Student-Facing Activities: Applying the AI Capability Framework

1. Purpose of This Scenario

This scenario supports **student-facing learning activities** where generative AI may be available, encouraged, constrained, or deliberately excluded. It focuses on designing activities that promote learning, integrity, and capability — rather than task completion or output generation.

Student-facing activities are where institutional intentions about AI become *experienced realities* for learners. Poorly designed activities can encourage over-reliance, amplify inequity, or undermine academic integrity. Well-designed activities can build confidence, critical judgement, and ethical AI capability.

The purpose of this scenario is to help educators **design learning activities that make AI use visible, intentional, and pedagogically meaningful**, while protecting academic standards and learner trust.

This scenario is designed to support:

- Academic staff and tutors
- Learning designers and educational developers
- Programme leaders and assessment leads
- Staff supporting academic integrity and student success

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2. Situation & Context

A student-facing activity is being designed or revised. It may involve:

- formative or summative tasks
- individual or group work
- in-class, online, or blended formats

Common pressures include:

- uncertainty about appropriate AI use
- uneven student access, confidence, and experience
- anxiety around plagiarism and misconduct

AI may be available to students informally or formally. How the activity is designed will determine **whether AI use supports learning or distorts it**.

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

Students may use AI in learning activities to:

- brainstorm ideas or structure work
- clarify concepts or language
- generate drafts, examples, or explanations
- support reflection or self-feedback

These uses matter because:

- AI can mask gaps in understanding
- uneven access can exacerbate inequity
- unclear boundaries create anxiety and misconduct risk

This scenario treats AI use in student-facing activities as **medium- to high-risk**, depending on assessment stakes and context.

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4. Applying the AI Capability Framework

4.1 Awareness

Before designing the activity, clarify:

- what learning the activity is intended to develop
- what evidence of learning is required
- how AI might help or hinder that learning

Key awareness questions:

- What must students genuinely understand or be able to do?
- Where is AI use acceptable, limited, or inappropriate?
- What assumptions are we making about student access and skill?

AI should be positioned to **support learning**, not replace it.

4.2 Human–AI Co-Agency

In student-facing activities:

- students remain accountable for learning and outputs
- AI may be used as a tool, not an author or substitute

Good co-agency means:

- students are guided on *how* to use AI responsibly
- reflective commentary on AI use is encouraged or required
- educators retain responsibility for task design and judgement

Avoid:

- ambiguous guidance that leaves students guessing
- activities that reward uncritical AI output

4.3 Applied Practice

Appropriate AI-aware activity designs include:

- tasks requiring critique, adaptation, or comparison of AI outputs
- activities that foreground process over product
- structured prompts that make AI use explicit

Inappropriate designs include:

- tasks easily completed through direct AI generation
- activities where AI use is hidden but inevitable
- assessments that cannot distinguish learning from delegation

AI should be integrated **by design**, not by assumption.

4.4 Ethics, Equity & Impact

Student-facing activities raise equity and fairness concerns.

Use the Framework to ask:

- Do all students have comparable access and support?
- Are we advantaging confidence or familiarity with AI tools?
- How are academic integrity and fairness being protected?

Ethical design promotes **transparency, inclusion, and trust**.

4.5 Decision-Making & Governance

Good governance includes:

- clear statements about permitted and prohibited AI use
- alignment with assessment regulations and integrity policies
- consistency across modules and programmes

If AI is permitted:

- articulate expectations clearly to students
- explain how AI use will be considered in marking
- avoid hidden or inconsistent rules

This supports defensibility and student confidence.

4.6 Reflection, Learning & Renewal

After running the activity, reflect:

- Did students understand expectations around AI use?
- Where did AI enhance or distort learning?
- What should change next time?

Reflection helps evolve **AI-aware pedagogy**, not just compliance.

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5. In-the-Moment Prompts & Checks

Educator reflection prompts

- What learning evidence would convince us this activity worked?
- Where might students misuse AI unintentionally?
- Are we modelling the behaviour we expect?

Optional AI prompts (for student use)

- “Generate an initial outline, then critique its assumptions and limitations.”
- “Explain this concept, then identify what the explanation misses.”

Pause & check

- Would students describe this task as fair and clear?
- Is AI use visible rather than hidden?

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6. After-Action Reflection

After the activity:

- How did students actually use AI?
- Where were misunderstandings or anxieties evident?
- What guidance needs refinement?

Use insights to improve future activity design and guidance.

7. What This Scenario Delivers

This scenario helps organisations:

- design student activities that build AI capability, not dependence
- reduce misconduct through clarity and intentional design
- support equitable and ethical learning experiences
- align pedagogy with assessment integrity
- embed the AI Capability Framework into everyday teaching practice

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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