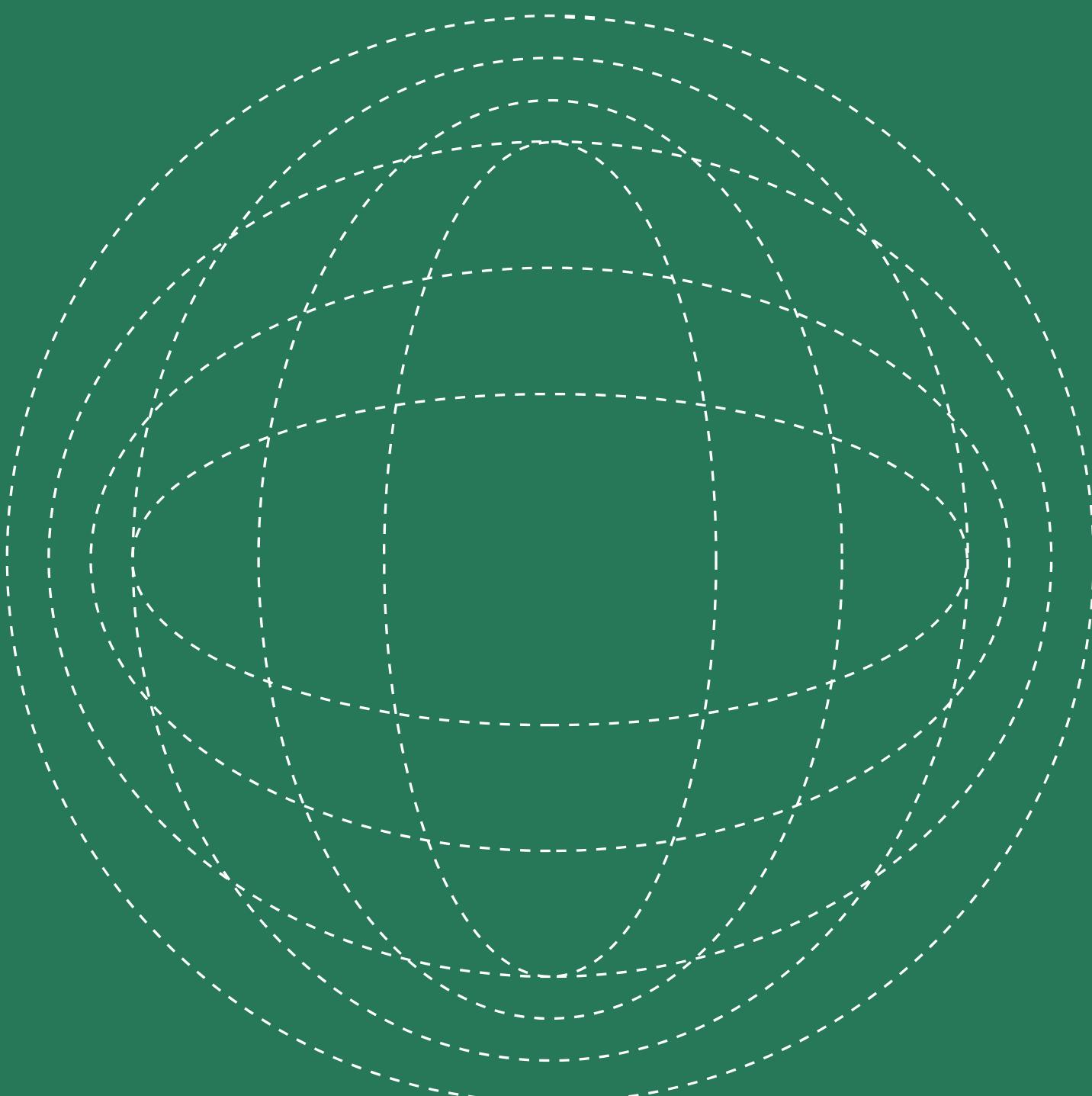


ANALOG

inspiration



Inspiring Human Learning in the Age
of Generative Artificial Intelligence.

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about this project

This 48-card deck is designed to help you explore how generative AI can support values-driven, human-centered teaching and learning. Each card features a human value, concern, or skill paired with a practical idea for integrating AI to center that concept in your classroom. Some ideas are student-facing, some are instructor-facing. Use this little card deck as a starting point to launch further experimentation, build new connections with your students, and foster meaningful conversations with other humans in your community.

How to use these cards:



1 Player: Shuffle the deck, pick a card, and start experimenting.



2-6 Players (preferred): Get together with folks in your teaching and learning community. Shuffle the deck, pick a card, and discuss the selected concept:



- *How else could I bring this value into my course?*
- *How might I center it more deeply in my design, my practice, and my relationships with students?*
- *How might we work together to build something new for (and with) our students?*



This deck was created by Carter Moulton, PhD, an educational developer and media researcher. You can read about *why* he created these cards at analoginspiration.ai.

accessibility



Ask AI to explain five ways it can be used by students to create more accessible pathways to learning in your course. Communicate these uses to students on your syllabus and in class so they are aware of these potential benefits.

agency

**How can you
help students
become more
active agents in
their own
learning
experience?**

Share a folder of readings, concepts, or problems. Ask students to sign up for one and “teach the class” their chosen concept. Or better yet, leave the final week of your course syllabus empty and ask students to develop a presentation or learning module based on something *they* think the course is missing. In either case, encourage them to use AI as a thought partner, helping to explore directions and brainstorm ideas.

SHARE YOUR LEARNING OUTCOMES WITH AI AND ASK FOR THREE DISTINCT AUTHENTIC ASSESSMENT IDEAS THAT ALIGN WITH THOSE OUTCOMES.



Authenticity

SPECIFY THAT THE ASSESSMENTS SHOULD EMPHASIZE REAL-WORLD APPLICATION AND MIRROR THE KINDS OF TASKS, SCENARIOS, WORKFLOWS, EVENTS, AND DELIVERABLES THAT STUDENTS MAY ENCOUNTER IN THEIR PROFESSIONAL AND PERSONAL FUTURES.

BELONGING

Ask students to write you a short letter titled: "What I want you to know about me as a learner." Then, have them prompt AI to write a generic version of the same letter and compare the two: "What's missing from AI's Letter? What is uniquely you?" Discuss insights as a class, celebrating folks' unique strengths and experiences. Describe together what belonging in your classroom can look like.

BONUS

Write students a companion letter titled:
"What I Want You To Know About Me As A Teacher."

B

I

A

S

"If we do not acknowledge and teach the hidden curriculum of AI, and the ways schools offer fertile ground for its uncritical and at-scale implication, we risk perpetuating the **encoded bias** and ideologies of oppression which are baked into its design" (Warr & Heath 2025).

AI AUDITORS

Ask students to read about AI's encoded biases. Invite them to experiment with tools to expose errors, find inconsistencies, and uncover assumptions, especially as they relate to their discipline. What kinds of vernacular are used in specific contexts? What perspectives are missing from outputs? What do image generators assume with their depictions? Invite students to share their audits and findings with their peers.

