

Pre-show Menti Engagement





The “Agency Dilemma”: Balancing GenAI Efficacy with Learner Independence

Joshua M. Paiz, Ph.D.

CERCLL Webinar

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Workshop Roadmap

- The Efficiency v. Agency Crisis
- The Human-in-the-Loop Framework
- Critical (AI) Literacy & Inclusion
- A Toolbox for Educators in the Age of AI

A Quick Engagement Note

- No matter where you are on your AI journey—from skeptic to cyborg—you’re welcome here.
- We’ll engage respectfully and thoughtfully, especially when we’re fundamentally opposed to what we’re hearing.
- We’ll always stay (professionally) curious.

The Efficiency v. Agency Crisis

The GPS Paradox

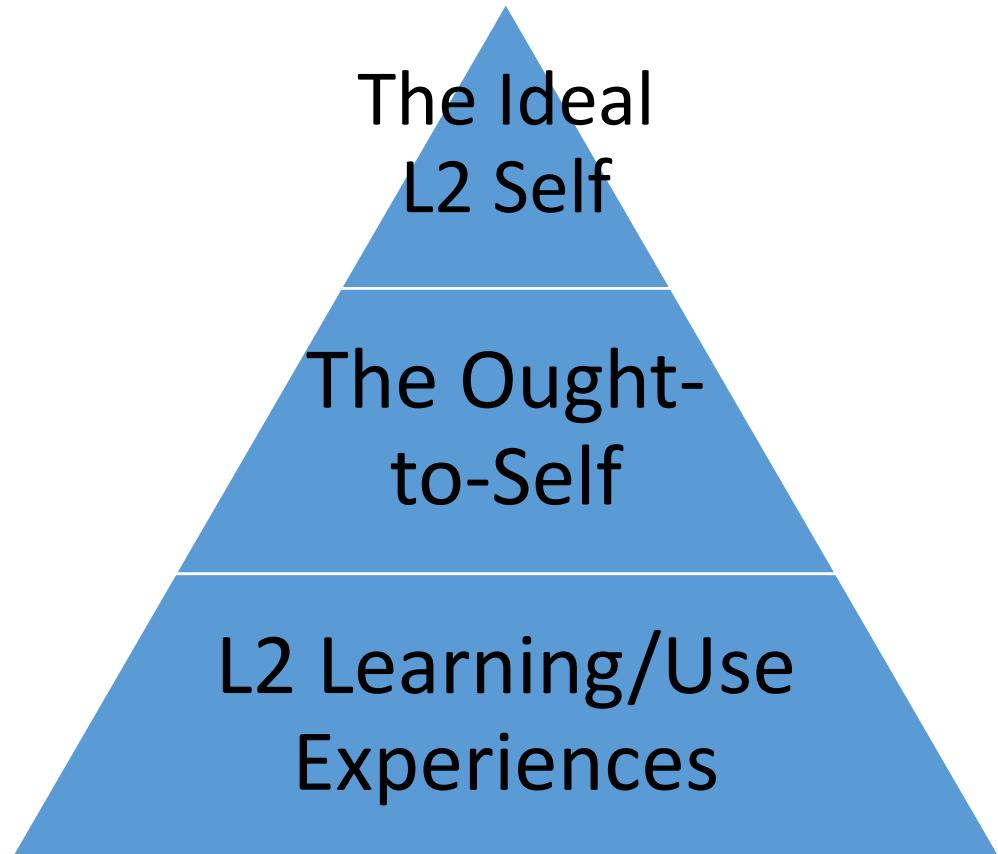
Pre-show Activity Debrief

Defining the Agency Dilemma

- The Paradox
 - Efficiency: Unprecedented surface-level quality (product)
 - Independence: Erosion of internal capability (process)
- The Core Conflict
 - Agency is the capacity to act volitionally
 - GenAI provides the *result* of agency (a completed product)
 - ...without the *exercise* of agency (productive cognitive struggle)



L2 Learner Motivation – The Theoretical Stakes



- The Framework: L2 Motivational Self System (Dörnyei)
 - The Ideal L2 Self: The vision of the person you *want* to become
 - A capable writer
 - A witty speaker
 - A competent professional
 - The Ought-to L2 Self: The attributes you believe you *must* possess to avoid failure/outing
 - An A on an exam
 - "Perfect" accent
- The Crisis
 - GenAI creates a *short-circuit*
 - It satisfies the Ought-to Self...
 - ...but starves the Ideal Self

The “Smoking Gun” Data (Shi et al., 2025)

