Reflective Debriefs: Applying the AI Capability Framework

1. Purpose of This Scenario

This scenario supports **structured reflective debriefs** following teaching, learning, or facilitation activities where AI was present, permitted, constrained, or intentionally excluded. It focuses on making learning about AI use — and non-use — explicit, shared, and developmental.

Reflective debriefs are often informal or omitted altogether. When they do occur, they may focus narrowly on task outcomes rather than on *how* learning happened. This scenario reframes debriefs as a **capability-building practice**, helping learners and educators surface judgement, assumptions, and ethical considerations around AI use.

The purpose of this scenario is to help facilitators **use reflection to consolidate AI capability**, strengthen learning design, and inform future practice.

This scenario is designed to support:

- Educators and tutors
- Learning designers and educational developers
- Facilitators of workshops and training
- Students participating in AI-aware learning activities

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2. Situation & Context

A learning activity, workshop, or session has concluded. Participants may have:

- used AI tools directly
- chosen not to use AI
- encountered ambiguity or tension around AI use

At this point:

- experiences are still fresh
- judgements and emotions are accessible
- insights about design and facilitation are available

AI may be used to support reflection (e.g. clustering themes or prompting questions), but reflection itself must remain **human-led and meaning-focused**.

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3. Where AI Might Be Used (and Why That Matters)

AI may be used in reflective debriefs to:

- summarise participant reflections
- surface recurring themes or tensions
- generate reflective prompts

These uses matter because:

- summaries can smooth over disagreement
- thematic analysis may privilege majority views
- generated prompts can subtly steer reflection

This scenario treats AI use in reflective debriefs as **low-risk but epistemically sensitive**, requiring careful framing.

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4. Applying the AI Capability Framework

4.1 Awareness

Before facilitating a debrief, clarify:

- the purpose of the reflection (learning, improvement, sensemaking)
- what aspects of AI use are in scope
- how insights will be used

Key awareness questions:

- What are we trying to learn from this experience?
- What surprised or challenged participants?
- Where did judgement matter most?

AI should be used to **support articulation**, not interpretation.

4.2 Human–AI Co-Agency

In reflective contexts:

- humans remain the interpreters of experience
- AI may assist with organisation or prompting

Good co-agency means:

- reflection questions are human-defined
- AI outputs are treated as provisional summaries
- participants can challenge or nuance synthesis

Avoid:

- treating AI-generated themes as definitive
- outsourcing meaning-making to tools

4.3 Applied Practice

Appropriate AI uses include:

- clustering anonymised reflections for discussion
- generating alternative reflective questions
- supporting facilitators to notice patterns

Inappropriate uses include:

- evaluating participant performance
- scoring reflections or engagement
- filtering out minority or uncomfortable views

AI should support **collective reflection**, not judgement.

4.4 Ethics, Equity & Impact

Reflection must be psychologically safe.

Use the Framework to ask:

- Are all voices able to be heard?
- Are power dynamics influencing reflection?
- Could AI synthesis silence marginal perspectives?

Ethical debriefs prioritise **care, inclusion, and trust**.

4.5 Decision-Making & Governance

Good governance of reflective practice includes:

- clarity about how reflections are recorded and used
- appropriate anonymisation and data handling
- alignment with institutional ethics and privacy policies

If AI is used:

- explain its role transparently
- avoid retaining unnecessary data
- ensure reflections are not repurposed without consent

This supports legitimacy and confidence in reflective processes.

4.6 Reflection, Learning & Renewal

This scenario directly activates the Framework's renewal domain.

Key renewal questions:

- What capability has developed through this experience?
- What should we do differently next time?
- What patterns are emerging across activities?

Reflection closes the loop between **experience, learning, and improvement**.

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5. In-the-Moment Prompts & Checks

Human reflection prompts

- Where did AI help or hinder learning?
- What judgement did we have to exercise?
- What questions remain unresolved?

Optional AI prompts

- "Summarise anonymised reflections, noting areas of disagreement."
- "Generate reflective questions that surface ethical or equity concerns."

Pause & check

- Are we allowing space for discomfort and uncertainty?
- Is reflection being rushed or instrumentalised?

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6. After-Action Reflection

Following reflective debriefs:

- What insights should inform future design?
- What guidance or support needs updating?
- How will learning be shared responsibly?

Feed insights into curriculum, CPD, or facilitation practice as appropriate.

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7. What This Scenario Delivers

This scenario helps organisations:

- embed reflection as a core AI capability practice
- surface tacit judgement and ethical reasoning
- improve learning design through lived experience
- avoid superficial evaluation of AI use
- build sustainable, reflective AI capability cultures

About CloudPedagogy

CloudPedagogy develops practical, ethical, and future-ready AI capability across education, research, and public service.

This scenario is part of the AI Capability Framework Scenario Library, supporting applied, context-sensitive practice using the CloudPedagogy AI Capability Framework (2026 Edition).

Framework: https://www.cloudpedagogy.com/pages/ai-capability-framework