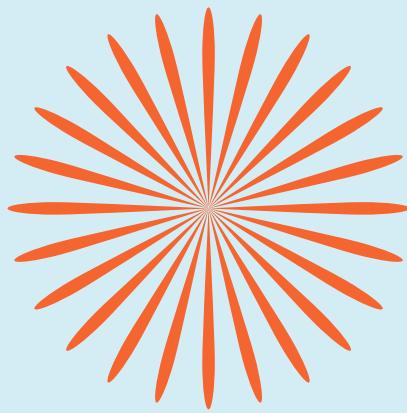
CARE

"To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin" (hooks 1994).

Share a few course materials with AI and ask for 5 innovative ways you can build connection and care with and among students in your course.



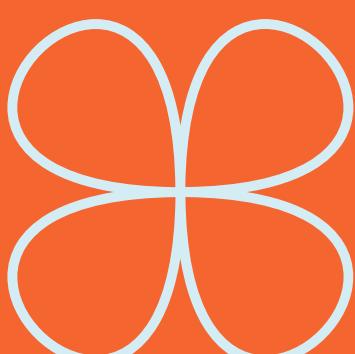
choice



Upload your syllabus or final project prompt and ask AI to help you brainstorm **three** easy ways to incorporate student choice into your learning experiences.

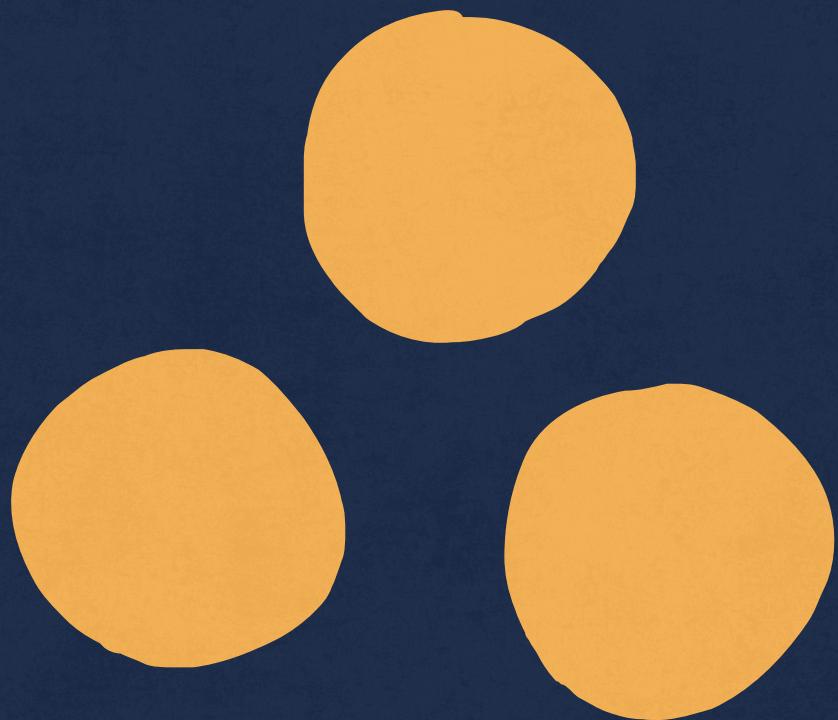
or

Give students a concept or objective, and ask them to prompt AI for **four** different ways they could demonstrate their learning –with ideas featuring various formats and audiences. Ask them to choose **one** and pursue it for their project.



COLLABORATION

For group projects, ask each student to contribute their initial ideas or workflow preferences individually. Then, ask AI to organize and synthesize the full group's input into a working plan. Invite the team to review and discuss.



What ideas feel overrepresented or overlooked? What doesn't quite work? What should we keep, question, or revise? Help students practice co-creation with care, starting from the idea that all group members have valuable ideas.

LOOK OVER ONE OF YOUR ASSIGNMENTS.

DOES IT COMMUNICATE...,

**THE SKILLS AND KNOWLEDGE
STUDENTS WILL GAIN BY
COMPLETING THE ASSIGNMENT?**

**HOW STUDENTS WILL BE
EVALUATED—AND WHAT
“SUCCESS” LOOKS LIKE?**

**HOW AI USE MIGHT BE
ENCOURAGED OR
DISCOURAGED?**



COMMUNICATION

COMMUNITY

“...the work of teachers [is] a kind of artful community organizing, supporting a group of people in identifying their needs and imagining ways of being together that would allow those needs to be met as consistently as possible” (Keenan 2021).

1. Ask AI to generate **song recommendations** for a class-themed playlist, and invite students to add to it. Play it when welcoming students into class each day.
2. Ask AI for **funny course-themed food items**, and bring in themed snacks to celebrate student presentations.
3. Leave a week or unit on your syllabus empty so that students can help **co-create** it *with* you. Ask them to use AI to find concepts, texts, or tasks they'd like to explore on that week. Decide and create **together**.
4. See the “Trust” card in this deck.





CONNECTIONS

Create an assignment where students input two seemingly-unrelated course concepts into AI and prompt it to **find relevant connections** between them.