- The Study: 150 University Students over an 11-week Intervention
- The Performance Paradox
 - Writing Scores: The ChatGPT Group scored significantly higher than students using traditional writing feedback (10.51 v. 9.81)
- The Identity Crisis
 - The Ideal L2 Self: Despite better grades, the ChatGPT group scored significantly lower in self-perception than the traditional feedback group ($d=0.59$)
- The Takeaway – The Competence Mirage
 - The tool improves the product, but can erode the person



The “Agency Slider”



Human-in-the-Loop

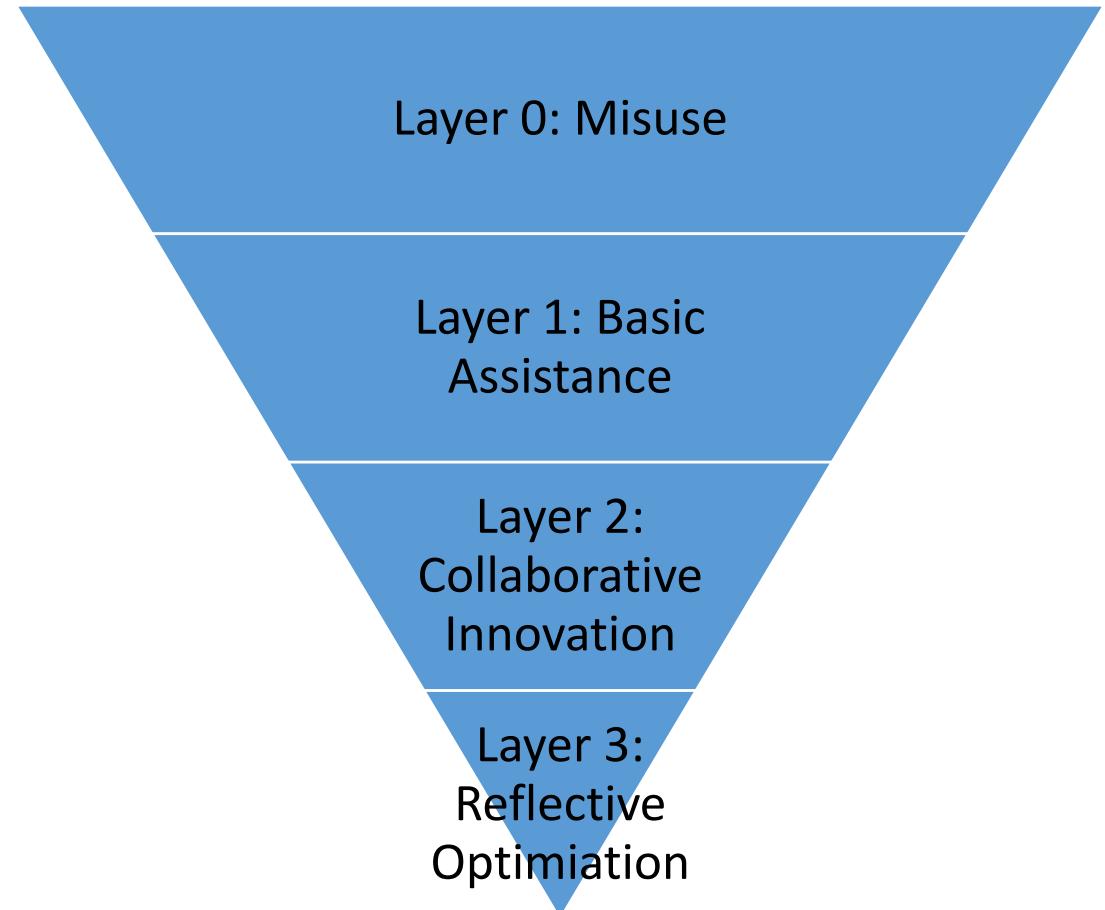
A Framework

A Solution: Human-in-the-Loop (HITL)

- The Definition
 - Human-in-the-Loop: A pedagogical approach where human input, oversight, and agency are integrated into *every stage* of the GenAI workcycle.
- The Shift
 - From Consumer: Passive recipient
 - The AI creates, I submit
 - The Architect: Active decision-maker
 - The AI suggests, I decide
 - Predicated on dialogic interaction grounded by human expertise
- The Goal
 - Transform the student from passive user of a tool to an active architect in the languaging process

The Teacher-Student-AI Triad (Zhou)

- Level 0: Misuse
- Level 1: Basic Assistance (The Tool)
 - Role: AI acts as spell-checker, dictionary, translator.
 - Student Action: Surface-level correction.
 - Agency: Preserved by limiting AI scope to mechanics.
- Level 2: Collaborative Innovation (The Partner)
 - Role: AI acts as a brainstorming companion or “critical peer”.
 - Student Action: Synthesis and selection
 - Agency: Exercised through “filtering the AI’s suggestions”
- Level 3: Reflective Optimization (The Co-teacher)
 - Role: AI simulates audiences or complex personas
 - Student Action: The student “trains” the AI via *iterative prompting*
 - Agency: Mastery. The human is the system refiner





The Triad Pin



A Case Student – The “Lin” Scenario

- Student: Lin, an international student from Japan with strong ideas, but developing L2 proficiency.
- The Process: She writes her initial thoughts in a mix of her L1 and a “broken” L2.
- The Intervention: She feeds a draft of her script into Claude with the prompt “Fix the grammar and make it sound more native.”
- The Motivation: She fears her professor will judge her intelligence based on grammatical errors alone.

