

**CELL**

CENTER OF EXCELLENCE IN  
LEADERSHIP OF LEARNING

UNIVERSITY OF INDIANAPOLIS

# THE EVOLUTION OF WRITING INSTRUCTION WITH AI

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**INDIANA EARLY  
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# The Evolution of Writing Instruction in the Post-AI World

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Closing the Gap  
June 3, 2026

# Establish Norms

Rules without **Relationships** = Rebellion

Knowing that, we must understand the “Illusion of Control”

Using AI simply to save time or make things “easier” is the wrong mindset

Technology is never neutral, but the problems we see with AI are not simply “AI problems”.

10/80/10 Rule - Urban Meyer

**“What we do is not who we are...but how we do it says a lot about who we are”**

# My Classroom

TEAL Framework - Topic, Evidence, Analysis, Link

Biggest Challenges for my 9<sup>th</sup> Grade Students:

- Writing Endurance
- Analyzing Information v. Summarizing Information
  - “What does the evidence say about a ‘larger system’”
- Sentence and Paragraph Sequencing - TEAL

# Action Research

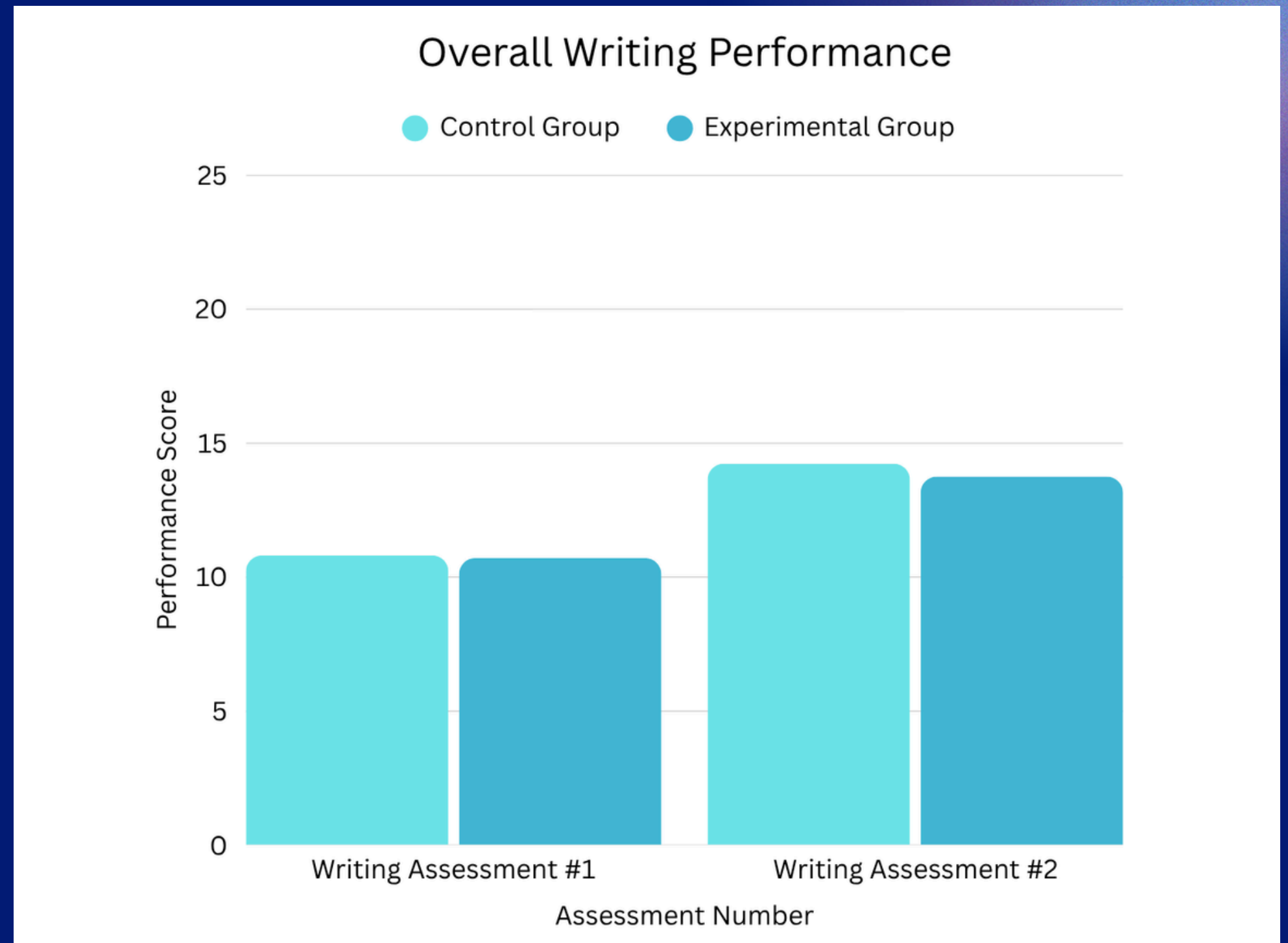
Mixed-Methods Study (n=104) across two writing assessments where students wrote 5-paragraph essays