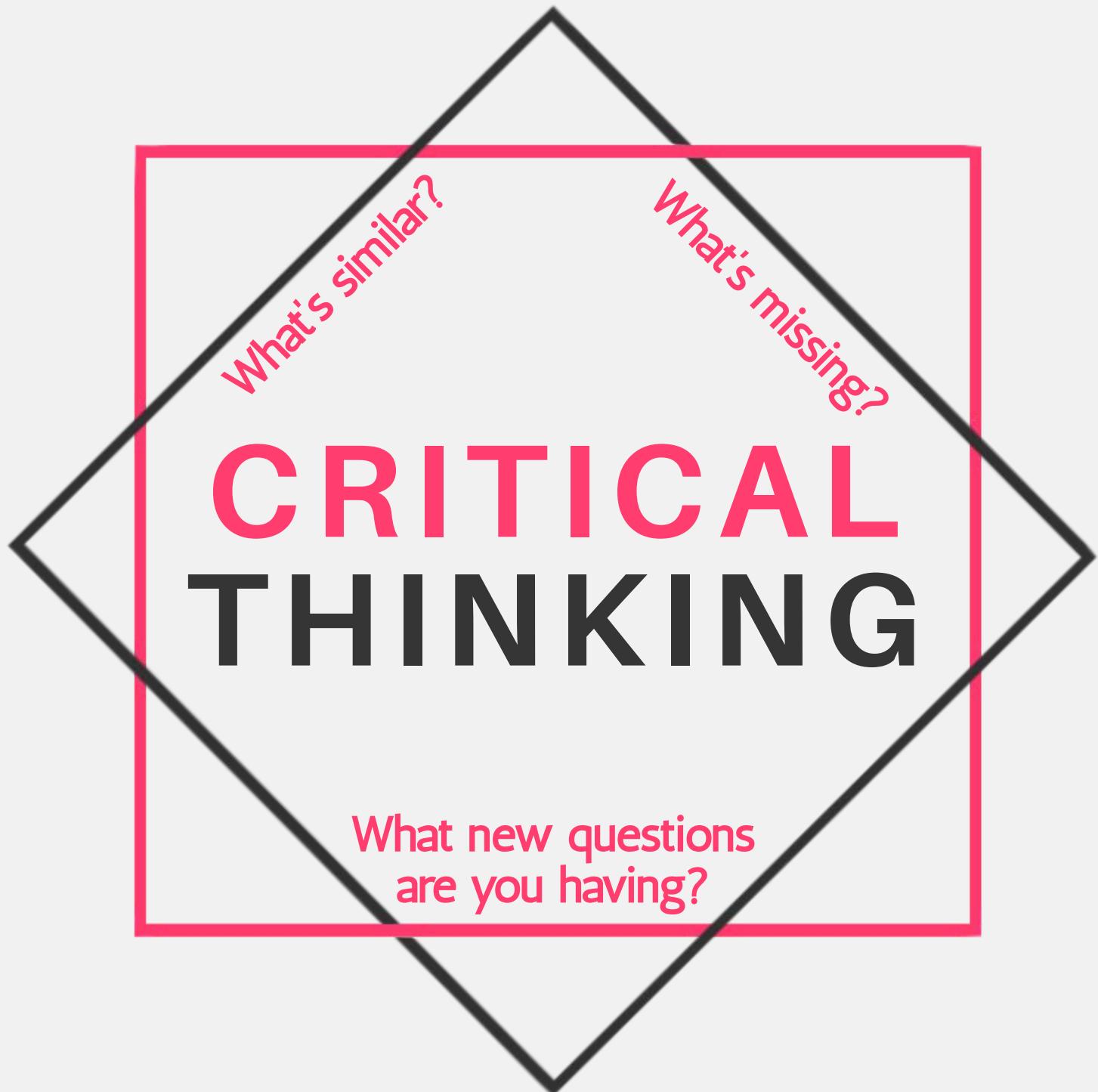
Then, ask students to **evaluate** the AI's logic to propose new, deeper, or missing links.

Give students more creative room with final projects. Invite them to use AI as a thought partner to generate new ideas, build out their work in diverse formats, and pursue unexpected directions. Celebrate this work by creating public venues where students can meaningfully share their creative work with someone other than just you.



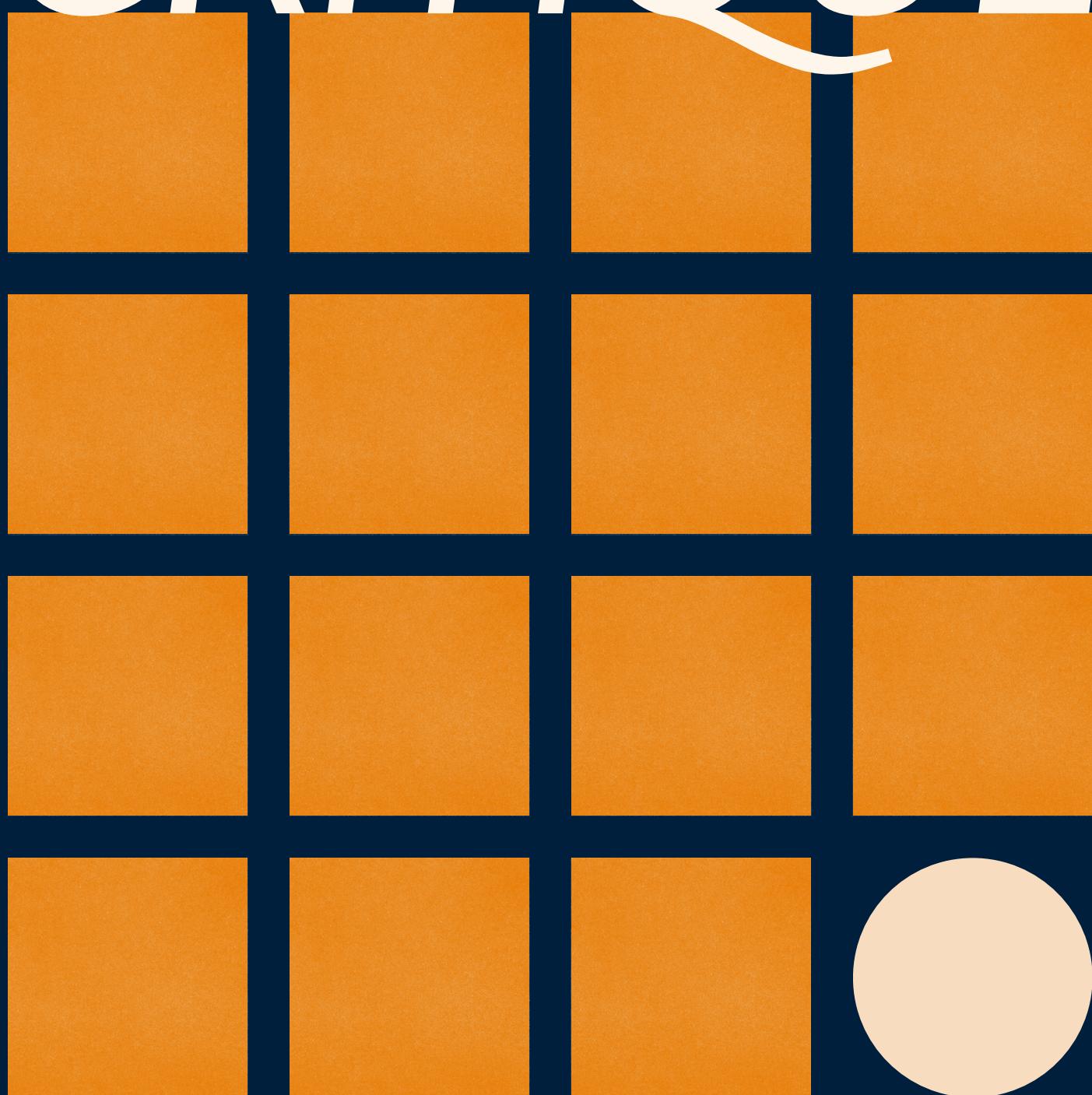
CREATIVITY

Pose a thought-provoking, open-ended question from your lesson. Give students a few minutes to write down their initial thoughts. Then, have them ask the same question to AI and compare their responses:



Invite students to pair up and discuss their human and AI responses. Debrief as a class to highlight student insights and gaps in AI's logic, reframing AI not as an answer machine but as a collaborator with ideas, insights, errors, and limitations.

CRITIQUE



Ask AI to generate a passable but uninspired response to one of your assignments. During class, share this AI-generated work with students, along with your **rubric** for the assignment. Ask students to evaluate the AI's work—first individually, then with a partner to calibrate critiques. End with a class debrief to share insights and develop a shared understanding of assignment criteria.

