THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

CREATE CHANGE

AI in Action Feb 2026

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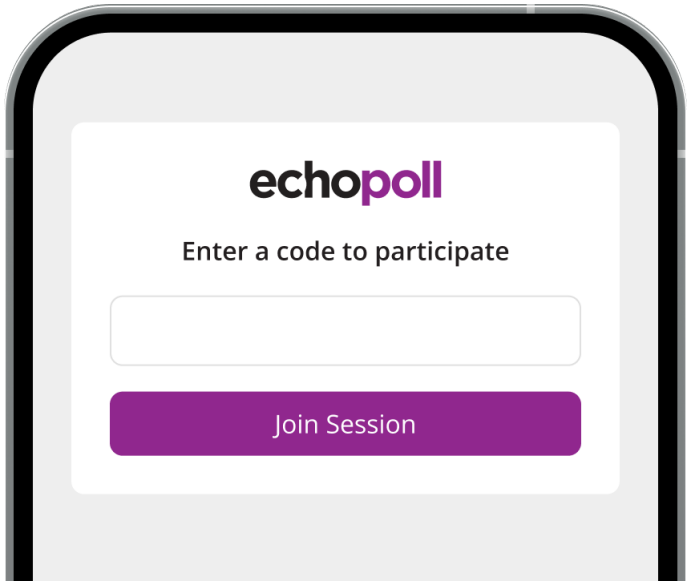

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Channel

None

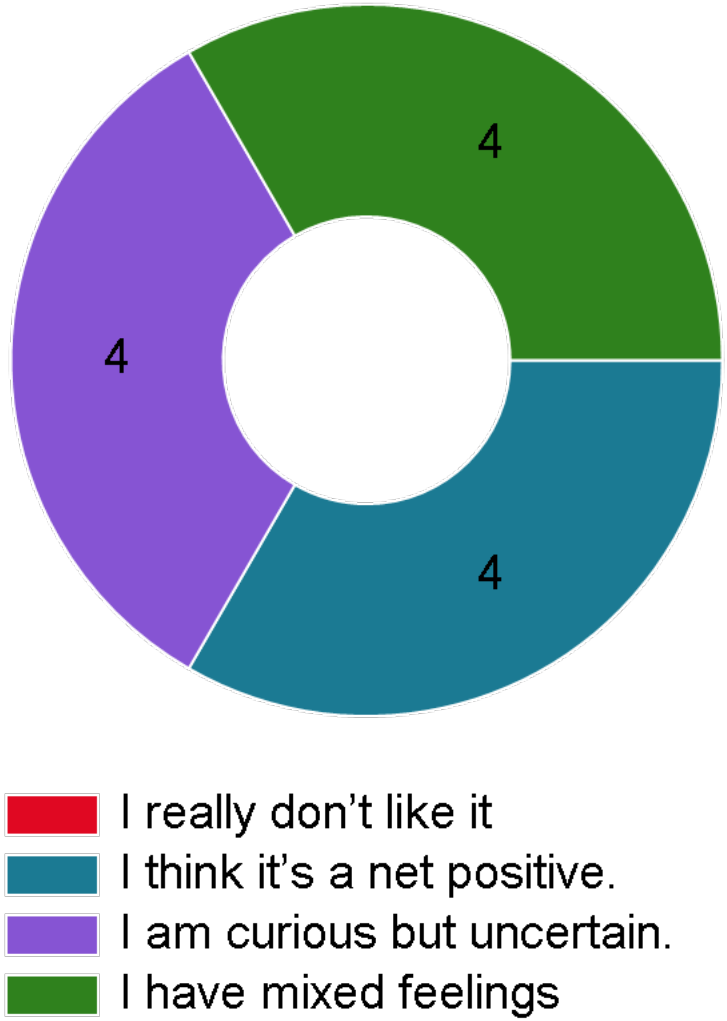
How do you feel about AI?

