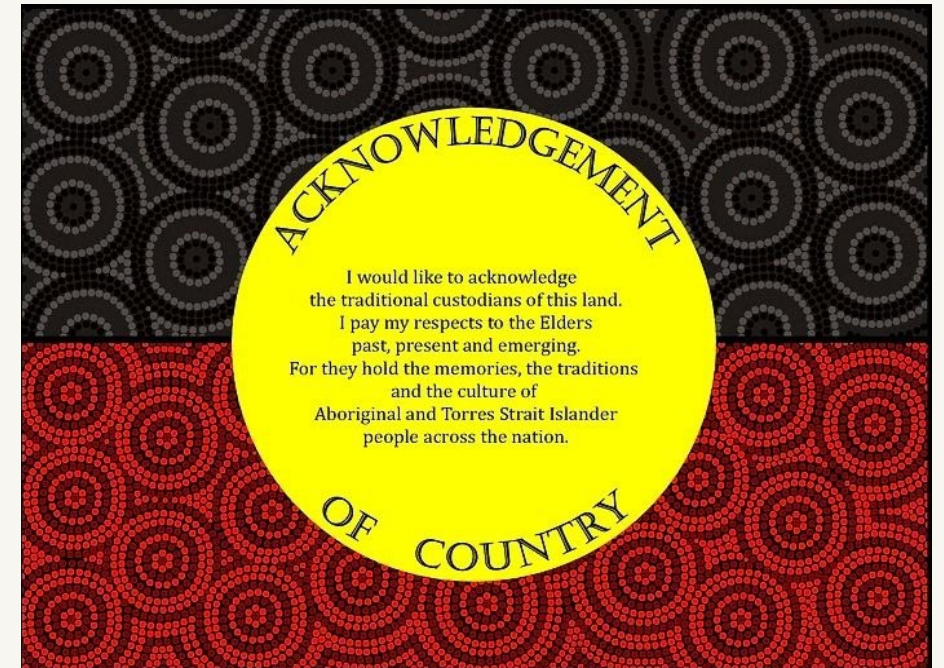


Creative Teaching for Student Experience: Ethics, Memory, and Public Engagement

A tree, a chatbot, and the future of learning



QUESTION 1 Why do we acknowledge Country?

The shift: from learning about Country to learning with Country.



Fire · Water · Land · Crisis

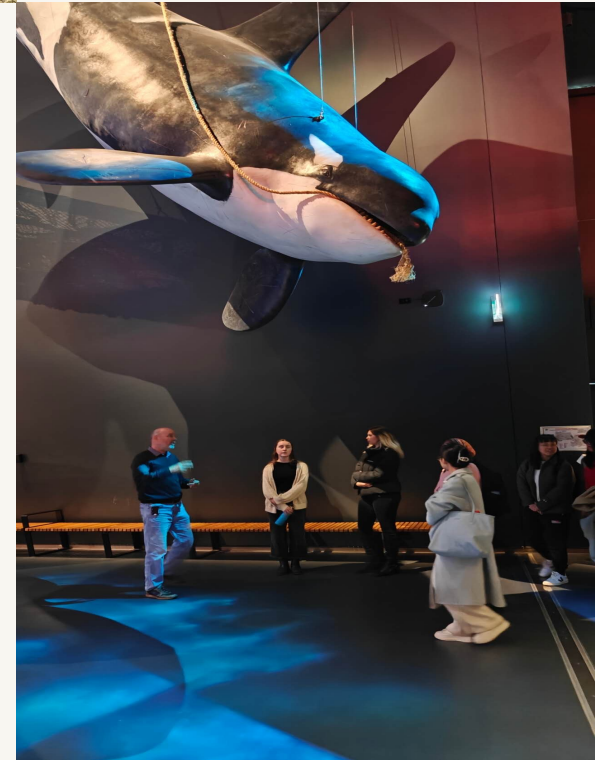
COUNTRY AS TEACHER

“Plants record history.”



A tree became evidence.
A landscape became an archive.
Country became part of the learning
relationship.

**Good learning does not only add information.
It changes how students notice the world.**



THEN AI ENTERED THE CLASSROOM

QUESTION 2:

How do we stop AI doing the thinking for students?

