Teacher Answer Key

Case Study

1. Jordan's first approach was passive — he read the AI's definition and hoped it would stick. His second approach was active — he had to produce an explanation from his own memory, which forced him to reveal what he actually understood versus what he thought he understood. The Feynman Technique works because the act of explaining reveals gaps that reading never does; you cannot fake understanding when you have to generate it yourself.

2. Jordan's second approach required more effort than simply reading a definition — he had to think, articulate, be wrong, and correct himself. That process of struggling, identifying errors, and rebuilding understanding is exactly what the reading describes as real learning. The effort itself was not a sign that the method was inefficient; it was the mechanism by which understanding was actually built.

Multiple Choice

1. A
2. C
3. B

Matching

1-C, 2-E, 3-B, 4-A, 5-D

Fill-in-the-Blank

1) retrieval, 2) Socratic, 3) experience

Short Answer (Sample Responses)

Q1: You can paste notes or a chapter summary into AI and ask it to generate questions at varying difficulty levels, then answer them and ask the AI to check your answers. This approach is more effective than rereading because it forces retrieval — you have to pull information from memory rather than passively re-expose yourself to it — which research shows produces far stronger long-term retention.

Q2: Using AI as a shortcut produces a finished assignment in the short term but damages learning over time — students lose the ability to think through problems and cannot pass tests without the tool. Using AI as a study partner takes more effort upfront but builds genuine understanding, stronger test performance, and

the kind of thinking skills that transfer to new situations the AI was never specifically trained to help with.

Q3: AI cannot replace the cognitive struggle of writing a difficult essay, math practice under exam conditions, real-time debate with peers, or guaranteed accuracy. These limitations suggest that AI should be used as a supplement and starting point rather than a primary source or replacement for effort. Students who verify AI information and use it to push their thinking will learn more than those who treat it as an authority to absorb uncritically.