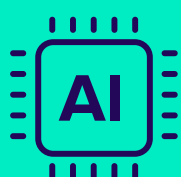


COP WEBINAR 12 FOLLOW-UP DISCUSSION – SUMMARY OF COUNTRY DISCUSSIONS

Designing AI-Resilient Tasks in PRESETT



PRESETT programmes need to shift from assessing products to assessing thinking processes, reflection, and professional judgement.

Where AI-Resilient Tasks Could Be Introduced

- Methodology courses and lesson planning
- Teaching practicum and school experience
- Reflective journals and portfolios
- Collaborative and discussion-based learning
- Context-specific, personalised tasks



AI as a Tool for Reflection and Professional Learning:

-  **KAZAKHSTAN:** Proposed comparing human and AI lesson plans to evaluate pedagogical quality and reasoning.
-  **KYRGYZSTAN:** Suggested AI could simulate student responses and generate reflective questions following lessons.
-  **TAJIKISTAN:** Suggested AI could simulate student responses and generate reflective questions following lessons.
-  **TURKMENISTAN:** Recommended combining reflective journals, oral discussions, peer feedback, and AI critique activities.
-  **UZBEKISTAN:** Saw value in AI's ability to identify patterns in teaching situations and support reflective analysis.

Assessment Areas Most Vulnerable to AI Misuse

- Essays and Reports
- Reflective writing
- Lesson plans
- Take-home assignments
- Written coursework completed outside class

Many current assessment systems:

- Prioritise final products rather than learning processes.
- Make authorship difficult to verify.
- Do not adequately assess reasoning, judgement, or understanding.
- Have not yet adapted to widespread AI availability.



Future Priorities:

- AI-resilient pedagogy
- Assessment redesign
- AI ethics and policy
- Practicum reform
- Reflection and professional development
- Curriculum design
- Academic integrity
- Research and publication skills

Support Needed by Teacher Educators

- **Institutional Policies:** clear AI guidelines, ethical frameworks, defined boundaries for acceptable use
- **Professional Development:** hands-on training, practical examples of AI-resilient tasks, AI literacy development, assessment redesign support
- **Critical AI Literacy:** understanding of bias, hallucinations, verification of information, ethical responsibilities.

All five countries viewed AI as potentially valuable when used to encourage reflection rather than replace thinking.

Overall Regional Conclusions:

- AI should be integrated rather than banned.
- Assessment must move from product-focused to process-focused approaches.
- Reflection is one of the most effective AI-resilient strategies.
- Teacher educators need institutional support, policy guidance, and professional development.
- Communities of Practice remain a vital mechanism for navigating AI-related change collectively.

