From AI-Solvable to AI-Enhanced: A PRME Pedagogical Shift

PRME Pedagogy Webinar Series; July 2025

PRME
an initiative of the
United Nations Global Compact

MINDED VERTIGO

What did we explore?

In July's webinar, "Designing Experiential Learning Opportunities Using AI", we revisited the PRME Pedagogy frameworks and **explored how AI can deepen learning rather than replace it**. We focused on **shifting from resisting AI** to **embracing it** as a **partner in thoughtful, ethical pedagogy**.

Participants examined the **difference between AI-solvable and AI-enhanced tasks**—those that require human insight, reflection, and collaboration. Through the MindShift Missions game on Perplexity Labs, we experienced how **AI can support complex thinking and playful learning design**.

We left with practical strategies for integrating AI into teaching, modeling responsible use, and preparing students to lead, navigate complexity, and make ethical decisions in an AI-driven world.

The North Star:
a steady guide rather than a final destination; centered on ethical navigation, not mechanical efficiency.

What did we learn?

Educators would like to integrate AI tools in their pedagogy and then **go further by actively reshaping their mindsets to align with PRME goals**.

By emphasizing **human-centered, inquiry-driven learning experiences**, where **AI supports rather than supplants student agency**, PRME faculty are fostering the kinds of **ethical**, **collaborative**, and **creative capacities** that responsible leadership demands.
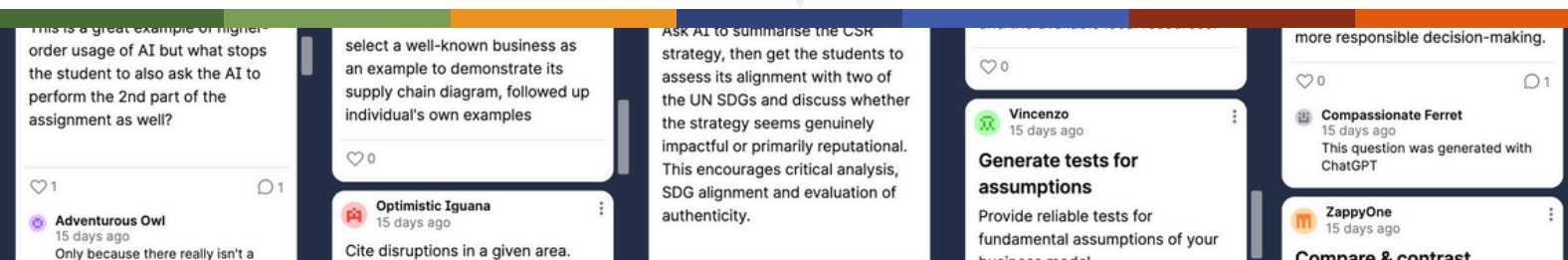
This shift mirrors the connect–explore–transform learning model, placing **real-world challenges, critical reflection, and value-driven action at the center of AI-enhanced education**.
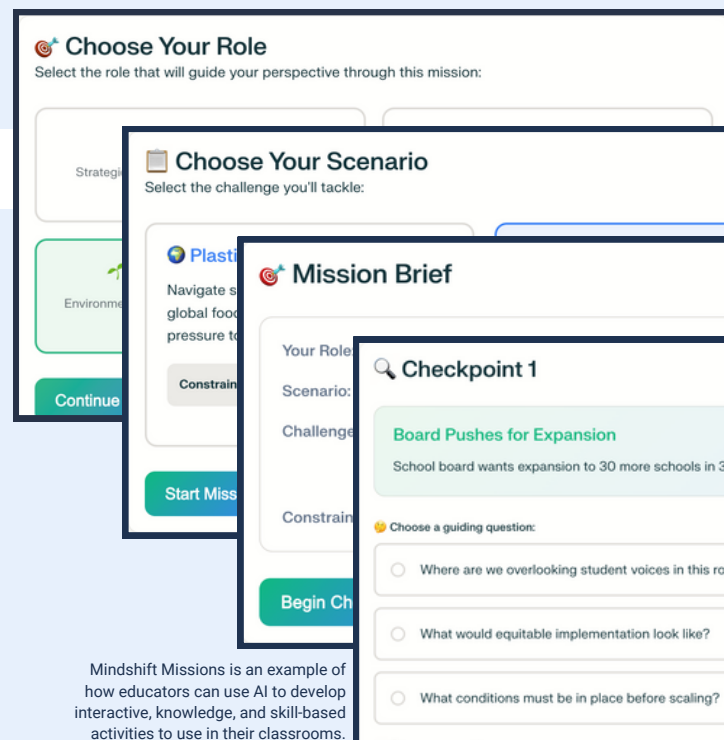
Mindshift Missions is an example of how educators can use AI to develop interactive, knowledge, and skill-based activities to use in their classrooms.