Experimental Group had access to Khanmigo Writing Coach in both assessments

Control Group did not have access to Khanmigo Writing Coach on Assessment #1, but did have access on Writing Assessment #2

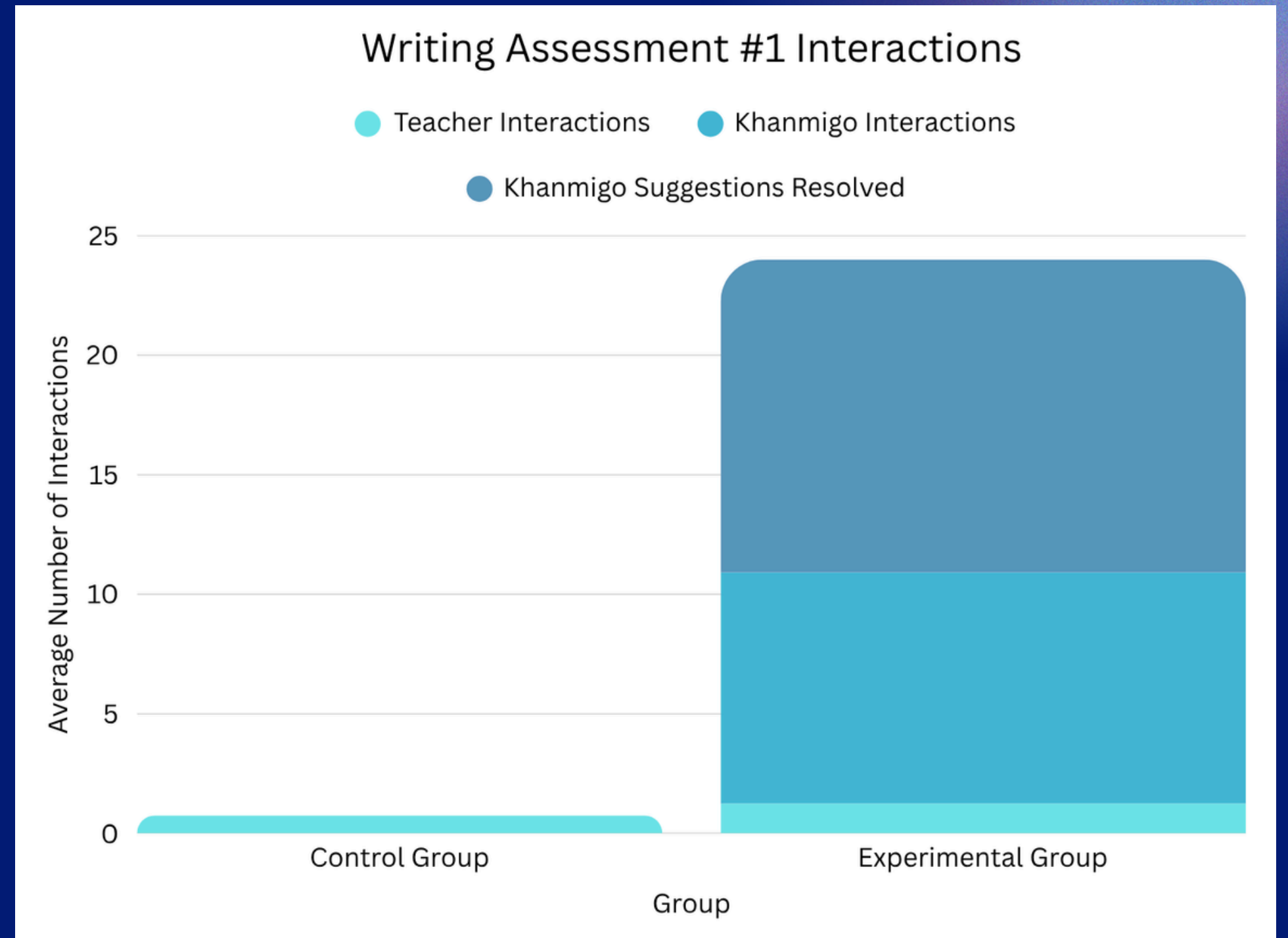
# Finding #1

- Experimental Group did not show a significant difference in score performance compared to the Control Group



# Finding #2

- Students experienced 30x more feedback when they had access to Khanmigo Writing Coach
- Students asked the teacher twice as many questions when they had access to Khanmigo Writing Coach



