

Workshop:

GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation.

TAL2025

Teaching for Active Learning

Konference 6. november 2025
Syddansk Universitet

SDU 



Simon Laub. Eaaa.
Aarhus, Denmark.

This Workshop:

- ChatGPT som assistant til klasseledelse.
- 3 gode eksempler.
- Øvelse: Egne eksempler.
- Mål & Relevans (Hvad ved ChatGPT om det).
- Øvelse: Hvem opstiller mål og forklarer relevans?

TAL2025

Teaching for Active Learning

Konference 6. november 2025
Syddansk Universitet

SDU 



Tal2025.
6 Nov. 2055.

Simon Laub. Eaaa.
Aarhus, Denmark.

Language models cannot reliably distinguish belief from knowledge and fact

“As language models (LMs) increasingly infiltrate into high-stakes domains such as law, medicine, journalism and science, their ability to distinguish belief from knowledge, and fact from fiction, becomes imperative”.

“Our findings reveal crucial limitations. In particular, all models tested systematically fail to acknowledge first-person false beliefs, with GPT-4o dropping from 98.2% to 64.4% accuracy”

“These limitations necessitate urgent improvements before deploying LMs in high-stakes domains where epistemic distinctions are crucial”.

<https://www.nature.com/articles/s42256-025-01113-8>

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

GenAI in the real world - Lots of problems...

MIT Finds 95% Of GenAI Pilots Fail Because Companies Avoid Friction

“GenAI projects: The 95% lean on generic tools, slick enough for demos, brittle in workflows. They’re stuck in high-adoption, low-transformation mode”.

“In business, GenAI friction is the constraint that drives evolution: new protocols, conflicting incentives, the uncomfortable need to redesign workflows instead of layering another tool on top”.

“The companies that scale beyond pilots don’t try to sand away every rough edge. They recognize that resistance reveals where systems need to adapt, where workflows must be redesigned”.

<https://www.forbes.com/sites/jasonsnyder/2025/08/26/mit-finds-95-of-genai-pilots-fail-because-companies-avoid-friction/>



Even top generals are looking to AI chatbots for answers...

<https://www.businessinsider.com/even-top-generals-are-looking-to-ai-chatbots-for-answers-2025-10>

Maj. Gen. William 'Hank' Taylor, commanding general of the 8th Army: As a commander, I want to make better decisions," the general shared. "I want to make sure that I make decisions at the right time to give me the advantage".

BusinessInsider. Oct. 2025.



If it's worrying that high school kids are outsourcing their brains to AI - Well, imagine US military leaders — the commanders of the most well-equipped armed forces in history — doing the same....

<https://futurism.com/future-society/general-taylor-korea-chatgpt>
Oct. 14th. 2025.

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

Digital Imagination... GenAI as a tool.

Hvad skal man arbejde med i forhold til digitalisering?

Et bud:

Aarhus Kommune:

”Digital forestillings evne”

Dvs.

**Digital forestillings evne.
GenAI som værktøj.**

Aarhus Municipality identifies a lack of digital imagination as a key barrier to advancing AI projects—employees struggle to envision alternative, technology-driven solutions. To address this, the municipality encourages staff to focus on clearly describing problems, so that technical experts can be brought in to develop appropriate solutions. They apply an 80-20 approach, where employees are expected to be 80% experts in their own field, while being open to engaging 20% in other disciplines to foster cross-disciplinary and innovative solutions.

Jani + Sila. May, 2025.

TAL - Teaching for Active Learning

The right place for everything... Was: Too much GenAI... ?

The Professors Are Using ChatGPT, and Some Students Aren't Happy About It

Students call it hypocritical. A senior at Northeastern University demanded her tuition back. But instructors say generative A.I. tools make them better at their jobs.

https://www.nytimes.com/2025/05/14/technology/chatgpt-college-professors.html?unlocked_article_code=1.l08.i66R.6A36T5KFAd2Y&smid=url-share



Very late in the game college professors have learned about GenAi...
And now it is too much...

TAL - Teaching for Active Learning

The right place for everything... Was: Too much GenAI... ?

Ms. Stapleton decided to do some digging. She reviewed her professor's slide presentations and discovered other telltale signs of A.I.: distorted text, photos of office workers with extraneous body parts and egregious misspellings.

calling out hypocrisy, they make a financial argument: They are paying, often quite a lot, to be taught by humans, not an algorithm that they, too, could consult for free.

