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Promoting Meaningful Learning in the Age of Artificial Intelligence

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Biodata

Flora Debora Floris is an associate professor at the English Department of Petra Christian University, Indonesia. Her academic interests include language teacher professional development, the integration of technology in language learning, and the study of English as an international language. Her publications appear in both academic journals and teaching magazines, reflecting her commitment to bridging theory and practice in language education.

Abstract

This paper presents ten practical classroom activities to address Artificial Intelligence (AI) over-reliance. Grounded in literary texts, these activities foster essential human skills such as reasoning, creativity, and higher-order thinking, reducing dependency on AI and ensuring meaningful educational experiences.

Introduction

Artificial intelligence (AI) has become an increasingly valuable tool in education, particularly in tasks requiring written assessments. It can assist students in generating ideas, conducting literature reviews, offering suggestions for structuring, and improving grammar and vocabulary (Yasin & AL-Hamad, 2023). AI tools can significantly enhance the writing process. However, the growing reliance on AI also raises concerns. Overuse of these tools can hinder critical thinking and creativity, leading students to produce work that lacks originality, authentic author voice, and ethical consideration (Praphan & Praphan, 2023).

One response to these concerns has been the development of AI detection tools such as GPTZero, Crossplag, or AICheatCheck, designed to help teachers verify the authenticity of student work in written assessments. However, these tools are not always reliable. The study by Weber-Wulff et al. (2023) found that AI detection tools are generally unreliable, with significant misclassification issues, particularly when AI-generated text is paraphrased by machines. The study by Elkhatat et al. (2023) also found that current AI detection tools are more effective at identifying text generated by older AI models, such as ChatGPT Model 3.5, but struggle with newer models like ChatGPT Model 4. Additionally, the tools showed inconsistencies in accurately distinguishing between human and AI-generated text. These findings reveal significant limitations in current detection tools and the risks of misuse in academic contexts.

Basic Principles

Instead of focusing only on detecting AI use, it is more effective to design tasks that reduce reliance on AI and build critical thinking, creativity, and originality. Teachers can create activities that emphasize human skills and values, preparing their students to navigate effectively and responsibly in an AI-driven world. Such activities should be based on the following basic principles:

Principle #1. Sustained Engagement and Progressive Development

AI excels at generating polished outputs quickly but struggles with tasks that require sustained effort and incremental growth. Milestone-Based Assessment is one approach that effectively leverages this limitation. Tasks are broken into stages, evaluated at multiple points