# Notes on Findings

- Student questions were of higher-order when they had access to AI
- Teacher was able to intervene more in real-time, as opposed to delayed feedback
- Students could ask quick clarifying questions to Khanmigo, but then follow-up with the teacher when depth was needed

# So what does this mean?

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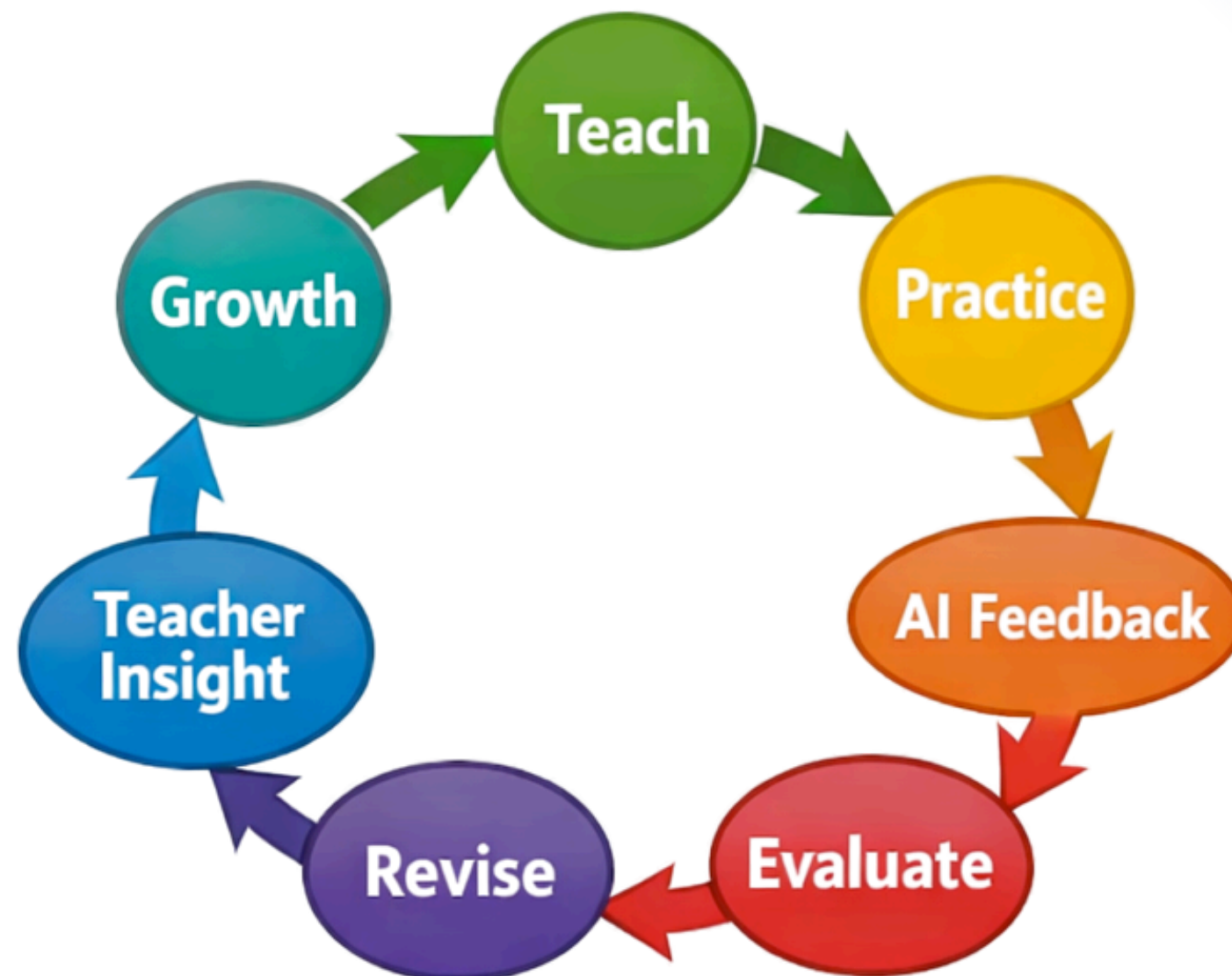
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# 1. Feedback Cycles Change

