MICHIGAN STATE UNIVERSITY

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AI Ethics in Personalised Learning

A case for experiential learning as the ethical response to generative AI

Jeremy Van Hof · Director, Center for Teaching and Learning Innovation
Michigan State University

MICHIGAN STATE UNIVERSITY — WHO WE ARE

A Land-Grant University. A Living Mission.

~50,000	>200	Est. 1855
Students on main campus	Undergraduate programs	First U.S. land-grant institution

Higher education for everyone — not just the elite.

Agriculture, engineering, medicine, law, business, the arts.
Farmers. Workers. Scientists. Entrepreneurs.
First-generation students. Anyone with ambition.

>80% admitted · >80% graduate

One of very few institutions in the world — at this scale — with a wide-open door in and a wide-open door out.

A student submits a thoughtful, well-organized, genuinely moving piece of reflective writing.

Did they write it?
Did something write it for them?
Did learning occur?

This question — and how we design for it — is what today is about.

Ethics First. Always.

> *Our exploration of generative AI must be guided by ethics and grounded in our core values, ensuring it enhances our mission and strengthens the Spartan impact.*
>
> — President Kevin Guskiewicz, Michigan State University

Ethics Institute

Institutional home of AI policy — in close collaboration with CTLI

Annual AI Summit

Second summit held May 2026 — attendance nearly doubled year-over-year

CTLI's Role

Pragmatic. Not advocates. Not skeptics. Helping instructors build the best learning environments given AI's ubiquity.

75%+ of CTLI support requests are now AI-related

Before any AI conversation we ask one question:

Why does this course exist?

That question reorients everything — away from the technology and back to the learning.

The terrain is vast

Beyond the six dimensions we'll examine, the ethical landscape includes:

Environmental

Energy & water costs of LLM training

Financial

Concentration of AI wealth and power

Political

Democratic implications of private AI infrastructure

Creative

Impact on human expression and craft

Today we focus on six dimensions most consequential for educators and institutions:

- Bias
- Data Privacy
- Intellectual Property & Transparency
- Academic Integrity
- Cultural Homogeneity
- Equity (in both directions)

SIX ETHICAL DIMENSIONS

A Closer Look

Bias

AI encodes historical inequities. Personalization can compound disadvantage invisibly.

Data Privacy

Student inputs flow into commercial ecosystems. Informed consent is an ethical baseline.

IP & Transparency

Attribution matters — systemically and at the student level. Cite AI use explicitly.

Academic Integrity

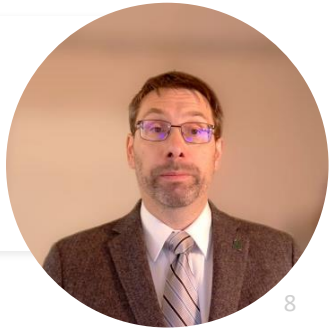
Wrong question: 'Did AI write this?' Right question: 'Did learning occur?'

Cultural Homogeneity

Western-trained models may flatten ASEAN's extraordinary linguistic diversity.

Equity — Both Directions

Unequal access deepens divides. But leaving students unprepared is also inequitable.



Before You Deploy AI in a Learning Context:

Four Questions Every Educator Must Answer

01 Who benefits?	Which students, in which conditions, are most likely to gain — and who is least likely to?
02 Who is at risk?	Which students are most vulnerable to bias, privacy exposure, cultural marginalization, inequitable access?
03 Who decides?	Is it the institution, faculty, students — or a vendor? Is the decision-maker the same as the consequence-bearer?
04 Who is accountable?	When something goes wrong — and it will — who is responsible? Is there a human being whose job it is to make it right?

Robust. Varied. Ethically Grounded.

All MSU students have free access to Microsoft Copilot. Enterprise versions of ChatGPT, Google Gemini, and NotebookLM are available via institutional subscription — functioning as one-way pipelines: full LLM benefit, zero data ingestion.

Use Case 1

AI as Object of Critical Inquiry

WRaC Writing Course

Students critique AI output, run a 'reverse Turing test,' and develop discipline-specific AI ethics frameworks.

Use Case 2

AI as Learning Partner & Tutor

STEM & Multi-Program Deployment

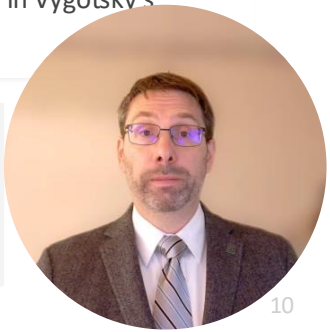
Tutor bots, writing coaches, real-time feedback scaffolds — grounded in Vygotsky's scaffolding and situated learning theory.