CURIOSITY

create spaces
where students
want to know more.



WHAT'S NEXT?



Choose a topic you're about to teach and ask AI: "**What are five wild, surprising, or little-known questions that will spark curiosity around this topic?**" Pick one and use it to open your next class session.

WHAT
COULD
BE?

WHY?

HOW?

DIALOGUE

Brainstorm ways students might engage AI as a dialogue partner...

"I'M STUCK. HERE'S MY ATTEMPT... ASK ME OPEN-ENDED, GUIDING QUESTIONS ABOUT MY WORK TO DEEPEN MY UNDERSTANDING."

Students might ask AI for a Socratic dialogue to deepen their thinking on a complex topic.

Students might prepare for difficult conversations or anxiety-inducing interviews by practicing with AI.

"I HAVE AN UPCOMING CAREER FAIR AND AM A BIT NERVOUS. ACT AS A RECRUITER FOR (COMPANY) AT THEIR BOOTH. I'LL APPROACH YOU FOR A BRIEF SIMULATED CHAT. AFTERWARDS, GIVE ME SOME FEEDBACK ON MY APPROACH, AS WELL AS A FEW SUGGESTIONS!"

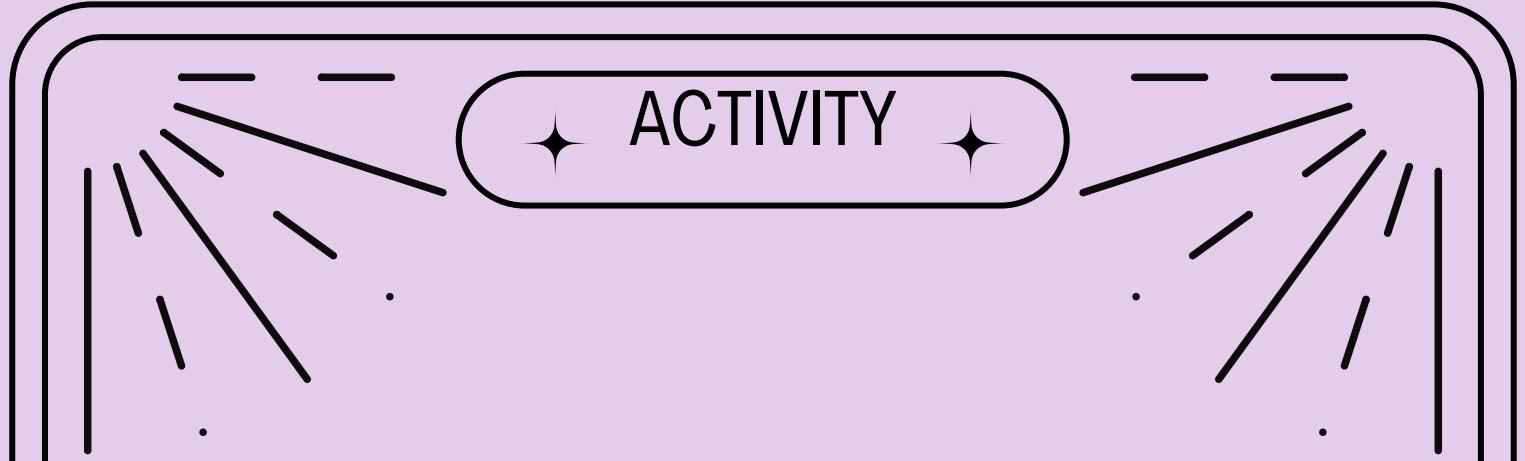
How else might folks engage in dialogue with AI? How might such dialogues impact student confidence and empathy? What ethical issues arise when AI pretends? Ask students to share their reflections with one another.



DISCERNMENT

“What am I trying to avoid by using AI right now?”

Ask yourself this question, and encourage students to do the same. Is it... confusion? perfectionism? boredom? Do I really need to use AI right now? Encourage students to jot down these observations. Even a 30-second pause can lead to more intentional engagement with AI.



ACTIVITY

Ask student groups to critically engage with AI and course concepts to design complex, discipline-specific ethical dilemmas for their peers. After swapping dilemmas, groups can then practice **ethical decision-making** in their field by analyzing the dilemma, gathering missing information, considering various stakeholders, and making an action plan or recommendation along with a justification.



ETHICS

Use AI to simulate complex processes, systems, or experiments relevant to your course. These might be chemical reactions, cultural trends, structural stresses, market fluctuations, or ecological consequences.

Experimentation

Ask students to experiment with these simulations using trial-and-error to analyze potential impacts, alternative outcomes, and AI assumptions.

Bring students together to discuss their experiments. What insights does virtual experimentation offer? Where does the simulation fall short of reality, and why is that gap important?

“In the age of AI, we’re going to have to decide when we want to use these tools, when they remove **productive friction, and even when they may bring new and useful friction to the process” (Rosenzweig 2024).**



**PRO
DUC
TIVE
FRI
CTION**

Try to complete one of your own assignments using AI to completely bypass learning. What changes could you make to the assignment to introduce new complexities or moments of productive friction?



GROWTH MINDSET

After a quiz or assignment, ask students to choose one question or section they struggled with. Invite them to use AI to explore what they misunderstood and how to improve it. Students can then write a brief reflection and resubmit it along with the revised work for credit, normalizing the idea that mistakes, evaluation, and iteration are essential parts of learning.



hope

Near the beginning of the term, ask students to reflect on their hopes, dreams, and goals for the next few years, including what they hope to gain from your course. Ask them to share their writing with AI and prompt it to generate a mantra, an object, and an image that represents those hopes. Invite students to bring these items to the next class section and share their hope collection with each other in small groups. Midway through the term, ask students to reflect on how their mantras, objects, or images are changing.

Ask AI to generate funny analogies or memes for a tough concept or topic in your course...



HUMOR

...invite students to critique them, build on them, and share their own memes with each other.

IMAGINATION



“Imagination is our **human** power to transcend the immediate boundaries of senses and knowledge, to navigate across time and spaces, and to transcend present conditions” (Popenici 2023).



Ask students to imagine their field of study 10 or 50 years from now—what will it discover, change, or create? How will AI impact their field? Then, prompt AI to generate its own vision. Ask students to compare: What do these futures reflect about their values, hopes, and concerns? Open a conversation about who shapes the future—and who *should*.

INCLUSION

Find the hidden barriers in your course.

Ask AI...

"What background knowledge does this assignment assume?"

"Give me 3 alternative ways to express this idea using culturally diverse examples."

"Rewrite this assignment to be more inclusive of multilingual and first-gen students, folks with disabilities and financial stress, caregiving responsibilities, or non-traditional educational paths."

"HELP ME MAKE MY COURSE DESIGN AND FACILITATION MORE INCLUSIVE FOR ALL."