## Traditional Feedback Cycle



## Collaborative Feedback Cycle



# Sequestered Writing Problem

Writing is traditionally taught from a “Sequestered Model”

Students and teachers often work in silos during the writing process → workload and time constraints (Applebee & Langer)

Optimal performance requires immediate feedback from a domain expert (Ericsson, 1993).

**Teachers role evolves from an instructor to a coach. Students achieve equitable access to iterative feedback.**

# Sequestered Cont.

Students are currently conditioned to operate in a more “sequestered” classroom.

COVID exacerbated this....then ChatGPT was released in November 2022.

## **2. Good Writing Instruction Improves Student Performance**

**3 Keys to Optimal Performance (Ericsson, 1993):**

- 1. Play**
- 2. Deliberate Practice**
- 3. Performance**

**Expertise** is arguably the most critical skill for students in a post-AI world

"Judgment and the ability to challenge AI output is becoming increasingly necessary and valuable. Which makes domain knowledge more valuable by the second."

Mark Cuban, 4 May 2026

# The AI Tutor Dilemma

Students in the Action Research Study improve scores because they had access to AI tools. Why?

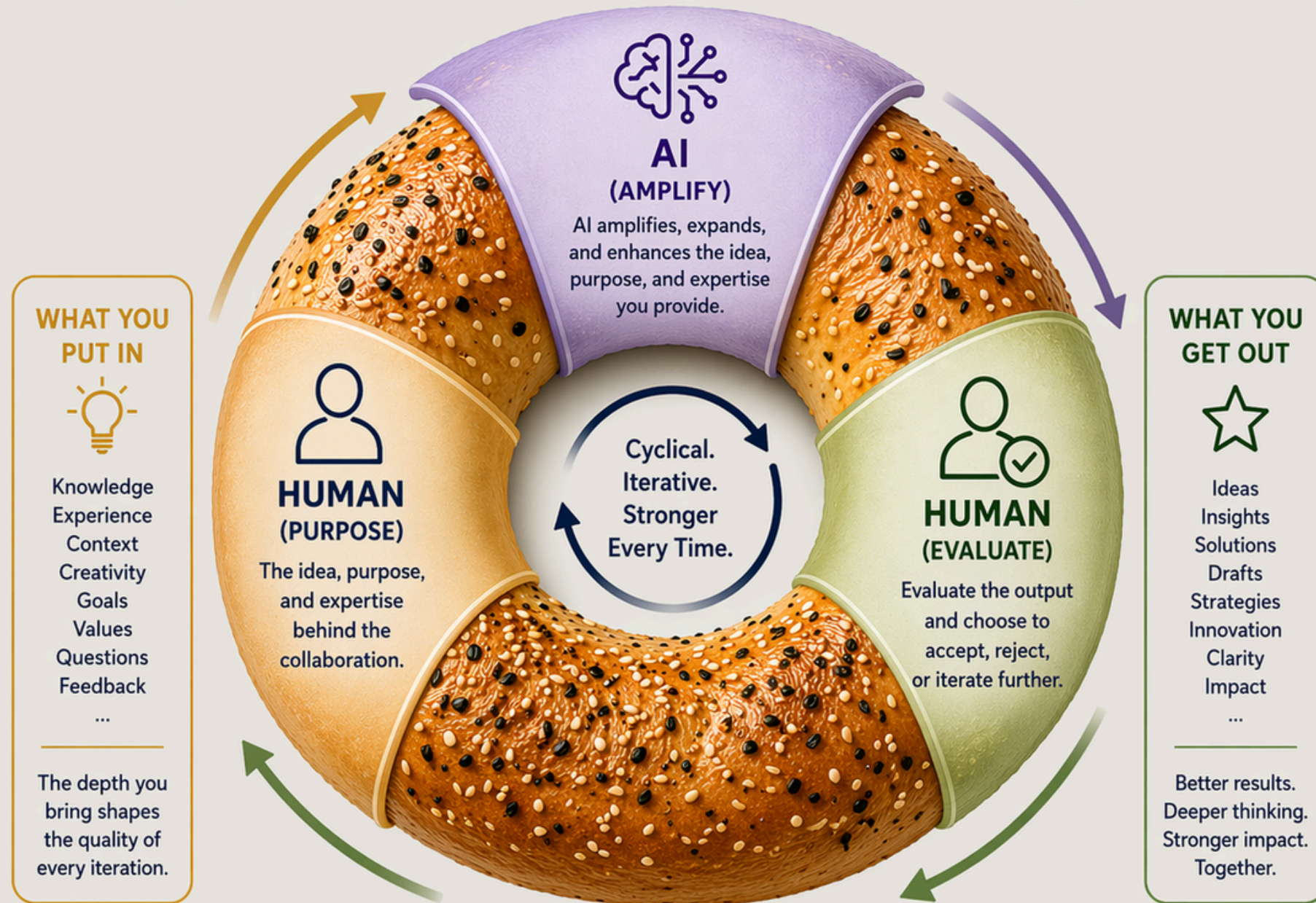
Students must possess a certain level of expertise in order ask the right questions, ask follow-up questions, evaluate AI outputs, and think critically about them.

**Key Skills:** Analysis, Critical Thinking, Discernment

# THE AI BAGEL FRAMEWORK

Human → AI → Human

A cyclical collaboration that amplifies ideas and deepens impact with every iteration.



**3. Writing in a Post-AI world  
may look a little  
different...but maybe in a  
good way?**

# Guiding Questions

What are we assessing?