A. I really don't like it

B. I think it's a net positive.

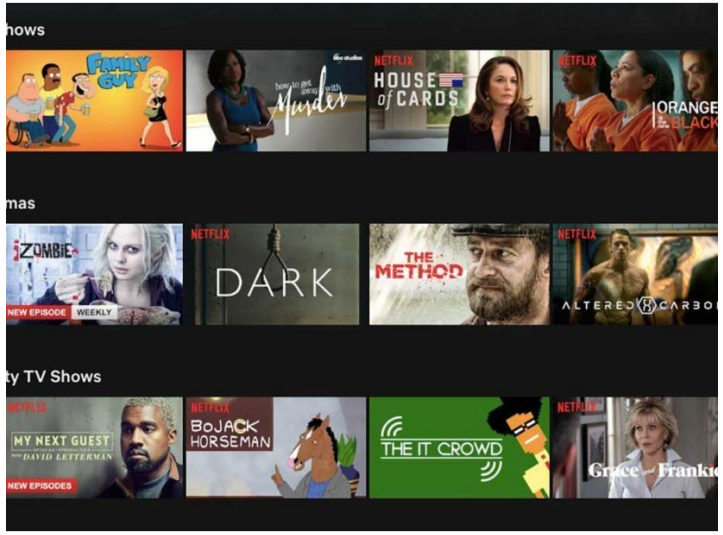
C. I am curious but uncertain.

D. I have mixed feelings

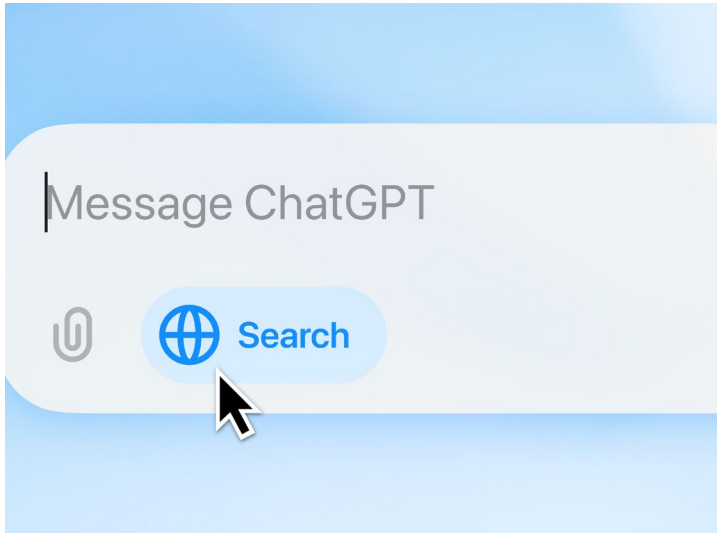


What is AI?

Narrow AI: Systems designed for a specific task (e.g., Google Maps, Netflix recommendations, or spam filters). Algorithms are pervasive in daily life and are usually made to be invisible**.**



Generative AI: A subset of Narrow AI (like ChatGPT or Gemini) that can create new content, such as essays, lesson plans, or images, by predicting the next word or pixel in a sequence.



General AI (AGI): A theoretical AI that could perform any intellectual task a human can. This does not exist yet (hopefully)

How does generative AI work?

Activity: Finish the sentence

The woman ran up the…

the woman ran up the stairs

alley step

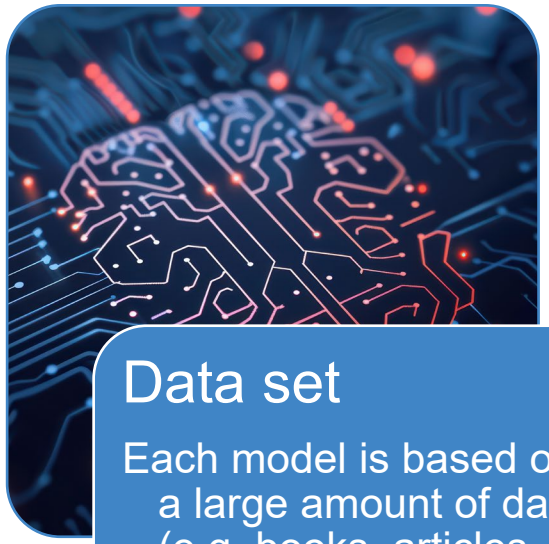
street

hill lane

path

Generative AI

How is content generated?

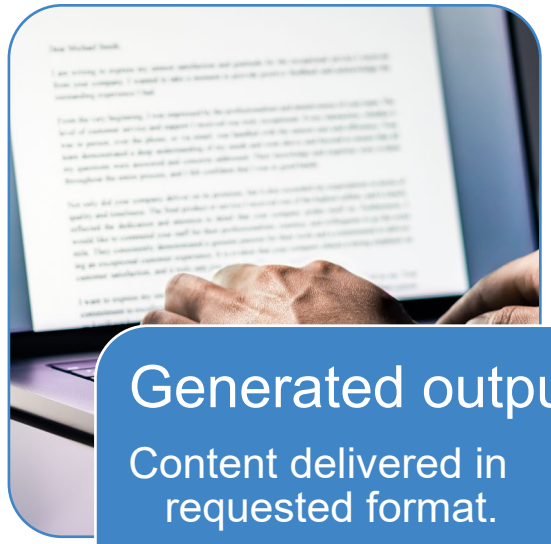


Data set

Each model is based on a large amount of data (e.g. books, articles, internet scrapes)

Algorithmic decision

A program chooses a word based on how often words occurred together in its data set



Generated output

Content delivered in requested format.