For their part, professors said they used A.I. chatbots as a tool to provide a better education. Instructors interviewed by The New York Times said chatbots saved time, helped them with overwhelming workloads and served as automated teaching assistants.

https://www.nytimes.com/2025/05/14/technology/chatgpt-college-professors.html?unlockd_article_code=1.I08.i66R.6A36T5KFAd2Y&smid=url-share



Very late in the game college professors have learned about GenAi... And now it is too much...

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

17 - 19 October 2025

Lyon , France

Student Creativity in the Age of Ai

Darja Pipuš

OŠ Gustava Šiliha Laporje, Slovenia



8th World Conference on Education and Teaching

17 - 19 October 2025 | Lyon, France

“Student Creativity in the Age of Ai”

Darja Pipuš

Research Institute of the Faculty of Arts in Ljubljana

OŠ Gustava Šiliha Laporje, Slovenia

<https://www.dpublication.com/abstract-of-8th-etconf/student-creativity-in-the-age-of-ai/>

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

DETECTING AI

- It is difficult to prove whether a text was written by a student or generated with AI.
- Detection tools are unreliable – they often flag real writing as AI-generated (false positives) and miss actual AI-produced text (false negatives).
- Even small student edits can erase signs of AI use.
- Teachers usually rely on intuition or knowledge of a student's typical writing level rather than definitive evidence.
- In EFL classrooms, detection can be slightly easier: teachers notice when vocabulary or grammar suddenly exceeds the learner's normal ability.
- However, absolute certainty remains rare – improvement could also come from extra help or practice.



(Adapted from classroom observations, 2024–25 Erasmus+/eTwinning project.)

TAL - Teaching for Active Learning

17 - 19 October 2025

Lyon , France

Student Creativity in the Age of Ai

Darja Pipuš

OŠ Gustava Šiliha Laporje, Slovenia



“Student Creativity in the Age of Ai”

Darja Pipuš

Research Institute of the Faculty of Arts in Ljubljana

OŠ Gustava Šiliha Laporje, Slovenia

<https://www.dpublication.com/abstract-of-8th-etconf/student-creativity-in-the-age-of-ai/>

Students produced polished work but skipped the entire creative process.

Teachers noticed inconsistency but struggled to prove AI use.

Peer reviewers saw advanced vocabulary as quality, not AI involvement.

Underlying Issue:

Reliance on AI leads to cognitive offloading – students stop engaging the brain networks that build memory, creativity, and problem-solving.

Current AI detectors are unreliable; human judgment remains essential, although it is also faulty.

What's the way forward?

THE CREATIVE PROCESS

HALLAS, 1926



PREPARATION

Gathering of ideas,
exploration of the
problems.



INCUBATION

Unconscious
organization of ideas



ILLUMINATION

The “Aha!” moment.



VERIFICATION

Refinement and
evaluation of ideas.

Creativity depends on how two parts of the brain work together – the default mode network, which generates ideas, and the executive control network, which evaluates and shapes them. When these two systems are well connected, people tend to be more creative (Beaty et al, 2016; Benedek & Fink, 2019).

True creativity comes from balancing free exploration with focused control. Learning and creativity both grow through effort and reflection. When students let AI take over the thinking and idea-making, they skip the struggle that actually strengthens memory, understanding, and creative confidence.

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

Write A Catalyst



Write A Catalyst and
Build it into Existence.

[Follow publication](#)

★ Member-only story

ARTIFICIAL INTELLIGENCE / WRITING

This is How I Will Spot You Used ChatGPT

In less than 1 minute

“Use of AI isn’t a problem. Depending on it is.

Yes, I can tell.

It’s not the spelling or the grammar. It’s the lack of life in the words. The writing is perfect and smooth, but it is hollow. The sentences are structured, but they don’t stick”.

<https://medium.com/write-a-catalyst/this-is-how-i-will-spot-you-used-chatgpt-1338abfd4d57>



Image created by DALL·E3.

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

Bruger du også ChatGPT som makker? Det gjorde professoren Thomas, indtil den lukkede ham ude

Et spørgsmål om biologiske våben var nok til at få en professor i kunstig intelligens lukket ude af ChatGPT. For Thomas Ploug blev det et wakeupcall om, hvor afhængige vi allerede er af en teknologi, de færreste forstår konsekvensen af.