How are we measuring learning/understanding?

Is it working and how do I improve it?

**I am constantly balancing these three questions!**

Technology is not inherently high- or low-impact. Technology that replicates low-impact practices stays low-impact. Technology that extends high-impact practices—feedback, deliberate practice, formative assessment—amplifies results.

(Hattie, 2023, Ch. 14)

**Hattie also says that the the biggest lever in teaching isn't what teachers do, it's how they think about their impact.**

Evaluators of their own impact → actively seek evidence of learning

- *“is this working, and how do I know?”*

# What does AI look like in the writing process?

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## **1. Transparency is key**

- a. What is your policy/framework? Is this being communicated regularly?
- b. Do you model responsible-use?
  - i. Are you trying to learn responsible-use and best practices or are you deflecting it back on your administration or preconceived notions?

## **2. Be willing to take risks**

- a. High-impact practices will amplify results
  - i. Create more customized assignments with LLM's
  - ii. Make the writing experience more social - "learning by accident"

### **3. Re-evaluate Assessments and Grading**

- a. What do we value more? End-product or the Learning Process?
- b. When our students get to college, are we confident they understand and can execute the writing process?
- c. Are students slowing down to think, or are they rushing through the process
- d. What are you assessing and can you confidently evaluate student work and know they that understand

**Responsible AI-use can provide students more opportunity to grow and develop. It gives students more tools and resources to build writing skills**