In others words…

Generative AI is a guessing machine

How Generative AI is framed in discourse

Key terms: learning tool, adaptive learning, productivity, efficiency, augmentation, study aid

- **AI can foster critical thinking and creativity; users should consider it a tool like a calculator (Leah Belski, VP of Education, OpenAI, 2025)**

Leah Belski is a tech executive at OpenAI with 20 years experience in Education technology companies. Her stated primary accomplishments include building the value and revenue of the companies she works at.

- **AI augments education and should be used to focus on reasoning, dialogue and curriculum development. The most promising use so far is in building educational resources (Anthropic, 2025)**

This analysis is based on Anthropic inferring how educators were using AI based on their stated goal in education, and specifically highlights its own early-adopter bias.

- **Generative AI enables customised learning experiences where the tool adapts to the students unique learning needs (Google, 2026)**

Google does not cite any data on how it accomplishes this, their success rates, published case studies or other data. It claims that it consults with “education experts” in developing this tool.

- **Generative AI can improve learning efficiency to help students learn faster and more effectively (Microsoft, 2025)**

Their primary source is a single non-replicable case study of Master of Science students at the University of Indiana.

Tangential sources like from Brisbane Catholic Education are only based on testimonials from principals of how AI can support teachers.

How do you want AI to change the way you do things?