Lin Scenario Voting





A Quick 5 and Some Mid-point Q &A

Critical AI Literacy and Inclusivity

Critical AI Literacy (Paiz et al.)

- The Pedagogical Pivot
 - Moving beyond *instrumental competence*
 - How do I prompt?
 - Towards critical competence
 - Whose voice is this tool prioritizing?
- The Hidden Curriculum
 - Most LLMs are trained predominantly on *standard, white, middle-class English*
 - Models present this specific dialect not as *preference*, but as *objective truth*
- The Assimilation Effect
 - When used uncritically, GenAI *sanitizes* the learners' language practices
 - It can erase cultural markers, dialect variations, and "L2 Voice" in favor of homogenized, algorithmic fluency
- The Goal
 - Linguistic Justice: Teaching students to *negotiate* with the tool, not just submit to it.

A Sample Text

- Dr. Malik sat beside his patient, scanning the chart before meeting her anxious gaze. “We caught it early,” he said, his tone steady and reassuring. Her shoulders relaxed. He offered a small, confident smile. “You’re not alone in this.” In that moment, care became more than medicine—it became hope.

Bias Audit



A Sample Text

- Dr. Reyes gently explained the diagnosis, her voice calm but firm. The patient's eyes welled with fear, but she reached out, steadying his hand. "We'll face this together," she said. In that quiet moment, trust blossomed. Treatment would follow, but healing had already begun—with compassion leading the way.
- Dr. Malik sat beside his patient, scanning the chart before meeting her anxious gaze. "We caught it early," he said, his tone steady and reassuring. Her shoulders relaxed. He offered a small, confident smile. "You're not alone in this." In that moment, care became more than medicine—it became hope.

Prompt Engineering is Dead, Long Live Prompt Engineering

- The Skill Gap
 - Level 1 User: Give me an image of an after-school snack. (One-shot, passive)
 - Level 3 User: Critique my debate script for logical fallacies [provides script – receives AI output]. Great now write a response to my argument as a skeptical critic attacking these fallacies [receives AI output]. Now, acting as a caring tutor, let's use my original script, your analysis, and the attack to develop a plan to refine it. Oh, and here are some things I noticed too....(iterative, active)
- The Mechanism: A Cycle of Refinement
 - Evaluation: The student critiques output for accuracy, tone, and bias
 - Refinement: The student adds specific constraints
 - Iteration: The process repeats until the output matches the student's vision
- The Golden Rule
 - The quality of AI output is strictly dependent on the quality of the human thought that guides the AI system in generating that output

Live Prompt Refinement



Assessment and Next Steps

Process-oriented Assessment (POA)

The Shift: From grading the product • grading the process.

Interaction logs

Prompting reflections

Impact statements

The Logic: Grading output could mean grading an algorithm; grading the student means a more holistic assessment of learning and languaging.

Criterion	Traditional Indicator (Product-focused)	AI-Resilient Indicator (Process Focused)
Voice	Uses varied vocabulary and complex sentences	Synthesizes personal experience; stylistically distinct from generic AI “smoothness”
Critique	Arguments are logical and well-supported	Identifies limitations in sources; critiques AI-generated counter-arguments
Mechanics	Error-free grammar and spelling	Demonstrates iterative prompting strategies in the submitted chat log

GenAI Reflection Log

- The Tool
 - A mandatory companion document submitted with every essay
- The Objective
 - To make the invisible cognitive work visible
 - To force metacognition regarding the Ideal L2 Self
- Some Critical Questions
 - Prompting: What specific instructions did you give the AI?
 - Selection: What did that AI suggest that you REJECTED? Why
 - The Agency Test
 - Voicing: How does the final text reflect YOUR voice versus the AI's standard output?



Action Plan



Conclusion



- A Final Takeaway
 - The Trap: Efficacy – Agency = Dependency
 - Goal: To cultivate the one thing the machine cannot replicate—the messy, struggle-filled process of making meaning and of learning.
- As educators
 - We are not guarding the gate; we're guiding the journey.



Joshua M. Paiz, Ph.D.

Assistant Dean, School of Technology, Trades, Business, and
Hospitality

jpaiz@frederick.edu