Use Case 3

AI in Team Dynamics

Lyman Briggs College & IT-EdTech

AI coaches individual communicators simultaneously; AI personas simulate stakeholders for group practice — with built-in ethical reflection prompts.



What every successful case has in common:

The human learning moment is protected by design.

- AI is never the endpoint — it is a waypoint.
- The student still has to think. Choose. Reflect.
- Process is visible. Learning is documentable.
- **This is not incidental. It is the thesis.**

EXPERIENTIAL LEARNING — THE FULL SPECTRUM

Every course can protect a moment of genuine, unoutsourceable doing.

MICRO

- In-class making & prototyping
- Think-pair-share with real stakes
- Lab observation
- Reflective journaling
- Role play & simulation

MID

- Project-based learning
- Case study analysis
- Community-based research
- Problem-based learning
- Documented AI interaction

MACRO

- Internships & co-ops
- Service learning
- Undergraduate research
- Study abroad
- Clinical placement & capstone

Not a Retreat. A Return.

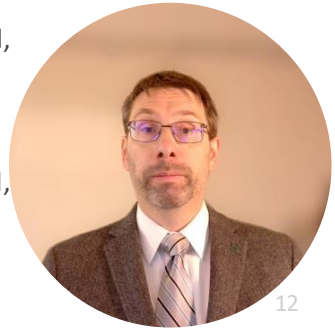
The most powerful, most durable, and most ethical instructional response to generative AI is a deliberate, intentional return to experiential learning — in all its forms.

Why experiential learning is AI-resistant by design:

Kolb's Cycle: Concrete experience → reflection → conceptualization → experimentation. AI can simulate information. It cannot replicate doing, failing, and meaning-making in the world.

Process over Product: When the locus of learning shifts to process, it cannot be outsourced. The work is visible, situated, and irreducibly human.

High-Impact Practices: Decades of research (Kuh et al.) confirm: the deepest learning is challenging, sustained, relational, and real-stakes. AI cannot replicate any of these conditions.



The question faculty have been asking:

How do I prevent AI
from undermining my assessments?

The question we want faculty to ask:

What in this course can only be learned by doing it?

That shift — from defensive to generative — is where ethical AI pedagogy begins.

AI as Scaffold. Experience as the Thing.

WHERE AI FITS

- Prepare students before a community interview
- Rehearse a difficult professional conversation
- Generate formative feedback on early drafts
- Simulate a stakeholder for group practice
- Help synthesize field experience observations

THE IRREDUCIBLE HUMAN MOMENT

- Conducting the interview itself
- Having the real conversation
- Defending a decision to someone who disagrees
- Noticing what you didn't expect in the field
- Saying something you didn't know you believed

SECTION V — APPLICABILITY TO ASEAN

Adapting, Not Adopting.

What ASEAN already does right

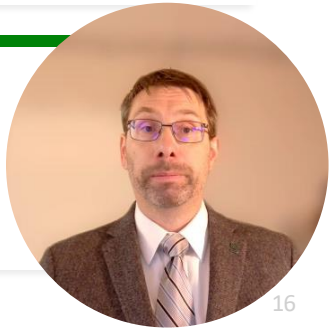
Rich traditions of community-engaged learning, apprenticeship, and collectivist pedagogy are deeply experiential. These are assets. Name them. Protect them as AI scales.

The cultural homogeneity opportunity

ASEAN institutions can demand, develop, and demonstrate AI tools that reflect local languages, epistemologies, and values — not merely adopt tools exported from the global north.

The regional collaboration imperative

The scale for this work is exactly what AUN-TEPL represents: sustained, cross-institutional, regionally rooted collaboration. This network is the answer to the cultural homogeneity problem.



The institutions that will lead are not the ones that adopt AI fastest, or resist it longest.

They are the ones that ask:

What is this education for?

And then design every course, every program, every policy in answer to that question — with or without AI.

MICHIGAN STATE UNIVERSITY

Thank You

Jeremy Van Hof

Director, Center for Teaching and Learning Innovation

Michigan State University

vanhofje@msu.edu

teachingcenter.msu.edu · ai.msu.edu