A. Solve resourcing issues

B. Minimise unwanted workload

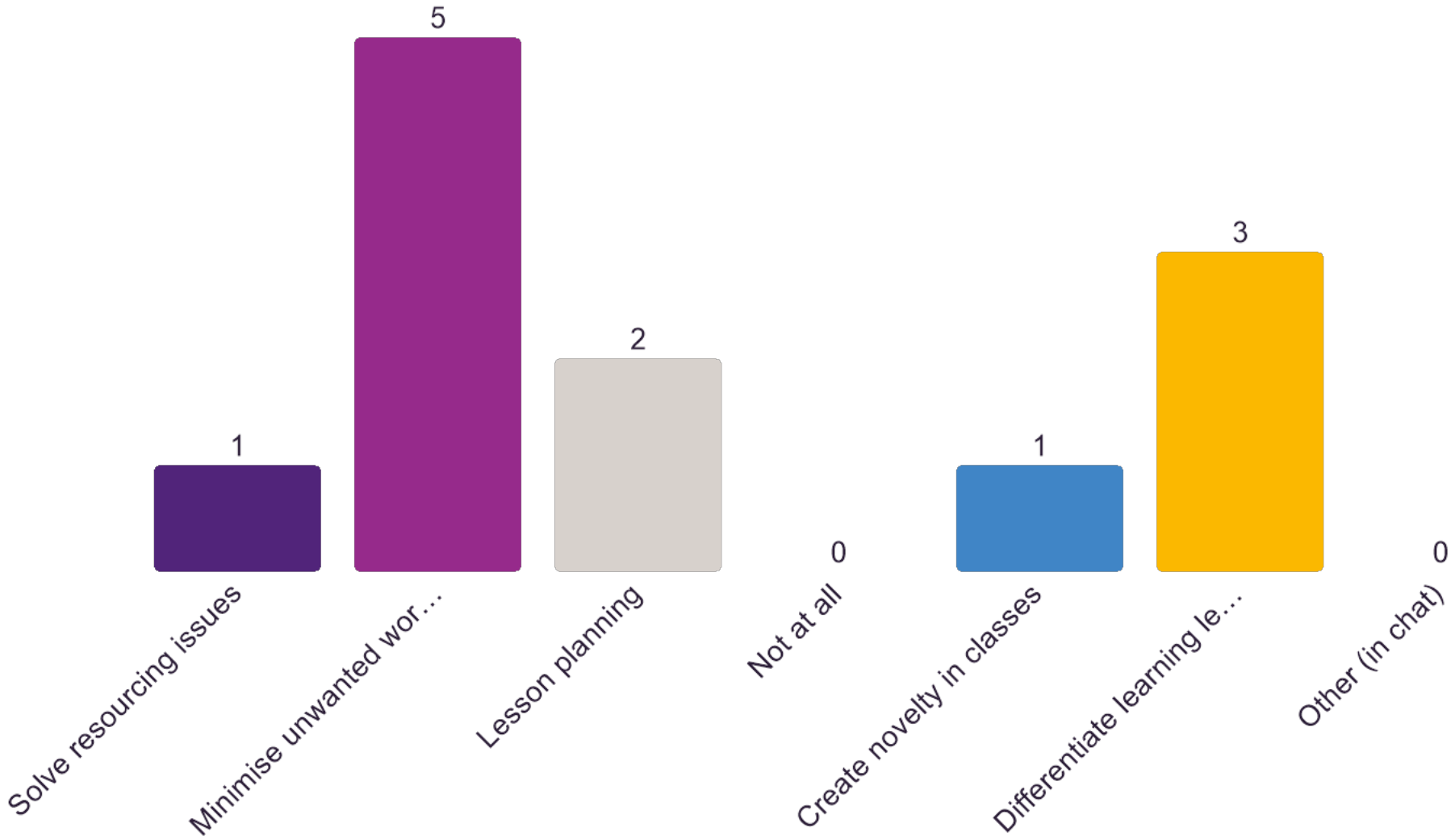
C. Lesson planning

D. Not at all

E. Create novelty in classes

F. Differentiate learning levels

G. Other (in chat)



How do students feel about AI?

During 2025 we integrated a series of **critical AI literacies** into coursework and informal surveys to find how students were interacting with AI and what their thoughts, feelings and expectations were.

Students' concerns in using of generative AI (HASS, School of Communications and Arts)

- Getting better marks / improving assessment performance
- Saving time and reducing workload pressure
- Knowing what is allowed and what will get them in trouble
- Avoiding accusations of misconduct
- Whether AI actually helps them learn, not just produce
- Using AI as a private, non-judgemental tutor
- Fairness and equity
- How AI affects their future employability
- Maintaining their own voice, identity, and authorship
- Reliability and accuracy of outputs
- Surveillance, data use, and privacy
- Whether staff understand how students are actually using AI

How are students using it

What we know:

Data from the Student Staff Partnership (2025)

- 58% of students worry about becoming reliant on AI
- 55% of students worry about negative effects on their creativity
- 53% of students like AI because of its ability to create efficiencies and save time
- 44% of students explicitly worry about AI removing personal connection

Other themes

Students are aware of the unreliability of AI outputs; however, most of the time they do not verify the outputs

Students are looking to teachers and educators to model effective and ethical use.

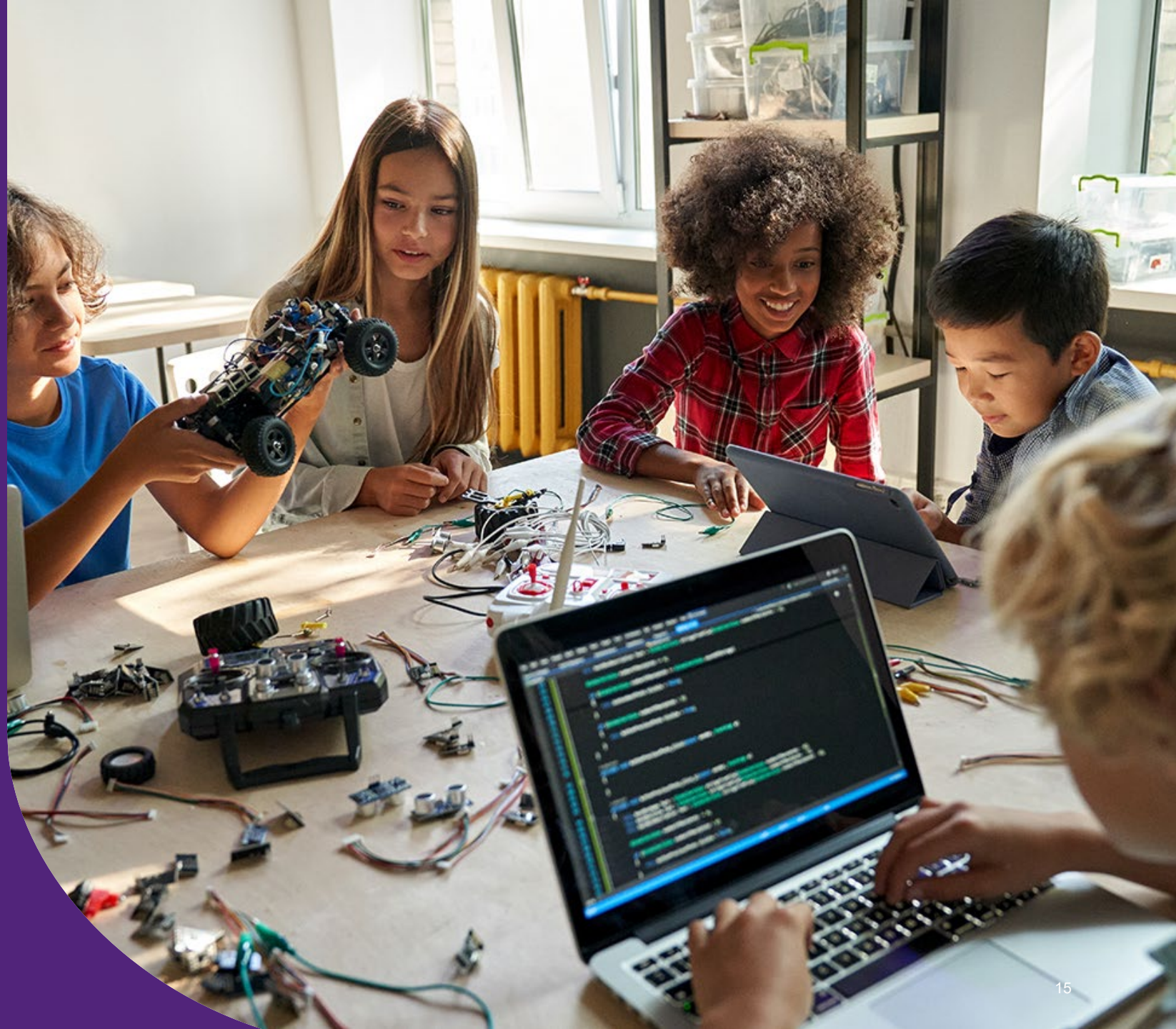
Students value the efficiency, accessibility, removal of busy-work, and feedback the tool can provide

