

Lesson Plan: Rehumanizing Intelligence: Living Futures with AI

Lesson Overview

This lesson introduces students to the opportunities and limitations of artificial intelligence through a comparative data analysis activity. Students first analyze a dataset using their own reasoning and available software tools before using AI-generated code and AI-assisted analysis to explore the same questions. Through reflection and discussion, students examine the role of human judgment, the risks of AI hallucinations, and the relationship between human and artificial intelligence in knowledge creation.

Learning Objectives

By the end of the lesson, students will be able to:

1. Analyze and interpret data using human reasoning and disciplinary tools.
2. Evaluate how AI can assist in data analysis and insight generation.
3. Critically assess AI-generated responses and identify potential inaccuracies or hallucinations.
4. Reflect on the strengths and limitations of both human and AI-assisted decision-making.
5. Discuss the evolving relationship between AI and human intelligence in academic and professional contexts.

Materials

- Dataset provided by instructor
- Computers with course-specific software
- Access to an AI tool (e.g., ChatGPT)
- Reflection prompts

Lesson Activities

Part 1: Data Analysis Without AI (20–30 minutes)

Introduction

Introduce the dataset and explain that students will begin by analyzing the data without AI assistance.

Small Group Activity

Place students into small groups and ask them to review the dataset.

Guiding Questions:

- What trends do you see in the data?
- If someone is 19 years old, which phone would they most likely use?
- If someone is 65 years old, which phone would they most likely use?
- Which smartphone does each age group prefer?
- What factors might influence these preferences?
- If Blackberry phones were still available, what percentage of people would use them?

Software-Assisted Exploration

Have students use discipline-specific software tools to further analyze the data.

Discussion Prompt:

- What new interpretations can you make using these tools?
- How did the software change your understanding of the dataset?

Part 2: Data Analysis With AI (20–30 minutes)

AI-Assisted Investigation

Ask students to use an AI tool to generate code or analytical approaches that address the same questions explored previously.

Students should compare:

- Their original interpretations
- Software-assisted findings
- AI-generated analyses

Discussion Prompt:

- What new insights emerged through AI assistance?
- Were any findings surprising or questionable?
- How did AI influence your analytical process?

Reflection Activity (Think-Pair-Share)

Students individually reflect, discuss with a partner, and then share with the class.

Reflection Questions:

- **What advantages did AI provide?**
- **What limitations did you observe?**
- **When would you trust AI-generated conclusions?**
- **When would you want additional evidence?**

Part 3: Class Discussion and Closing (15–20 minutes)

AI Hallucinations and Evidence

Present an example of an AI-generated response that was produced without sufficient data or evidence.

Discussion Questions:

- **How do you feel about making conclusions without data?**

- How often do people make conclusions without sufficient evidence?
- How can AI amplify this tendency?

Closing Discussion

Facilitate a conversation around the prompt:

*****Will AI replace humans?*****

Encourage students to consider:

- Tasks that AI performs well
- Areas where human judgment remains essential
- The future relationship between humans and AI

Assessment

Formative Assessment

- Participation in group discussions
- Data analysis activities
- Think-pair-share reflections

Exit Reflection

Students submit a brief written response:

"What is one thing AI does well, and one thing that still requires human judgment?"

Key Takeaway

AI can be a powerful tool for analysis and discovery, but meaningful interpretation, ethical reasoning, and critical evaluation remain fundamentally human responsibilities.