INFORM → VISIT → REFLECT → CREATE

AI inquiry · field encounter · reflective judgement · public creation

CREATE

From poster to public learning

Design → Critique → Vote → Exhibit → Create



Design



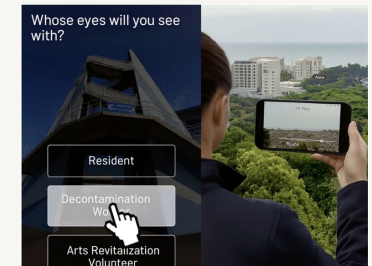
Critique



Vote

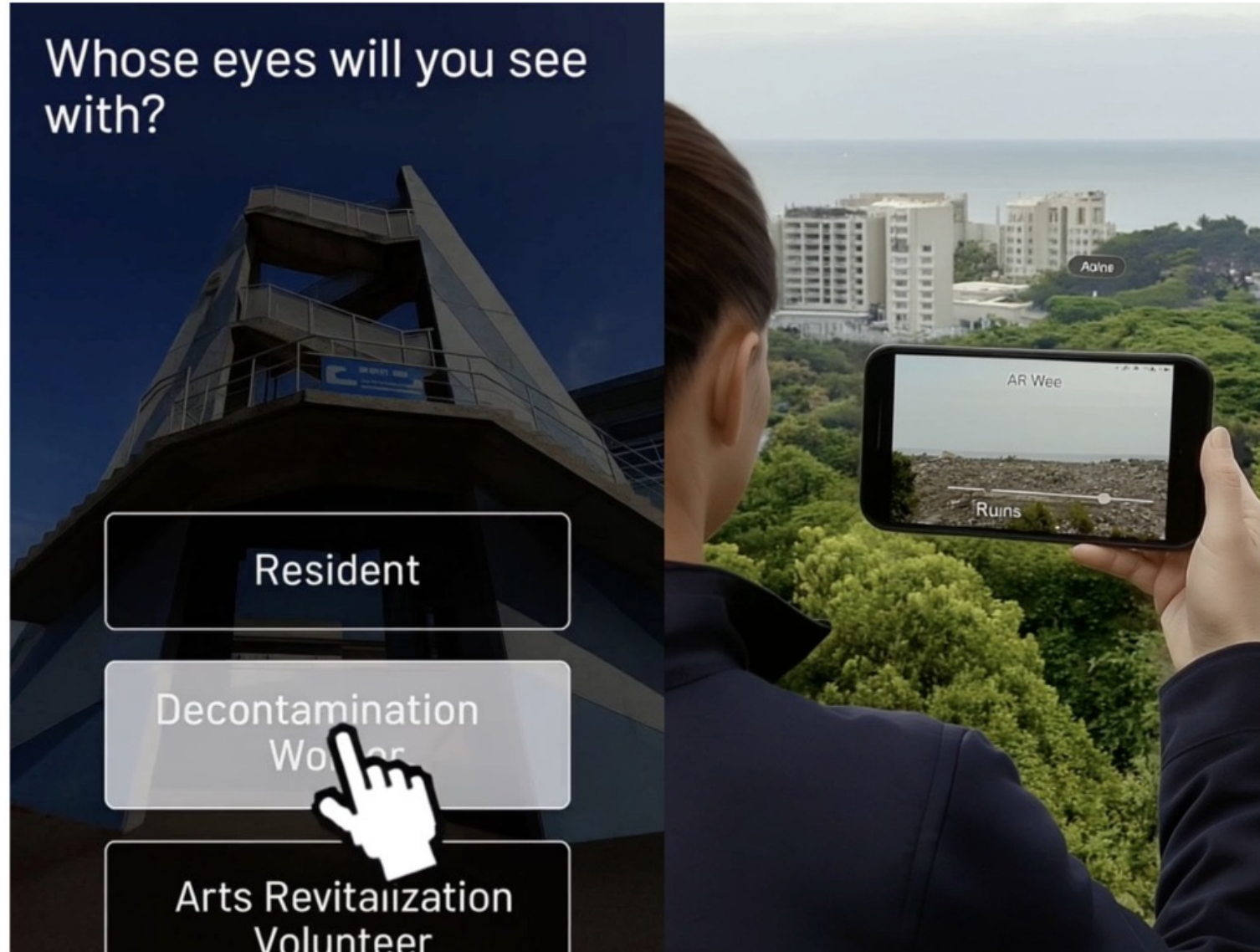


Exhibit



Create

AI makes answers easy.
Learning is in the process.