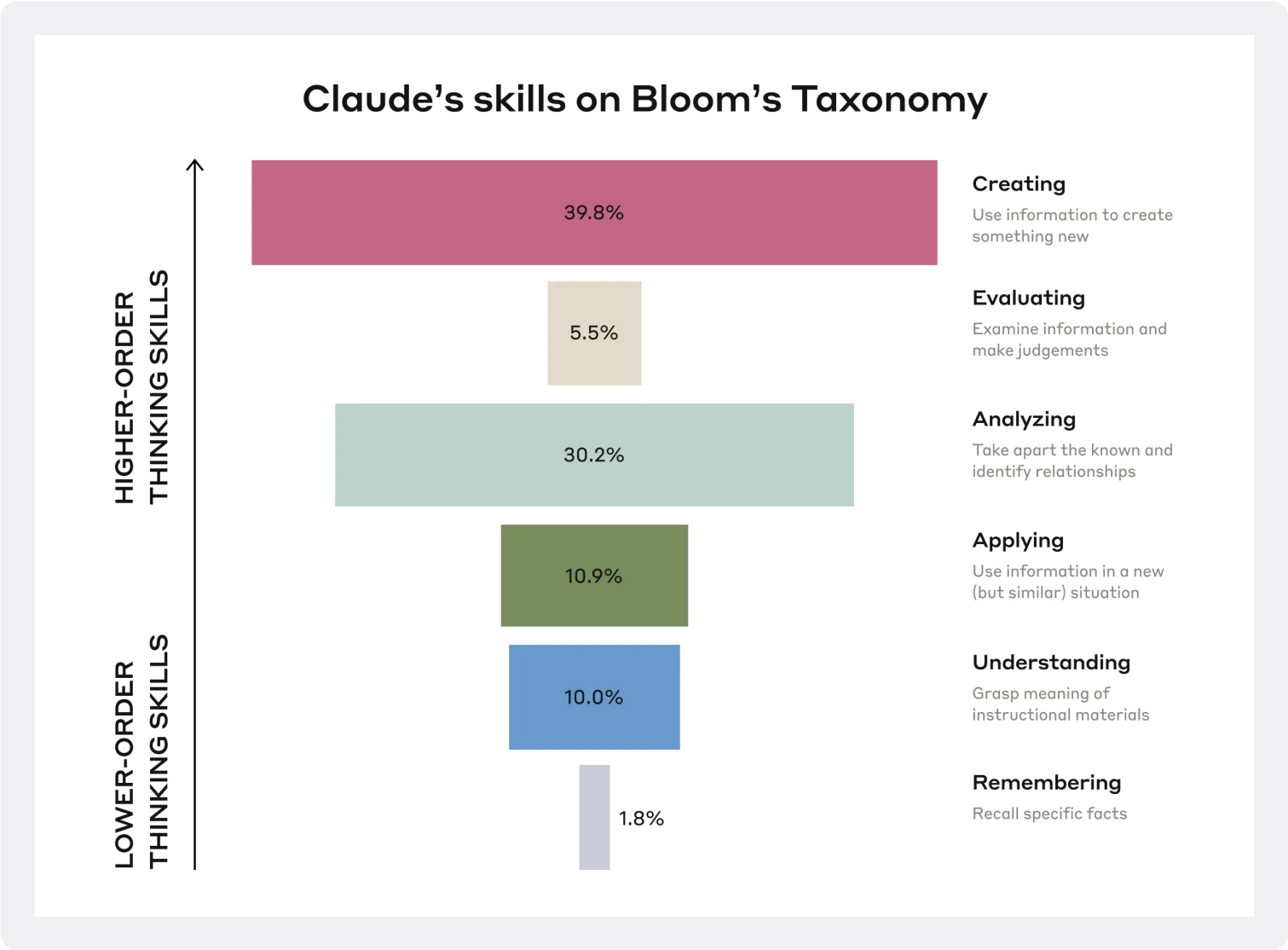
English as a Second Language students rely on generative AI more than native speakers, particularly as a translation tool