Start your mission

This is a great example of higher-order usage of AI but what stops the student to also ask the AI to perform the 2nd part of the assignment as well?

❤ 1   💬 1

🟣 **Adventurous Owl**
15 days ago
Only because there really isn't a

select a well-known business as an example to demonstrate its supply chain diagram, followed up individual's own examples

❤ 0

🔴 **Optimistic Iguana**
15 days ago
Cite disruptions in a given area.

Ask AI to summarise the CSR strategy, then get the students to assess its alignment with two of the UN SDGs and discuss whether the strategy seems genuinely impactful or primarily reputational. This encourages critical analysis, SDG alignment and evaluation of authenticity.

❤ 0

🟢 **Vincenzo**
15 days ago

Generate tests for assumptions

Provide reliable tests for fundamental assumptions of your business model

more responsible decision-making.

❤ 0   💬 1

Compassionate Ferret
15 days ago
This question was generated with ChatGPT

🔴 **ZappyOne**
15 days ago

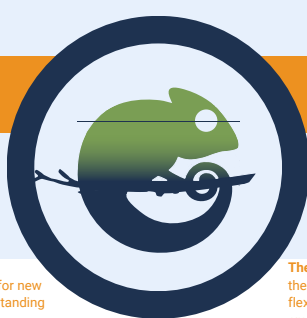**Compare & contrast**

What skills did we survey?

We charted two key skills at the beginning and end of the webinar, revealing how faculty confidence and strategies evolved in navigating AI within experiential, inquiry-based learning.

Inquiry
(Garrison et al., 2001)

The binoculars: focused and intentional search for new perspectives and deeper understanding

Adaptability
(Martin et al., 2012)

The chameleon: the ability to respond thoughtfully and flexibly to shifting environments and emerging technologies.

Who were our participants?

There were **117** participants in the pre-webinar survey, **87** in the post-webinar survey.

Among them, **82** participants completed both surveys.

What did we find?

Adaptability and Inquiry scores before and after the workshop

	before	after		
Adaptability:	**5.64**	**5.89**	$p < 0.001$, $d = 0.51$	49% improved scores, only 16% declined
Inquiry:	**5.54**	**5.93**	$p < 0.001$, $d = 0.77$	53% improved scores, only 7% declined

Participants showed **statistically significant** growth in **adaptability** and **inquiry**, reflecting a **mindset shift** and **stronger capacity** to **explore** and **engage** with new ideas. These are essential skills for working with AI in education. Experiential workshops that go beyond tool demos to include values, reflection, and design can **build critical, future-ready competencies**.


Scores range from 1 (strongly disagree) to 7 (strongly agree)
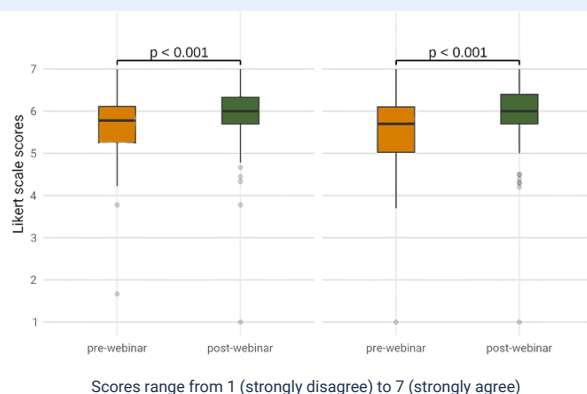
Does where participants start predict how much they improve?

Participants with **lower starting scores in both adaptability and inquiry** tended to show **greater improvement**, with this pattern being especially strong for inquiry.

- For **inquiry,** the relationship was **strong** and **highly significant** ($p < 0.001$), explaining about 18% of the variation in improvement.
- For **adaptability**, the relationship was **smaller** but **still significant** ($p < 0.05$), explaining about 7% of the variation.

Those who had the most room to grow invested effort and made significant strides—especially in developing inquiry.
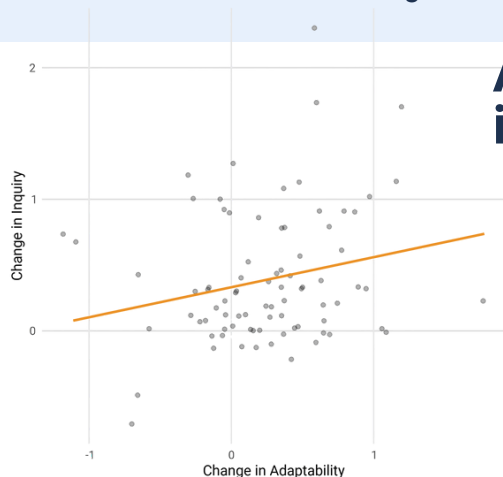
Are improvements in adaptability and inquiry related?

Participants who **improved in one** were **likely to improve in the other**.

There was a **small** but **statistically significant positive correlation** between changes in **adaptability** and **inquiry**.