

What's Old is New Again: Time-Tested Pedagogies for a Tech-Saturated Age

Wednesday, March 4, 2026

Start With the Core Skill, Not the Content

Before redesigning any assignment, ask: what is the real human skill this is meant to develop? Not "do they know the cell cycle", but what transferable competency are you actually building? Let that skill drive every decision. If you can name it clearly, the redesign becomes much easier.

Add a Reflection Memo to Any AI-Vulnerable Assignment

A short follow-up requiring students to explain their decision-making in their own words is the lowest-lift, highest-impact change you can make. It creates a second layer of engagement that AI-generated work cannot authentically inhabit, and it costs you nothing to add.

Reach Out Like You Mean It

Try changing your early warning email from "I've noticed your performance is low — stop by" to "Is everything okay? Can you please let me know you're all right?" One psychology instructor made this switch and now sees a response rate of nearly 100%. Students respond to being seen as people first.

"You can ask AI to design an experiment, but they're not going to think about the stakeholders and the ethics involved."

- Blythe Janowiak, Saint Louis University

This summary was created using generative AI to synthesize key ideas from the Zoom session "What's Old is New Again: Time-Tested Pedagogies for a Tech-Saturated Age", held on March 4, 2026.

In this webinar, two faculty members shared how they are designing for the skills AI cannot replicate — scientific intuition, active listening, ethical judgment, and interpersonal problem solving. From team names as a creativity metric to staged poster builds that begin on day one, their approaches offer practical, scalable strategies for any discipline. The session also explored how goal-setting reflection surveys, early warning outreach, and first-generation identity disclosure help students feel seen — and why belonging may be the most underrated variable in student success.