In the chat box:

Generative AI is known to create unreliable and inaccurate information. Our surveys show that while students understand this problem, they do not verify the quality of their information.

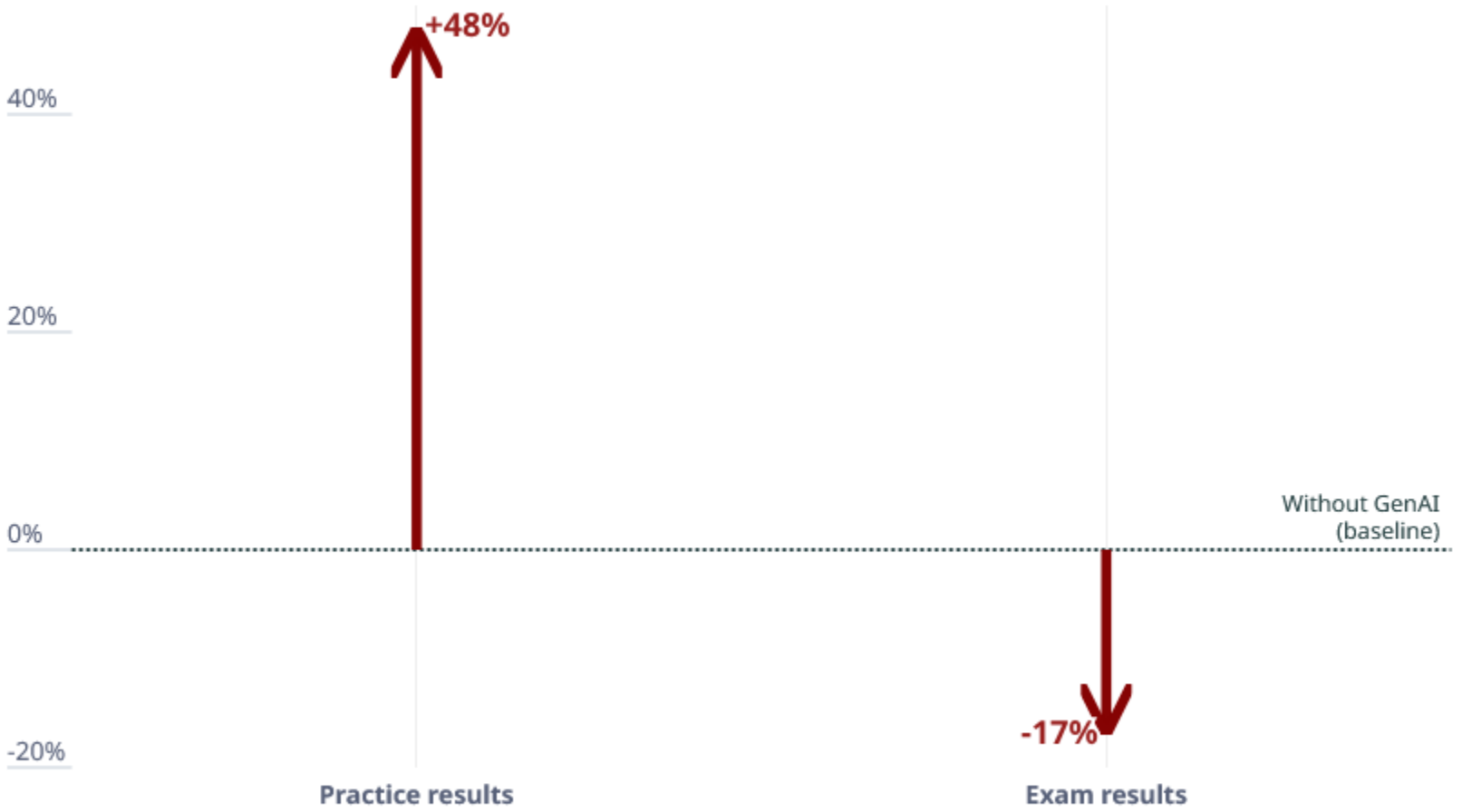
How could this be addressed in your classroom practice?