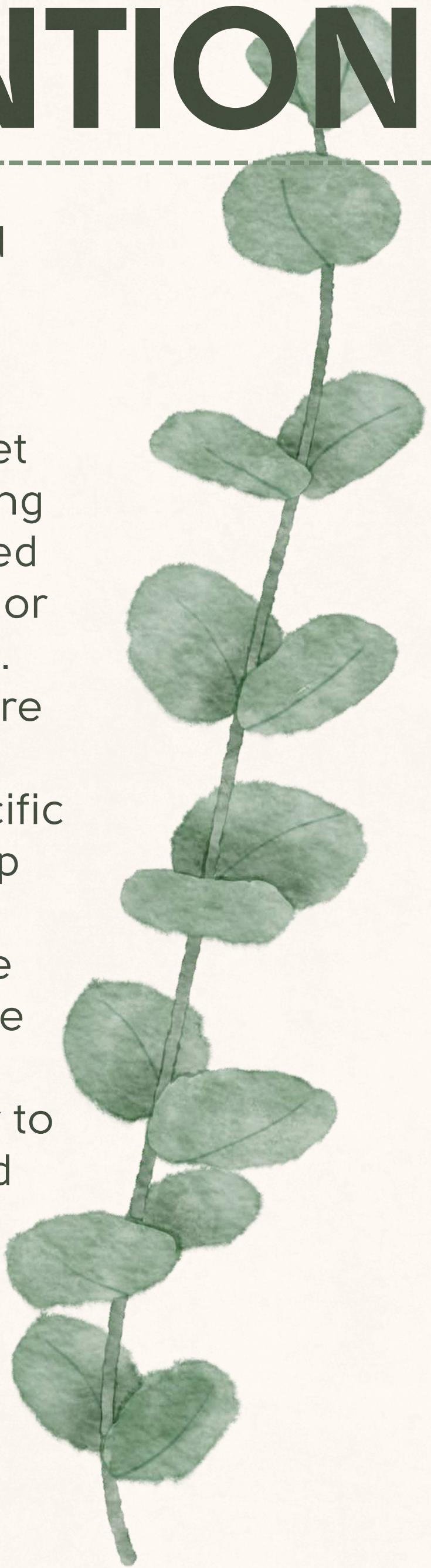
“Asking the right question will continue to be the most valuable human skill” (Bowen & Watson 2024).

INQUIRY

Ask students to use AI to explore a course topic—but their task is not to find answers; instead, their task is to refine and improve their **questions**. Ask them to draft a basic question, input it into AI, analyze the response, and then iterate: What follow-up question would deepen this? What assumptions are being made? What do I still not know? Ask students to write a short reflection that details how their questions evolved, and how these questions deepened their learning.

INTENTION

Ask students to read the syllabus and review your course learning outcomes. Then, ask them to set **two** personal learning goals: one skill-based goal, one curiosity- or interest-driven goal. Prompt them to share the syllabus with AI and ask: “What specific strategies could help me meet my goals based on the course content?” Encourage them to revisit their goals mid-semester to adjust, evaluate, and reflect on their progress.



ASK STUDENTS TO CREATE SOMETHING—A DRAFT, SKETCH, DESIGN, OR IDEA—WITHOUT AI. THEN, INVITE THEM TO SHARE THAT SOMETHING WITH AI ALONG WITH THE PROMPT: “WRITE ME A PROMPT THAT WOULD GENERATE THIS EXACTLY.”



STUDENTS CAN THEN USE THAT PROMPT TO REGENERATE THE PIECE. ASK STUDENTS TO COMPARE: WHAT WAS LOST IN TRANSLATION? WHAT DECISIONS OR EXPERIENCES SHAPED MY VERSION THAT AI COULDN'T RECOVER? HOW DOES MY UNIQUE INSIGHT SHOW UP IN THE ORIGINAL? WHAT DID I LEARN ABOUT MYSELF THROUGH THIS COMPARISON, AND HOW MIGHT THOSE INSIGHTS SHAPE MY FUTURE WORK?

Rather than policing students' use of AI, invite them into the shared act of interpreting AI.

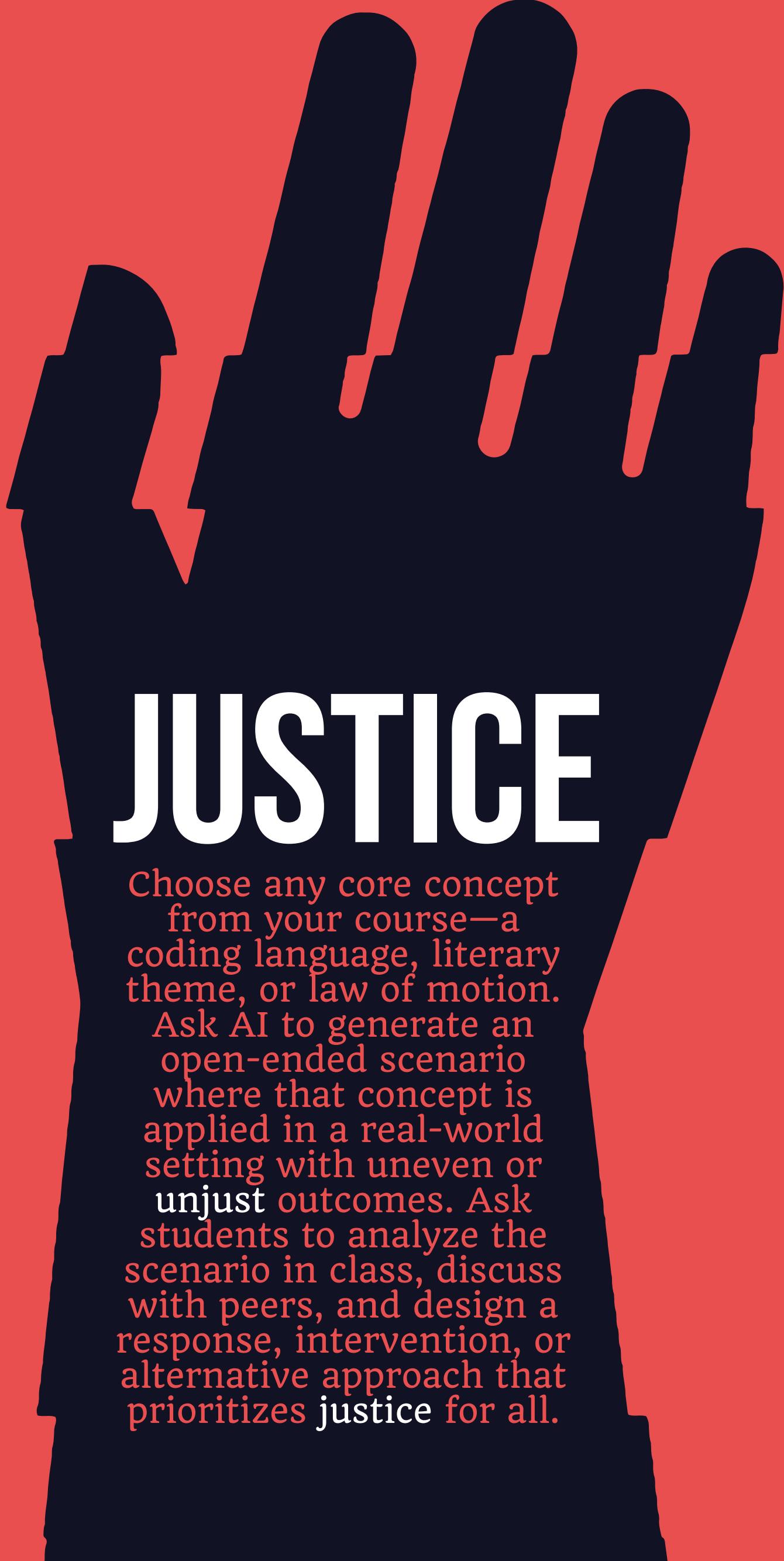
Use AI to generate a realistic “text” related to your course—this could be a chart, an annual report, a code snippet, a scenario, or a data table. Together with students, explore:

