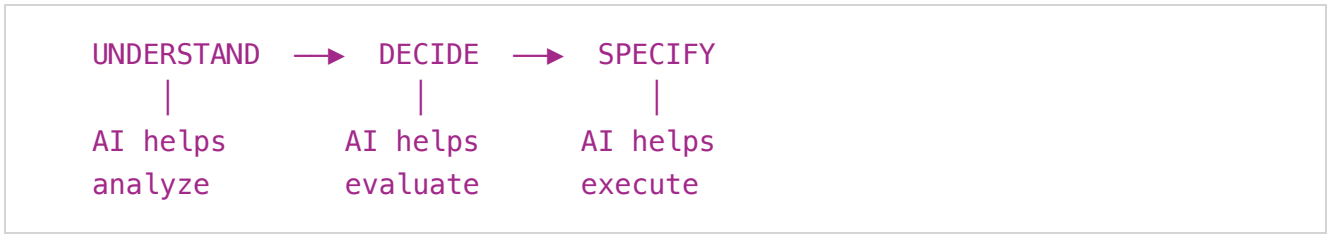
Teaching Tech Differently

Questions for IS Educators | ICIS 2025

A Frame I'm Testing

Every stage of business work—understanding, deciding, specifying—can now be AI-enabled.

The skill of working with AI at every stage is what people call **context engineering**—a term endorsed by Tobi Lütke (Shopify CEO) and Andrej Karpathy (former Tesla AI Director, OpenAI founding member).



Business schools teach all three. What changes when each is AI-enabled?

Five Questions I'm Wrestling With

1. The Meta-Skill Question

If context engineering is "knowing what context to provide so AI can help effectively"—is that teachable? Or is it just experience?

How do we teach students to work WITH AI, not just use AI tools?

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2. The Staging Question

The three stages—understand, decide, specify—seem to build on each other.

Do students need to master earlier stages before AI-enabling them? Or can they learn all three together?

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3. The New Artifact Question

When Stage 3 produces a specification that AI executes (a "skill"), that's different from traditional requirements docs.

What does a "good" AI specification look like? How do we teach students to write them?

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4. The Assessment Question

We know how to assess understanding (exams), decisions (case analysis), and traditional specs (rubrics).

How do we assess the quality of context engineering? The quality of an AI specification?

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5. The Fundamentals Question

One view: AI augments fundamentals—you still need to understand problems and make decisions.

Another view: AI changes what "understanding" and "deciding" even mean.

Do the fundamentals stay the same, or does AI change them?

What I Don't Know

- Is "context engineering" teachable, or just a buzzword for experience?
- Does the three-stage model hold up, or is it too neat?
- Are Stage 1 and 2 prerequisites for Stage 3, or can students start anywhere?
- How do we grade "good context"?
- Am I just projecting my interests onto curriculum design?

Let's Continue

Vishal Sachdev University of Illinois at Urbana-Champaign Gies College of Business

- GitHub: github.com/vishalsachdev
- Substack: chatwithgpt.substack.com
- Linkedin : https://www.linkedin.com/in/vishalsachdev/