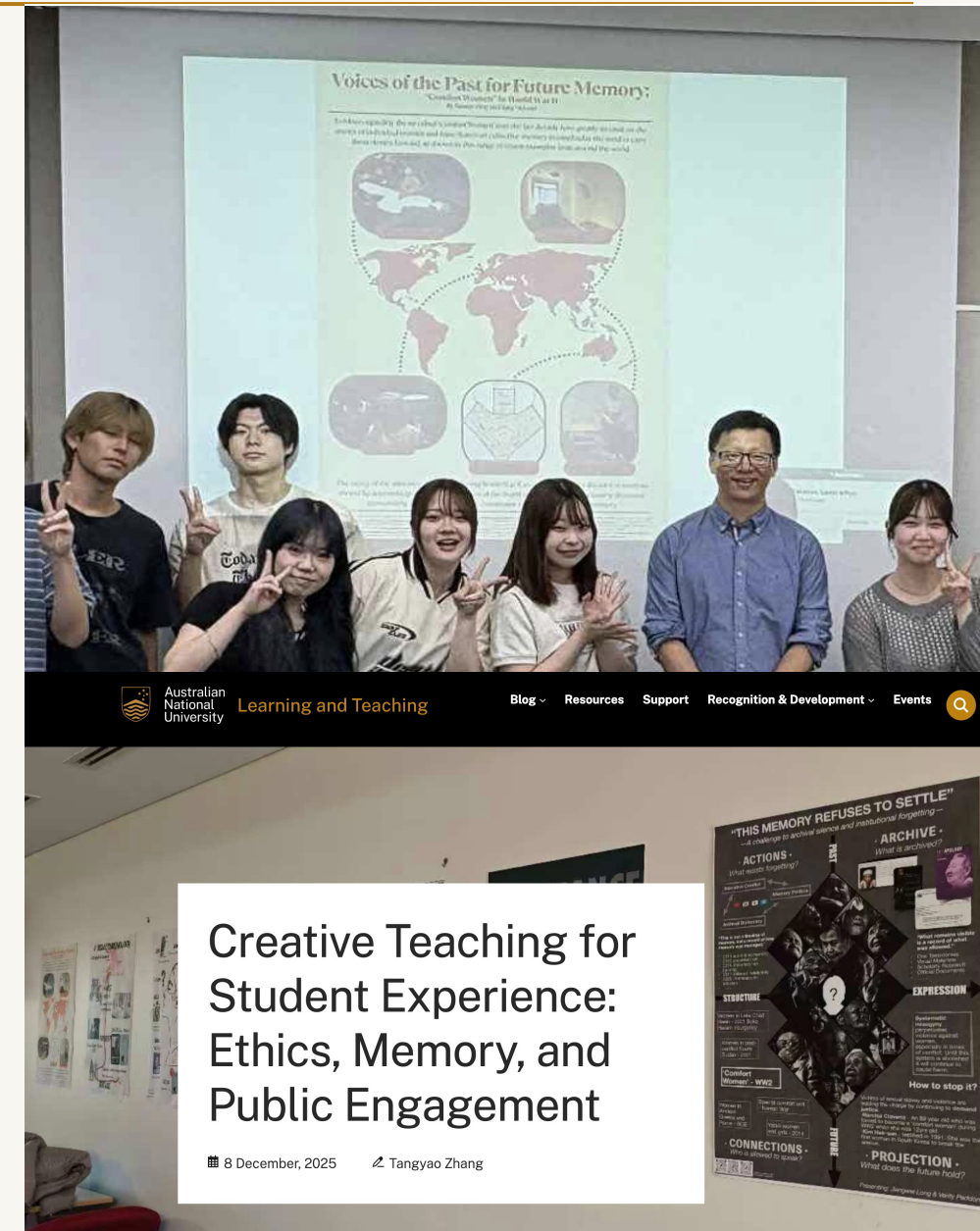
AI memo: What did you verify, revise, or reject?

BEYOND THE CLASSROOM

From assessment to audience

Student posters travelled beyond ANU into international education activities in Korea and Japan.

“My assignment has an audience.”



Student-designed heritage posters showcased internationally

JUDGEMENT

Country reminds us that knowledge comes from somewhere.

AI reminds us that information can come from almost anywhere.



**The future of learning needs more than answers.
It needs judgement.**