## Examples:

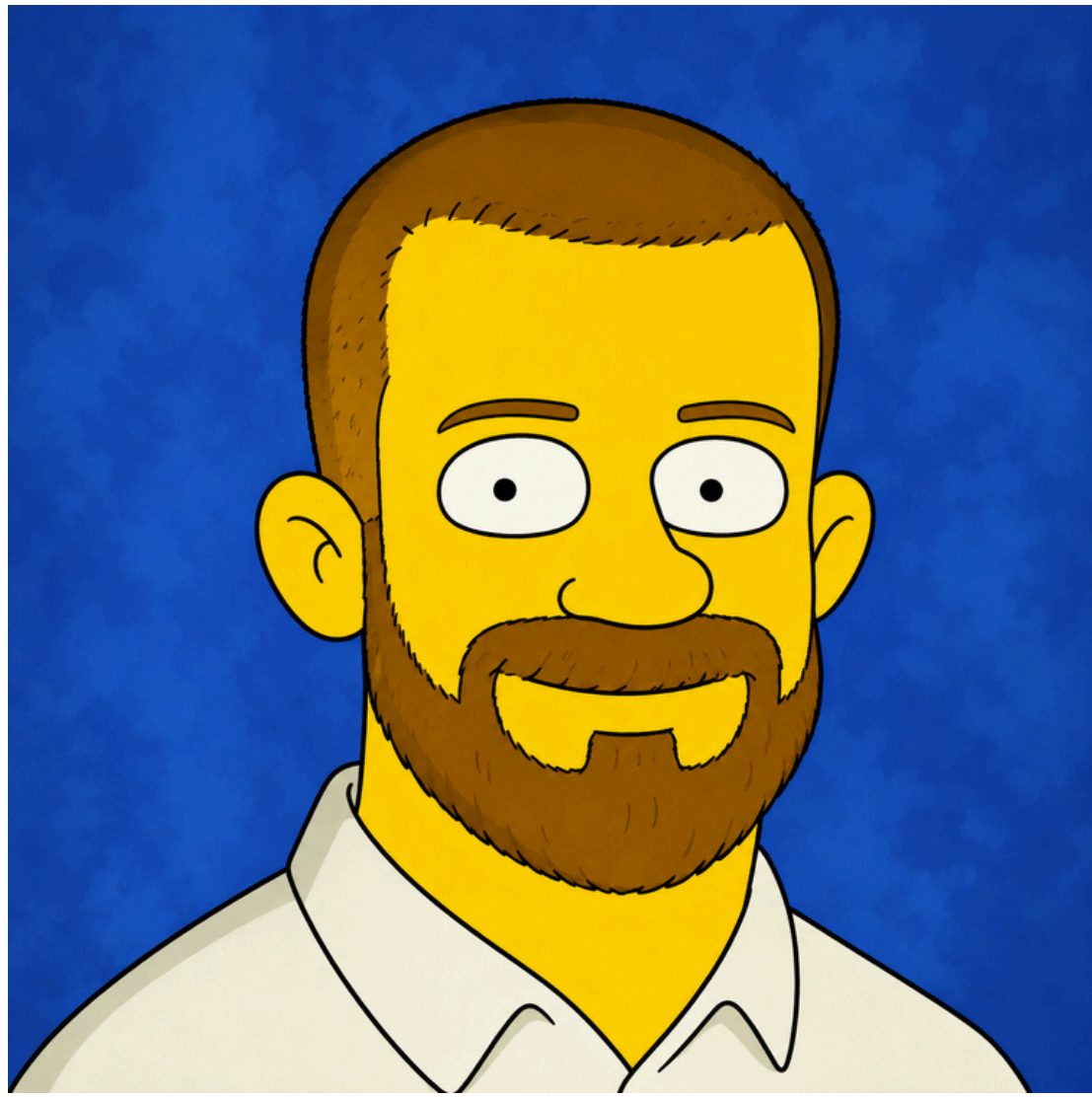
- Create Shakespearean sonnets with AI based on Disney Characters in order to build confidence with the language (Play)
- Speed Dating - have students present for 1-minute to a small group of 3 on a concept from class, to challenge students ability to critically think on the fly, etc. (Play)
  - (Thinking for Speed vs. Thinking for Understanding)
- Post-writing interviews - use the essay as an artifact to create follow-up questions for each student to orally defend.
  - Make them stand behind their work!