How should we approach interpreting this text? What insights can we draw from it ? What's missing? How does our research question or lens change what this text means? What assumptions or ideologies might be baked into the text, especially given its artificial origins?

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JOY

Paste your next lesson plan into an AI tool, and ask it to suggest three quick ways to inject more joy into the experience. Implement your favorite idea and just see how it goes.



JUSTICE

Choose any core concept from your course—a coding language, literary theme, or law of motion.

Ask AI to generate an open-ended scenario where that concept is applied in a real-world setting with uneven or unjust outcomes. Ask students to analyze the scenario in class, discuss with peers, and design a response, intervention, or alternative approach that prioritizes justice for all.

KINSHIP

"Indigenous epistemologies [underpin] ways of knowing and speaking that acknowledge kinship networks that extend to animal and plant, wind and rock, mountain and ocean... While [AI] developers might assume they are building a product or tool, they are actually building a relationship to which they should attend" (Edward Lewis 2020).



Ask students to choose a course topic (or use one from their own project) and work with AI to map out all that it connects to—technologies, communities, environments, and non-human forms of life it impacts or depends on. How might those relationships unfold and ripple over time? What responsibilities do we have as human beings? Invite students or group members to contribute to a shared document that reflects how this knowledge should be engaged with, now and in the future.

Love.

FROM: *Me*

TO: *Teaching*

Before the term begins,

Reconnect with **what you love about teaching your subject**. Maybe it's a student letter you received; maybe it's a sense of wonder about your discipline. In a culture that privileges evaluation over exploration, turns care into "content," passion into "deliverables," it's easy to lose touch with what you love about this work. Ask AI:

What are three surprising, beautiful, or lesser-known things about my course topic that might spark me or remind me why I chose to teach it?

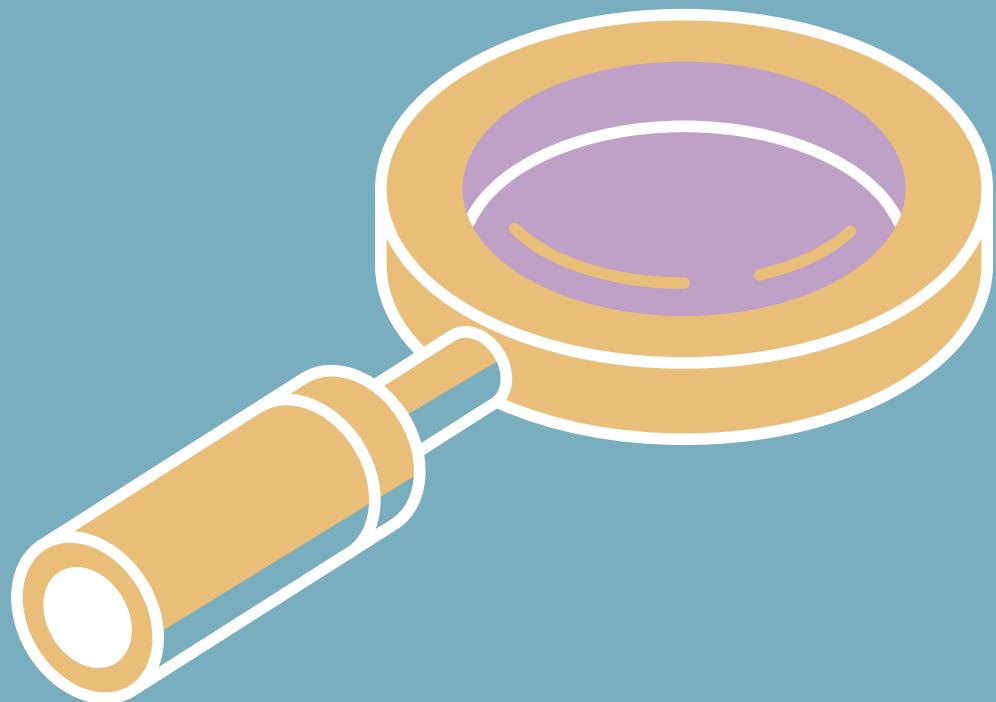
Try to re-ignite that connection—your students will surely feel it.

MOTIVATION

Ask students to provide AI with 2-3 paragraphs about the things in life that really spark their curiosity and give them excitement, along with potential careers or things that they would like to pursue.



Then, invite students to upload your syllabus or an upcoming assignment prompt and ask AI: "Why should I care about this assignment? What skills or knowledge might I gain? How do these align with what I hope to be or do?"



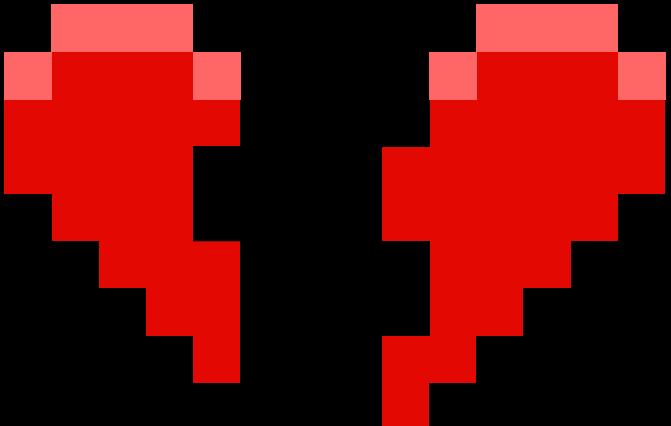
MYSTERY

As pre-work, invite students to enter a tailored version of the following prompt into an AI tool:

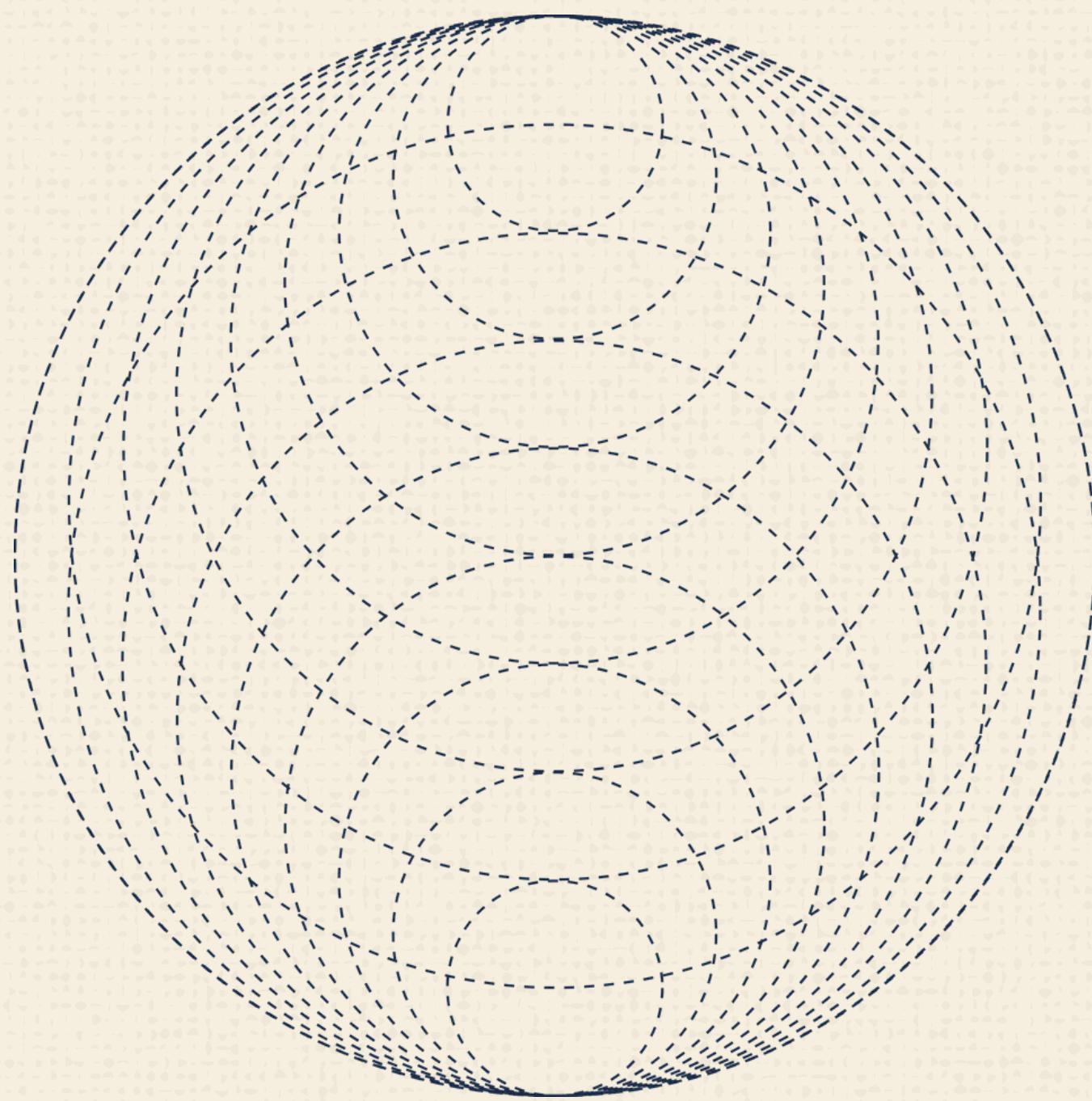
"Create an engaging short mystery or puzzle involving [insert topic or concept], where something unusual happens and I have to figure out what caused it. Include clues I can follow, but don't give away the answer right away."

During class, ask students to share their scenarios, investigations, and findings with each other in a small group discussion.

P CHOOSE ONE ASSESSMENT
E AND ASK AI: "HOW MIGHT
R I BETTER REWARD
S STUDENT PERSEVERANCE
E -THROUGH REVISION OR
V RE-ATTEMPTS—WHILE
E KEEPING MY GRADING
R LOAD SUSTAINABLE?"

E 
V TRY AGAIN?
E YES NO
R

A COULD ONE STAGE BE
N UNGRADED? COULD
C STUDENTS EARN FULL
E CREDIT FOR REVISION?
E LET YOUR POLICIES
E REFLECT THE BELIEF
E THAT LEARNING HAPPENS
E WHEN WE TRY AGAIN.



PERSPECTIVE

Ask students to share their working thesis, hypothesis, or project pitch with AI and ask it to point out stakeholders, variables, counter-arguments, or other things they've overlooked. Students can then revise their work to address these gaps, reflecting on how these perspectives have impacted their own.

play

Host an AI-supported “**sandbox**” session where students work in teams to creatively build something using course concepts. This could be anything... a speculative design, prototype, business plan, simulation, game, app, or even a comic or theme park ride. Encourage openness, connections, and creative risk-taking! Save time for students to share what they made, explain how they used course concepts, and reflect...

why did you choose to make this?

who is your audience?

what did you learn through open play?

T

Center process over output.

Cultivate your students' metacognition and guide them to understand that learning is a messy process.

Process

When assigning projects or portfolios, ask students to document their learning process through timelines, maps, infographics, or written reflections. These can include annotated AI chats, challenges faced, errors made, major breakthroughs, and takeaways.



“Teaching holds a mirror to the soul. If I am willing to look in that mirror, and not run from what I see, I have a chance to gain self-knowledge—and knowing myself is as crucial to good teaching as knowing my students and my subject” (Palmer 2007).

