

THE AI PROVOCATION:

TEACHING WORKING PROFESSIONALS TO THINK BEYOND THE MACHINE

01

INTRODUCTION

Innovation & UX Design demand empathy, clarity, and creativity. Learners in classrooms often struggle with key moments in the design process. GenAI has the potential but also carry the risk of creative complacency.

02

CET LEARNER

Mid-career professionals seeking to upskill or pivot into digital or innovation fields. Highly practical, application-focused learners who value real-world projects. Highly likely to rely on AI outputs for creativity.

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THE LEARNER'S JOURNEY



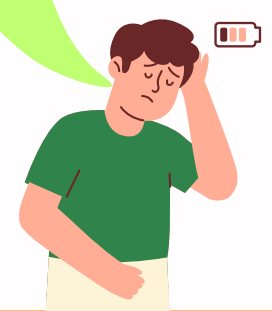
DISCOVER AND EMPATHIZE

"I felt focused, yet challenged to think in more abstract and conceptual ways. HMW..."



DEFINE AND TEST

"My creative energy was flowing. However, I also felt drained out and many times lacked ideas."



IDEATE AND BUILD

THE LECTURER'S DILEMMA



Students often ask **surface-level questions** in interviews, missing probing questions for deeper insights. It's hard to give feedback on all the questions.



Students struggle to write clear HMW statements. Either they are too vague or **jumping to solutions**. Problem framing is **seemingly easy but very tricky**.



Once students use AI to ideate, they stop iterating and stick to the first idea. This leads to **creative complacency** and **creative lethargy**.

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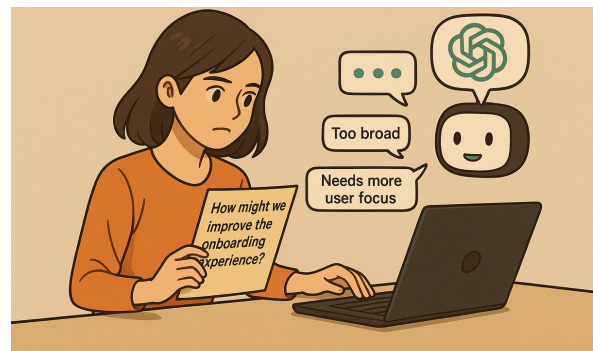
ITERATIVE EXPERIMENTS

CUSTOM GPT AS A USER RESEARCH PARTNER



Custom GPT acts as a research partner to help students refine their guides, suggest variations, and give real time feedback.

CHATGPT AS THE CRITIQUE TUTOR



Custom ChatGPT acts as a critique tutor, reviewing 'How Might We' statements for clarity, focus, and alignment with user needs.

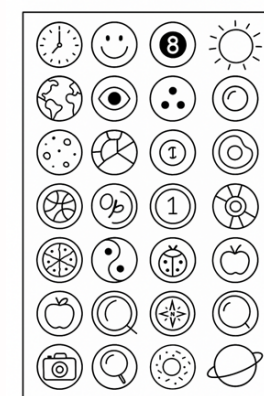
AI AS AN IDEATION CO-PLAYER



Students run round robin ideation with ChatGPT as an active collaborator.

30 CIRCLES EXPERIMENT

Ideas come easily to some people but pose challenges for others. However, given enough time and play, everyone produces uniquely different ideas. Even better than AI in many cases. To test this hypothesis, we did 30 circles activity in different classes. Learners realized that humans came up with surprisingly different ideas when compared to AI that generated almost identical ideas. Once, the realization settled in, we used AI as an ideation co-player in the round robin ideation exercise.



CHATGPT OUTPUT



HUMAN OUTPUT

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STUDENT REFLECTIONS

The interview guide that I iteratively created using the GPT was very helpful when I conducted my own interviews.

It is not scary to ask ChatGPT about my bad interview questions. It helps me refine them. Makes me more confident during interviewing.

This is a game changer. Helps me refine my problem statements ready for the team's review and ideation.

I feel I am more creative when working along with AI. Rather than working AI-first.

There was this Aha-moment when we saw the outputs of ChatGPT 30 circles.

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