Hvis man bruger det meget, måske endda som en slags ven, så er det jo pludselig en vigtig relation, der kan forsvinde fra den ene dag til den anden, siger han.

<https://avisendanmark.dk/politik/bruger-du-ogsaa-chatgpt-som-makker-det-gjorde-professoren-thomas-indtil-den-lukkede-ham-ude>

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".



Bruger du også ChatGPT som makker? Det gjorde professoren Thomas, indtil den lukkede ham ude

Et spørgsmål om biologiske våben var nok til at få en professor i kunstig intelligens lukket ude af ChatGPT.

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - Etconf 8. Oct. 2025. "Preparing students for the rapidly changing, generative AI-assisted workplace through survey-informed dialogue".



Image created by DALL·E3.



Discussions with students after survey (Discussion 1).

Yes - gen AI can help in education, but....

(For certain writing assignments...)

- Our brains are more actively engaged when we are not using generative AI... Finding your own words, opinions, and appropriate expressions are harder than “swapping out your brain for generative AI”.

Discussion: Dial down activity and you risk missing out on learning, does seem to follow along nicely with other neuroscience findings: Use it or lose it, mental abilities come by activity and deteriorate when not actively used.

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

Simon Laub. Aarhus, Denmark - Etconf 8. Oct. 2025. "Preparing students for the rapidly changing, generative AI-assisted workplace through survey-informed dialogue".

Complex tasks. Can genAI help?



Image created by DALL·E3.



Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".

Discussions with students after survey (Discussion 2).

According to students: Yes - gen-AI can sometimes help with complex tasks... "Outsourcing parts of our thinking"

Students say: AI could be a helpful assistant on larger, more complex projects.

Discussion: Indeed, we should certainly remember that outsourcing details of our thinking can allow us to focus more on what is important to us. I.e. given that short-term memory typically holds only 4-7 chunks of information at a time

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - Etconf 8. Oct. 2025. "Preparing students for the rapidly changing, generative AI-assisted workplace through survey-informed dialogue".

Discussions with students after survey:
(Discussion 3):

When students are asked to *compare their own programming skills with ChatGPT*, and answer that ChatGPT is likely the better programmer, this raises fundamental questions about the nature of programming competence.

- Specifically, to what extent are understanding of the real world, awareness of one's actions and of how programs are applied in real-world contexts, also something a programmer is expected to know about?

Discussion: Is it true - "A generative AIs ability to outperform humans in economically valuable tasks demonstrates high intelligence, equating intelligence with economic performance".

I.e. This framing should be questioned, as it makes human beings' ability to act with wisdom, discernment, courage, and commitment to justice, no more than poetic license.

TAL - Teaching for Active Learning

Who is the better programmer?

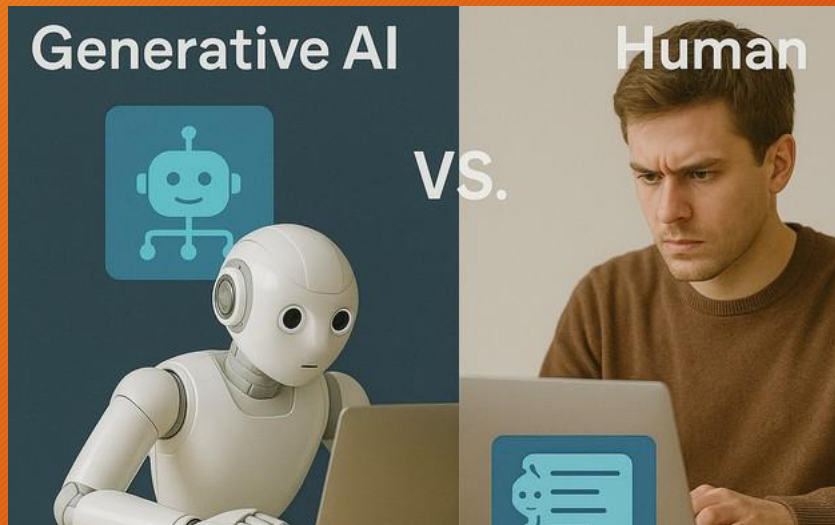


Image created by DALL·E3.



Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".



Case: En studerende afleverer ”en sætning” til Obl. opg. Og tror det er ok, da han tidligere på sin uddannelse har gjort dette ved anden underviser og endt med få god karakter.