Anthropic. (2025, April 8). *Anthropic education report: How university students use Claude*. Anthropic. https://www.anthropic.com/news/anthropic-education-report-how-university-students-use-claude

Student performance when practicing maths with generic GenAI



Randomised controlled trial of high school students in Türkiye in the 2023-24 school year.
Source: OECD Digital Education Outlook 2026, Figure 1.5.

Cognitive offloading

- Refers to the externalisation of cognitive processes by using tools or people to free up cognitive resources
- Creates greater mental efficiency and reduced mental strain (i.e. cognitive offloading makes things easier and faster)
- Beneficial examples: search filters, writing to-do lists, delegating tasks in group work, brainstorming on sticky notes
- Harmful examples: highlighting everything on a page, algorithmic recommendations on Netflix, doomscrolling on social media, asking google or AI for problem solving
- Higher AI usage can lead to greater cognitive offloading and a decrease in critical thinking

Real use case 1

Kim is a middle-achieving student with an anxiety condition. She forgot there is a science test tomorrow and is freaking out.

Kim needs to study a whole chapter and doesn't know what's important and not. She loads the chapter into ChatGPT, asks it to summarise it, identify key points, and create a practice quiz.

She passes the practice and begins to feel more confident. She sleeps soundly, and the next day she manages to pass the exam (though not highly).

Is this an effective use of AI?

What feedback would you give to her?

Real use case 2

Students have been given an in-class group work task. Several students have expressed reluctance over working with others, and decide instead to work with generative AI as their collaborative partner.

These students (individually) end up producing comparable outputs to the group workers, both in terms of creativity and quality.

What advantages and disadvantages do you see in this use?

Real use case 3

A student acknowledges that they used AI to make the whole assessment. They did none of the work themselves. But they have adhered to the assessment policy requirements.

What actions should be taken:

- For this assessment?
- For future assessments?

We are in the business of harm minimisation

Banning is not a viable solution to most assessment. Students have access to these tools outside of our control.

We need to explicitly determine our own use because students will be looking to us for scaffolding and modelling.

If we do not do this, they will be entirely inconsistent and use a technology that has unearned credibility.

What we have been doing at UQ

1. Building a culture of ethical and effective use
2. Ensuring that essential assessment are secured
3. Redesigning for engagement and assurance of learning
4. Rewriting rubrics and reprioritising marking criteria

Case studies in structured activities – COMU2160 Communication Law and Ethics

Previously:

1. An acknowledgements list at the end of the assessment was the only part involving AI

Now:

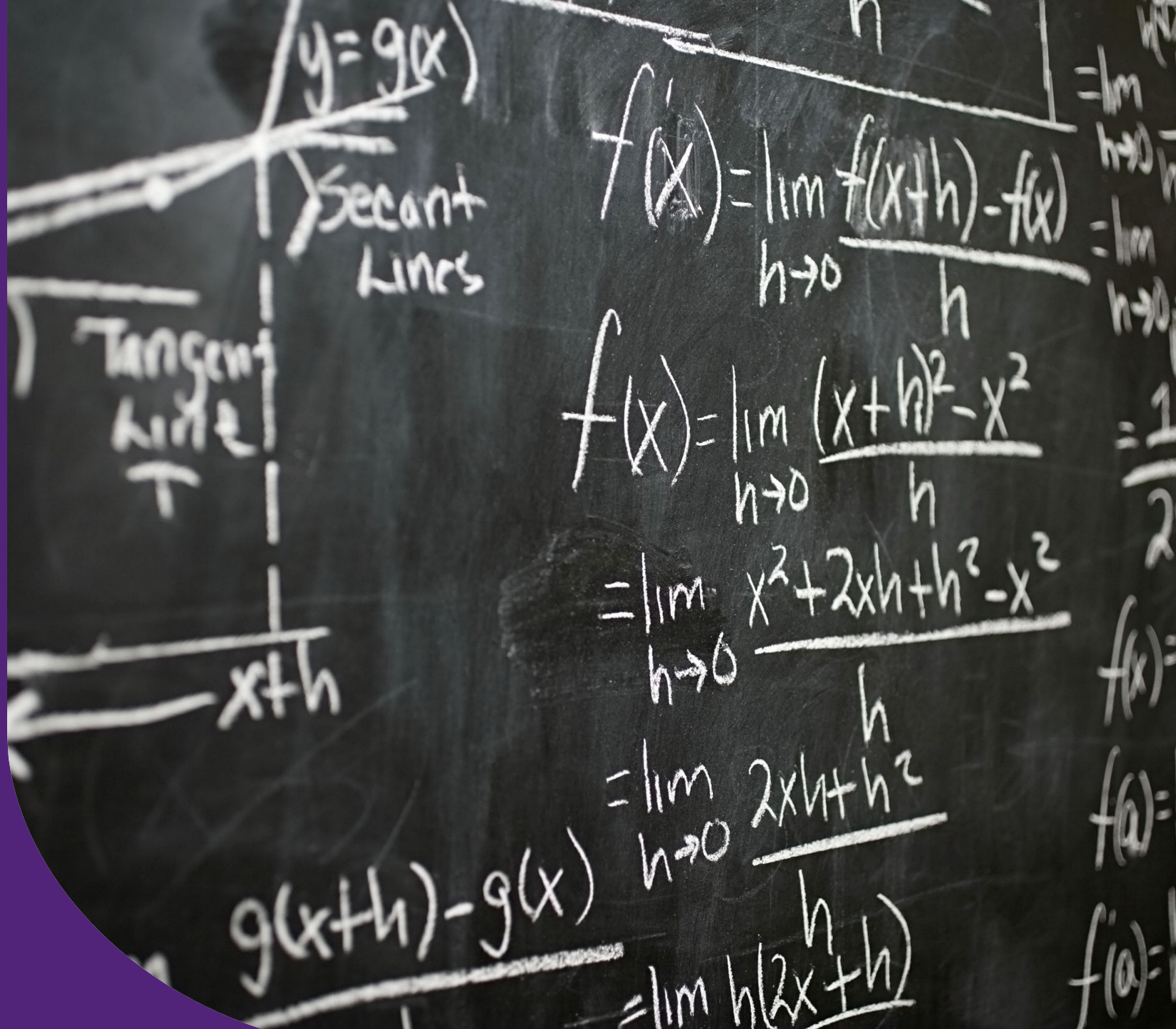
1. A sequence of learning throughout the course – included which activities to put in which order to maximise learning and prepare effectively for assessment

2. Content-specific activities for appropriate weeks – six weeks included at least one activity that was co-designed. Activities varied from anonymous submission to group work

3. Lecture and tutorial questions – e.g. Q1 what activities are necessary for human flourishing? Q2 (pairs) compare and contrast with another person, Q3 (pairs) which human activities are acceptable to turn over to AI, Q4 (group) list activities that should/not be replaced by AI

4. Updated assessment task and acknowledgements – AI is allowed in assessment, use type is to be acknowledge (e.g. research), inaccuracies produced by AI have significant penalties in the marking rubric

AI in your practice

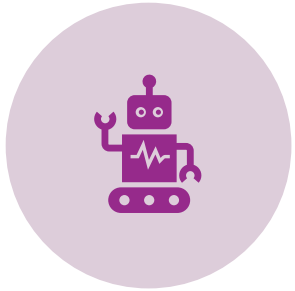


What are you already doing in the classroom with AI?

Write any uses you currently have in the chatbox and the reasons you are using it that way

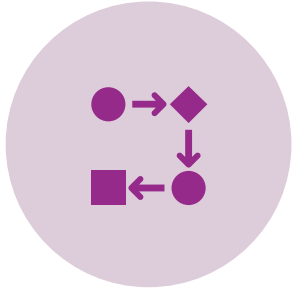
AI use should always start with the skills and knowledge we want them to learn

What can be augmented or innovated?



What is essential, untouchable non-AI learning?

What does it mean for your student to do critical thinking in a task?



How do we ensure they continue to be creative?

What strategies will you try in your:

1. practice
2. classroom?

Contact

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