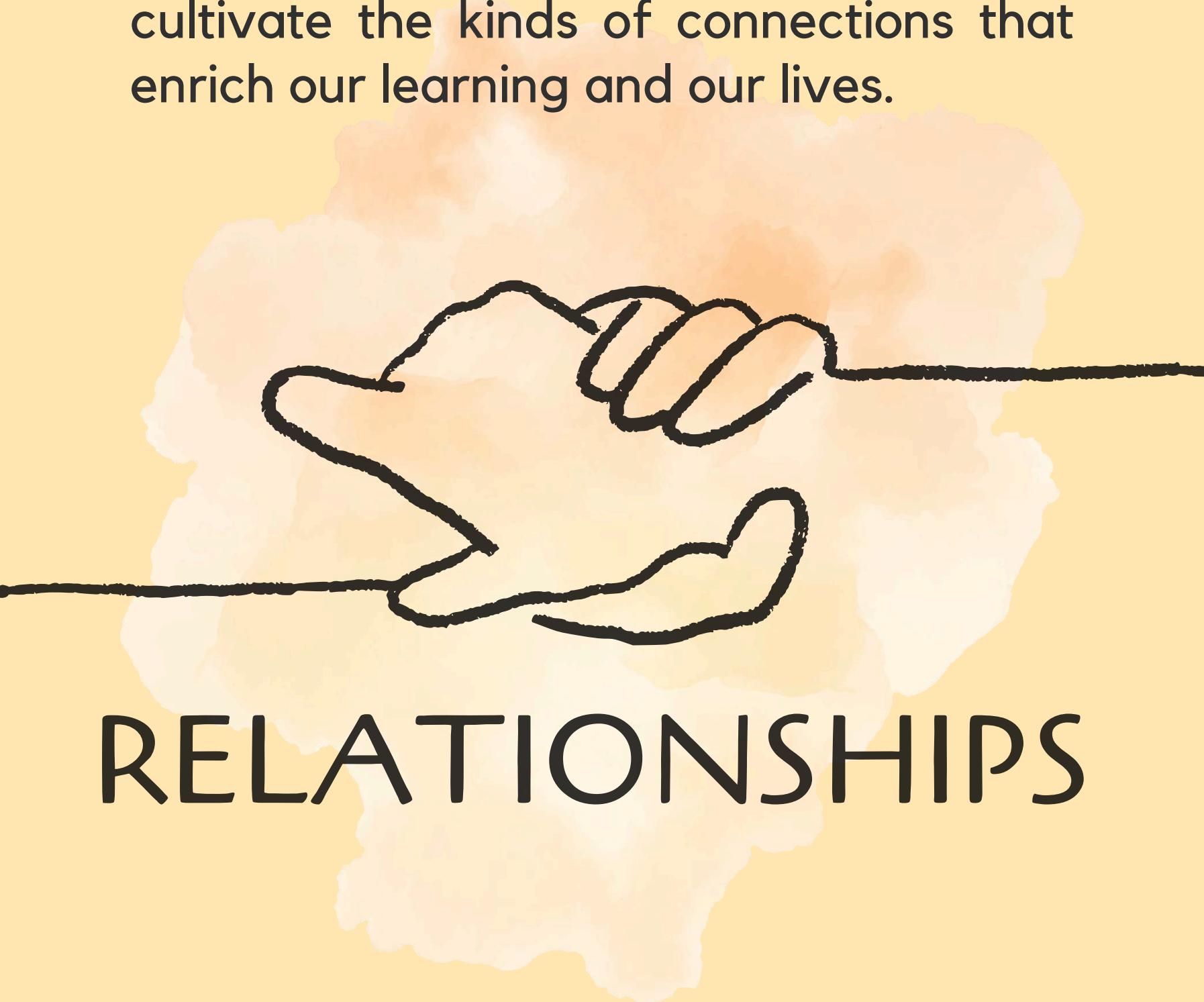
REFLECTION

BY REFLECTION

Collect anonymized student feedback and ask AI: “What themes emerge from this feedback about my teaching or student experiences?” Pair these insights with a reflection on your own experience teaching the course. **What are you most proud of? What might you do differently next term? What can you change tomorrow?**



Share any course element with AI and ask: **“How might I adjust this to strengthen student relationships with each other, with me, or with the broader community?”** If you decide to implement a suggested change, tell students *why* you made the change: to cultivate the kinds of connections that enrich our learning and our lives.



RELATIONSHIPS

“Human connection is the basis upon which learning takes place”
(Bass, quoted in Felten & Lambert 2020).

Rest

carve out a 15-minute break • take a nap • drink some water • remind your students to do the same • we are more than what we produce

Don't use AI today.
Let the Earth rest.

A few weeks into a semester project, ask students to share their current work with AI and ask: “*What’s a more daring, bold, unconventional, or risky way I could approach this work moving forward —something that could lead me in a new, unexplored direction?*”

Invite students to submit a reflection about how AI’s response helped to shift or solidify their original approach moving forward.

RISK-TAKING



SELF-REGULATION

Ask students to create a personalized work-plan and task checklist for an assignment or project, taking into account their other commitments and priorities. Then, invite students to ask AI for its own task breakdown of the project. What did students forget? What did AI miss? Ask students to submit their revisions or reflections as part of the assignment.



“STORYTELLING IS CULTURALLY UNIVERSAL—IT IS LIKELY THE OLDEST FORM OF TEACHING, ALLOWING GENERATIONS OF HUMANS TO SHARE CULTURAL KNOWLEDGE TO BE REMEMBERED OVER TIME” (LANDRUM, BRAKKE, & McCARTHY 2019).

STORYTELLING

WHEN REVIEWING A COMPLEX IDEA, ASK STUDENT GROUPS TO PROMPT AI: “**TURN THIS CONCEPT INTO AN INTERACTIVE STORY THAT SHOWS IT UNFOLDING IN THE REAL WORLD. INCLUDE CHALLENGES, CONSEQUENCES, AND KEY DECISIONS. PROVIDE MOMENTS WHERE MY INPUT WILL IMPACT WHAT HAPPENS NEXT IN ORDER TO DEEPEN MY LEARNING.**”

INVITE GROUPS TO EXPERIENCE, EXTEND, OR RE-WRITE THESE STORIES TOGETHER, DRAWING ON THEIR OWN INTERESTS AND EXPERIENCES.

If you want your students to be transparent about their AI use, you need to be transparent too.

Transparency

Model the norm of talking about your own AI use, explaining why you used it, and citing AI's contributions throughout the course.

TRUST

I AGREE TO...

*During the first week of class, co-create **AI-Use Agreements** with your students. Here are a few you might try. (Note that you as an instructor are also agreeing to these norms.)*

be intentional about using AI to support—not bypass—my learning.

critically engage AI to stay curious about this course.

cite the tools, people, and ideas that help me learn.

consider AI's social, cultural, and environmental **impacts**.

document my thinking process, not just answers.

ask when I'm not sure about AI use.

reflect on my own contributions, strengths, and skills when working with AI.

Throughout the term, ask students to reflect on how they are upholding these agreements and revise if necessary.

variety

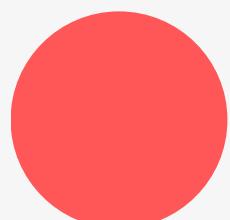
Paste one of your course learning outcomes into AI and ask for three engaging but entirely different in-class activities that could help students achieve the outcome in question. Pick your favorite, or, better yet, ask students which one they'd like to try.

VOICE

Center student voices, literally. Invite students to submit weekly **short voice memos** or **screencasts** instead of written responses. Students might respond to a reading in their own words, explain their process of solving a problem, or critique an AI-generated output they received.



Not only does this make student thinking more visible; it also gives students **practice** talking about course material, helping to prepare them for in-class discussions.



Wonder



Push your course concepts outside of the classroom. Ask students to prompt AI to randomly select a place on Earth—a museum, city, landmark, national park, glacier, or ancient city. Their task: find a meaningful or surprising connection between that place and a core concept from your course. Students can share their findings as discussion posts, a shared course map, or a 5-minute presentation each week. Let randomness spark their discovery—you'll learn a lot along the way, too.

