



EdTech & AI Integration in the Classroom

A HahuSkill Brief: Human Thinking First - AI as a Learning Partner

HahuSkill supports purposeful use of educational technology and artificial intelligence to strengthen learner-centered education. AI can help learners organize ideas, receive feedback, improve presentation, explore alternatives, and refine their work. But the learner remains the thinker, decision-maker, creator, and owner of the learning process.

Our Core View

Use AI to strengthen thinking - not to replace it.

The goal is not simply to produce a polished answer. The goal is for learners to understand the subject, develop their own ideas, question information, make decisions, create, revise, and explain what they have learned. AI should support that process without taking away the productive struggle that develops critical thinking and confidence.

Learner Responsibility	Appropriate AI Collaboration
Think & Create Develop your own ideas, questions, examples, solutions, and creative direction.	Brainstorm & Explore Use AI to generate possibilities, questions, examples, or alternative viewpoints to consider.
Understand & Explain Be able to explain the work in your own words and show that you understand it.	Organize & Refine Use AI to structure ideas, improve clarity, check organization, and make communication more professional.
Evaluate & Decide Question accuracy, compare information, verify important claims, and decide what belongs in the final work.	Feedback & Revision Ask AI for feedback, identify gaps, test reasoning, and then decide which suggestions actually improve the work.

The HahuSkill AI Learning Cycle

1. **THINK** - Begin with your own understanding. What do you know? What is your idea, question, or possible solution?
2. **CREATE** - Draft, solve, design, explain, or attempt the task yourself before handing the thinking to AI.
3. **COLLABORATE** - Use AI selectively for brainstorming, organization, feedback, clarification, examples, or professional refinement.
4. **EVALUATE** - Check AI output. Is it accurate? Does it make sense? Does it reflect your intention? What should be changed or rejected?
5. **REVISE & OWN** - Rewrite and improve the work using your judgment. Be prepared to explain and defend the final product.
6. **DECLARE** - When AI meaningfully contributes, acknowledge how it was used according to the instructor's, institution's, or assignment's requirements.

What We Avoid

- **Copy-and-paste learning:** submitting AI-generated material without reading, understanding, evaluating, or transforming it.
- **Dependency:** asking AI to do the thinking every time instead of developing one's own knowledge and skills.
- **False confidence:** assuming AI output is correct because it sounds professional.
- **Hidden use:** presenting substantial AI assistance as entirely one's own work when disclosure is required.
- **Replacing creativity:** allowing the tool to determine the learner's ideas, voice, conclusions, or design decisions.

Learner-Centered Uses in the Classroom

- **Before AI:** learners predict, brainstorm, solve, sketch, discuss, or draft from their own thinking.
- **With AI:** learners compare answers, request feedback, ask for counterexamples, reorganize a draft, practice questioning, or explore multiple approaches.
- **After AI:** learners critique the response, verify claims, explain what they accepted or rejected, revise in their own voice, and demonstrate understanding through discussion, performance, reflection, or assessment.
- **Teacher's role:** design tasks where learning is visible - not merely where a polished product is visible.

Declaration of AI Use

When AI is used meaningfully, HahuSkill encourages transparent acknowledgement. The exact format should follow the teacher's, institution's, publisher's, or assignment's policy. A simple declaration can state:

Example: "AI tools were used to help organize ideas, provide feedback, and improve clarity. I reviewed, evaluated, revised, and take responsibility for the final content and conclusions."

Important: an AI-use declaration is not automatically the same thing as a formal academic citation. When AI-generated material or a particular tool must be cited, learners should follow the citation style and course/institution policy that applies.

A Simple Rule for Learners

**Believe in your ability. Think first. Use AI as a collaborator. Question its output. Keep your own voice.
Understand what you submit.**

Why This Matters

This approach keeps technology in service of learning. It aligns with broader human-centered guidance that emphasizes protecting human agency and using AI in pedagogically appropriate ways. UNESCO's guidance stresses human agency and meaningful, ethical use of generative AI, while current U.S. education guidance emphasizes instructional value, educator judgment, and preserving the human-centered core of teaching.

Selected reference: UNESCO (2023). [Guidance for generative AI in education and research](#)

HahuSkill Position: AI is a powerful educational tool - not a substitute for the learner. The best use of AI leaves the learner more capable, more reflective, more creative, and more confident than before.