ChatGPT - skridt 1.

Samtale med den studerende:

- Spørg fx: "Hvordan forstår du opgavens formål?" eller "Hvordan tænkte du, at dette ville blive opfattet?"
- Afklar om det var en joke, provokation eller uvidenhed.
- Giv plads til refleksion uden at dømme på forhånd.

ChatGPT - skridt 2.

Ramme og konsekvenser.

- Forklar, at opgaven ikke kan godkendes i sin nuværende form.
- Giv mulighed for at genaflevere med klare forventninger og en tidsfrist.

TAL - Teaching for Active Learning

ChatGPT - Skridt 3.

Hele klassen inddrages.

- Lade dele af opgaven laves i grupper, hvor samarbejdet er synligt.
- Inddrage mundtlig fremlæggelse som en kontrolmekanisme.
- Studieteknik og akademisk integritet.
- Hvad det vil sige at være en lærende person.



**Case: Studerende har gentagen for sen ankomst.
Forstyrrende adfærd ved ankomst og afgang
Undergravning af fagligheden (ved at sige at opgaverne er “nemme” og uvæsentlige).
Gentagelse på tværs af undervisere, ifølge klassen, ”sådan er han altid”, hvilket peger på en generel mangel på respekt for undervisningens rammer.**

ChatGPT - Skridt 1.
En-til-en samtale. Grænser og dialog.

- Vær konkret: Beskriv, hvad du har observeret, uden at dømme. Fx:
“Jeg har bemærket, at du ofte kommer for sent og forlader undervisningen før tid...”
- Forklar, hvordan det påvirker klassen og undervisningen
- Spørg til hans perspektiv: “Hvad tænker du om din deltagelse i undervisningen?”
- Gør det klart, at adfærden ikke kan fortsætte, og aftal klare forventninger fremadrettet (fx mødetid og adfærd i timen)

ChatGPT - Skridt 2.
Involver resten af klassen.

- Tal med klassen om, hvordan man skaber et godt læringsmiljø
- Bekræft, at du tager situationen alvorligt, uden at nævne navne

ChatGPT - Skridt 3.
Inddragelse af ledelse og studievejledning.

Samarbejd med studievejlederen for at forstå, om der ligger noget bag (fx mistrivsel, kedsomhed, diagnose eller social udfordring).

TAL - Teaching for Active Learning



Case: En studerende er fysisk til stede, men mentalt fraværende - På sin tlf - og hvor fraværet af konsekvenser tidligere har normaliseret adfærden.

ChatGPT - Skridt 1.

Problem: Svækket læringsudbytte for den studerende

Risiko for negativ indflydelse på klassens engagement og normer

Signaleffekt: "Man kan godt bare være passiv og stadig bestå"

- Start med nysgerrig og ikke-dømmende tilgang: "Jeg har lagt mærke til, at du ofte er på telefonen og ikke deltager aktivt - hvad tænker du selv om det?"
- Afklar, om der er bagvedliggende faktorer: mistrivsel, angst, kedsomhed, social usikkerhed, OSV.

ChatGPT - Skridt 2.

Skab en kultur for deltagelse

- Sæt klare forventninger for, hvad aktiv deltagelse er
- Brug tydelige aktiviteter: fx spørgsmål-tilbage melding, gruppediskussioner, opgaver der kræver mobilisering

ChatGPT - Skridt 3
Inddragelse af ledelse og studievejledning.

Denne type passivitet er ikke "neutral" - den er *en stille modstand* mod læringsfællesskabet og undergraver engagementet i klassen.

TAL - Teaching for Active Learning



Image created by DALL·E3.

Diskuter i grupper af 2.

Tag udgangspunkt i en konkret situation fra din egen undervisning.

Hvordan håndterede du klasseledelsen i den situation, og hvad kunne du have gjort anderledes?

Hvad tro du chatGPT ville foreslå? Var det et godt forslag?
(Hvis du har laptop med - så prøv at spørg chatGPT..)

In English: Discuss in pairs.

Take your starting point in a specific situation from your own teaching.

How did you handle classroom management in that situation, and what could you have done differently?

What does ChatGPT suggest? Is it a good suggestion?

(You can ask ChatGPT - if you want, and have laptop access today).

TAL - Teaching for Active Learning



Image created by DALL-E3.