## Examples Continued:

- Model Socratic uses for students
  - Show students how to upload documents into an LLM and instruct the AI to ask them questions
- Reinforce with your students that they are responsible for the work they submit, and the AI works with/for them, not the other way around.
  - Collaboration vs. Consumption
- Identify ways in which students can spend more time thinking and less time searching (academic doomscrolling)
  - NotebookLM is great for this
- Design a Department-wide “Playbook”

**Relationships Win.**

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# Claude



NotebookLM



# Wispr Flow



by  Khan Academy



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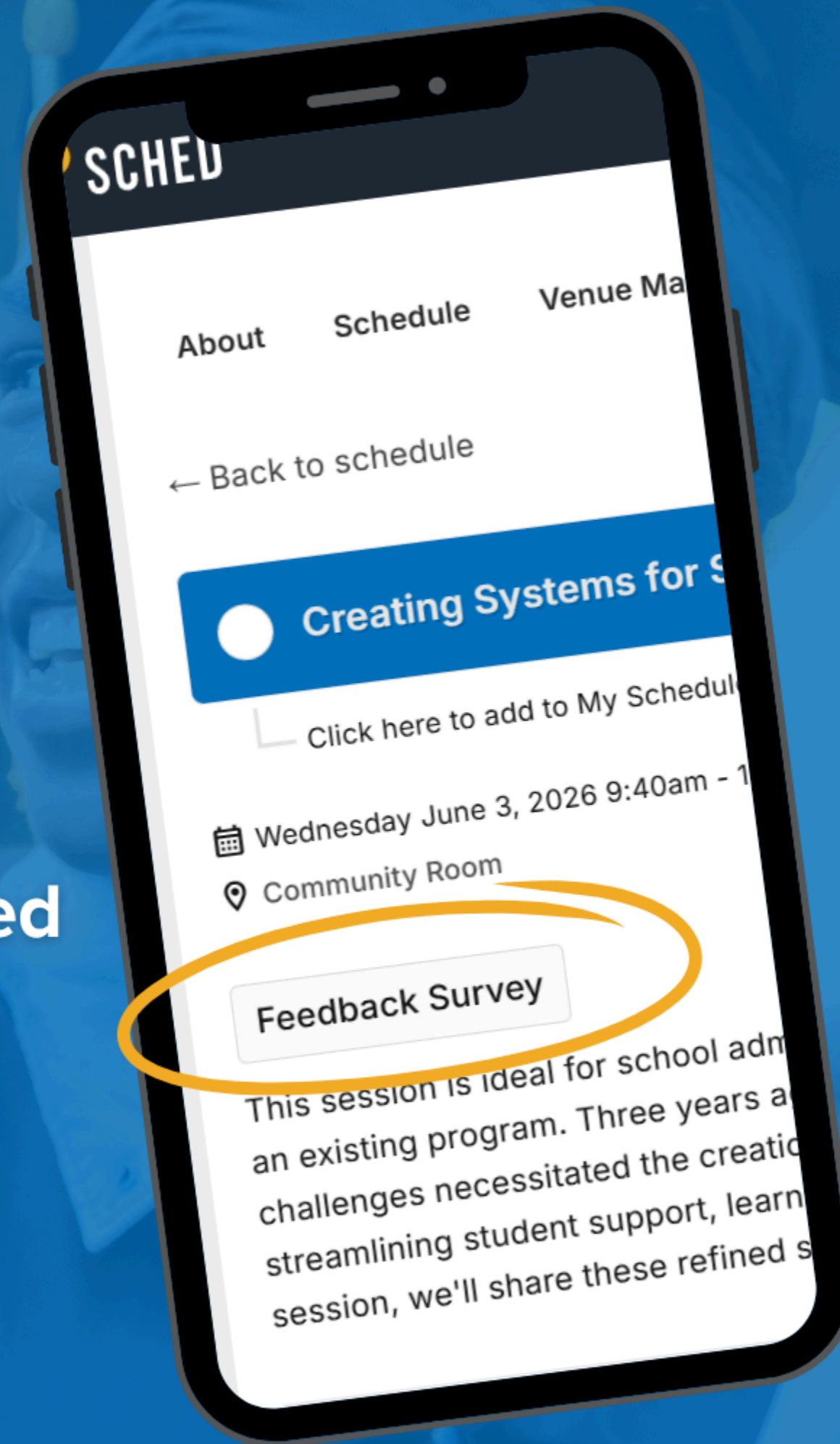
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