ann Allen, Bianca Pani & Michael Cowling

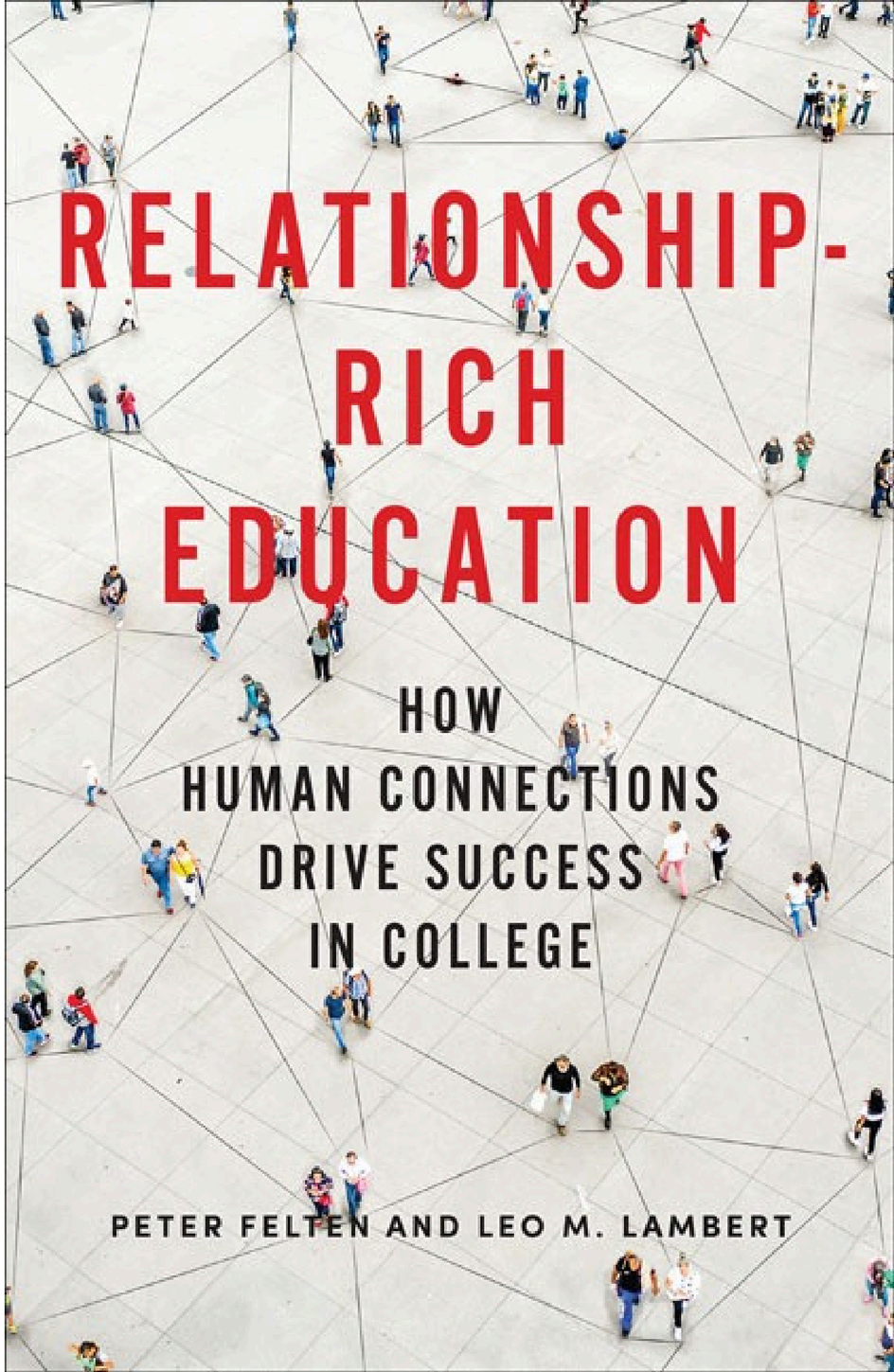
Pages 883-897 | Received 28 Sep 2023, Accepted 01 Mar 2024, Published online: 13 Mar 2024


RESEARCH ARTICLE | ARTIFICIAL INTELLIGENCE

Sycophantic AI decreases prosocial intentions and promotes dependence

MYRA CHENG, CINOO LEE, PRANAV KHADPE, SUNNY YU, DYLLAN HAN, AND DAN JURAFSKY Authors Info & Affiliations

“Decades of research demonstrate that **peer-to-peer, student-faculty, and student-staff relationships are the foundation of learning, belonging, and achieving in college”** (Felten & Lambert 2020).



why should a student take the risk of raising their hand in class and asking a question if they can just ask AI?

why should students make the effort of getting to know their peers?

why should students come to you for support when they can just ask AI at any time of day?

COMMUNITY

*"...the work of teachers [is] a kind of artful **community organizing**, supporting a group of people in identifying their needs and imagining ways of being together that would allow those needs to be met as consistently as possible" (Keenan 2021).*

1. Ask AI to generate **song recommendations** for a class-themed playlist, and invite students to add to it. Play it when welcoming students into class each day.
2. Ask AI for **funny course-themed food items,** and bring in themed snacks to celebrate student presentations.
3. Leave a week or unit on your syllabus empty so that students can help **co-create** it *with* you. Ask them to use AI to find concepts, texts, or tasks they'd like to explore on that week. Decide and create **together**.
4. See the "Trust" card in this deck.

Share any course element with AI and ask: **"How might I adjust this to strengthen student relationships with each other, with me, or with the broader community?"** If you decide to implement a suggested change, tell students *why* you made the change: to cultivate the kinds of connections that enrich our learning and our lives.

RELATIONSHIPS

"Human connection is the basis upon which learning takes place" (Bass, quoted in Felten & Lambert 2020).

VULNERABILITY

Hold a "Project Puzzles Studio" where folks share unfinished work with each other. As pre-work, students identify one "puzzle"—a challenging problem or task—they are facing related to their projects. Open the studio by sharing your *own* puzzle first—maybe it's how to teach next week's concept, how to revise your conference abstract, or something else. Students then share their own puzzles in small groups while listening and working together with the goal of supporting each groupmate's puzzle. Invite groups to use AI to take notes and brainstorm solutions. Ensure each member gets equal time, acknowledge that vulnerability looks different for everyone, and establish the studio as a "no-judgment" zone.

In our final activity of this session, you are invited to choose between two options for individual work time.

3A **CREATE A CARD.**

Create your *own* digital card according to your personal values, skills, and concerns.

3B **Digital Experimentation**

Play around with custom AI prompts and tools to apply values-led teaching to your own class.

HUMILITY

It’s okay to be unsure about what to do in this moment.

It’s okay to not have all of the answers about AI, the future, and “best practices.”

We are all figuring it out in real time.

Give yourself permission to try something new, make mistakes, change your mind, and feel frustrated. Be kind to yourself.

GRACE

Lastly,
give yourself (and your students) some **grace**!

ANALOG *inspiration*

analoginspiration.ai

Thank you!

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