Problem with Zombie Students and Teachers...

(Why Dall-E3 creates the image of these students and teachers and then writes **Vygotsky** in the background is beyond spooky...

Probably the author of these slides just chats a lot about Vygotskymust be...)

So, we need a little help from ChatGPT...

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".



Problem - Goal and relevance.

How can we look to chatGPT for answers when it doesn't have a goal (it just makes next-words predictions) and when it doesn't know what relevance is ?

TAL - Teaching for Active Learning

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".



Image created by DALL·E3.



Potential classroom problems.
- Student attitudes -

What is going on here?
Very different body postures.

Some might show fear, anxiety and
reluctance to engage, fear of public failure-
While others are eager to engage?

Concerning classroom management, what
would ChatGPT suggest here?

TAL - Teaching for Active Learning



Image created by DALL·E3.

ChatGPT: I can't create or show violent or aggressive behavior, even in a simulated or educational context. If you'd like, I can instead create a classroom conflict scene that implies tension or disagreement.



Potential classroom problems.
- Student (micro) aggressions.

Obviously, there should be no tolerance for aggression, bullying, teasing, minor teasing etc. in the classroom.

Academic achievement and aggression (etc) in the classroom does not go together...

But what would ChatGPT suggest to do about it?

TAL - Teaching for Active Learning



Image created by DALL·E3.



Potential classroom problems.

Problem with the
“Zone of Proximal Development” (ZPD)..

There is a gap between what a learner can do alone and what they can do with help....
Learning happens best in this zone — when the task is challenging enough to stretch the learner but still achievable with guidance.

Scaffolding... This is the support provided by teachers or peers to help a student operate in their ZPD (Vygotsky).

How would ChatGPT identify the ZPD?

TAL - Teaching for Active Learning

CO-CONSTRUCTING KNOWLEDGE



Co-constructing knowledge.

Participant: "I was surprised by my own ability think critically".

- My group-partner helped me improve my explanations.
- My group-partner corrected me when I was wrong.

There is cognitive, emotional and social support.

- My ideas were valued.

The students see themselves as future teachers... Hurray,,, 😊

Potential classroom problems.

Getting students to co-construct knowledge:

I.e. share perspectives, debate interpretations, and negotiate meaning.

Where the teacher acts as a facilitator or guide, helping learners connect ideas rather than merely deliver information.

The classroom becomes a community of inquiry — where everyone contributes to building collective understanding.

Can ChatGPT help?



TAL - Teaching for Active Learning



Image created by DALL·E3.



Potential classroom problems.

What is a success in the classroom... actually, in real life? How do you define success?

In life? In business?

Is a business successful if it is profitable, but its employees are miserable?

Learning is qualitative and chaotic...?

I.e. learning is about meaning, understanding, and personal growth. Real learning doesn't follow neat, linear, or easily measurable paths, or ???

What does ChatGPT say about success in the classroom?

TAL - Teaching for Active Learning



Problem - Goal and relevance.

How can we look to chatGPT for answers when it doesn't have a goal (it just makes next-words predictions...) and when it doesn't know what relevance is ?

TAL - Teaching for Active Learning



Problem - Goal and relevance.

Can we look to chatGPT for answers when it doesn't have a goal (it just makes next-words predictions) and when it doesn't know what relevance is ?

Potential classroom management problems...
(Discuss these, or take up problems you find relevant).

In groups: Can ChatGPT help with the following problems?

1. Student attitudes -
(Very different body postures)
2. Student (micro) aggressions.
3. “Zone of Proximal Development” (ZPD)..
Scaffolding... This is the support provided by teachers or peers to help a student operate in their ZPD.
4. Getting students to co-construct knowledge:

(You can ask ChatGPT - if you want - and have laptop access today).

TAL - Teaching for Active Learning

Skridt i anvendelse af ChatGPT...



- Egen selvstændige kritiske tænkning er stadig det centrale.



- Forstå tool. Og lad være med at overdrive brug.



- Tør anvende nye tools.





Image created by DALL·E3.

TAL2025

Teaching for Active Learning

Konference 6. november 2025
Syddansk Universitet

SDU 



Thank you for your attention !

Simon Laub. Aarhus, Denmark - TAL2025. Teaching for active learning. Workshop: "GenAI & the human touch. Improved classroom management with a little help from GenAI idea generation".