Perfect — that’s a great way to help your students analyze contrasting approaches and reflect on pedagogical choices. Here are **two fictional case studies** crafted for an *Education + AI* course discussion on lesson planning. They’re realistic, multi-layered, and include embedded tension points for critical analysis.

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**Case Study 1: “Mr. Lopez and the AI-Infused Classroom”**

**Grade Level:** 8th Grade Science

**Setting:** Suburban middle school with 1:1 Chromebooks

**Background:**

Mr. Lopez describes himself as a “curator of curiosity.” He’s been teaching for 12 years and sees AI as a powerful assistant that helps him focus more on *students’ thinking* rather than on paperwork. He uses AI daily for planning, grading, and differentiation.

**AI Use in Practice:**

* **Lesson Planning:** Mr. Lopez uses ChatGPT to generate multiple versions of lab prompts at different reading levels. He pastes his curriculum standards into the tool, then asks for “three variations for emerging readers and two for advanced.”
* **Formative Assessment:** After each lab, he uses an AI tool that analyzes student responses for patterns in misconceptions. He adjusts the next lesson based on those results.
* **Student Use:** Students use Claude or Copilot in structured “AI Labs” — for example, asking the AI to “explain photosynthesis as if teaching a 3rd grader.” They must evaluate the AI’s response, fact-check it, and then rewrite it in their own words.
* **Reflection:** Mr. Lopez asks students to include a “Prompt Journal” in their science notebooks — where they record the prompts they used, the AI’s response, and how they improved it.

**Tensions & Discussion Prompts:**

* Mr. Lopez’s students are engaged, but some parents worry that “AI is doing the learning for them.”
* Other teachers complain that his methods “don’t prepare students for standardized tests.”
* Mr. Lopez wonders: *“Am I teaching science, or am I teaching how to talk to a machine about science?”*

**Questions for Analysis:**

1. How does Mr. Lopez use AI to support — not replace — student thinking?
2. What risks or blind spots might exist in his approach?
3. How could you evaluate whether students are genuinely learning from these experiences?

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**Case Study 2: “Ms. Patel and the Digital Line in the Sand”**

**Grade Level:** 10th Grade English

**Setting:** Urban high school with limited tech integration

**Background:**

Ms. Patel has taught English for 25 years. She believes that “writing is thinking,” and she’s deeply skeptical of AI tools. She’s read stories of plagiarism and “lazy essays,” and she worries that AI erodes creativity. Her students use Google Docs, but she blocks AI extensions.

**AI Resistance in Practice:**

* **Lesson Planning:** Ms. Patel handwrites her lesson plans and literature questions, preferring to “feel” the rhythm of her units. She reuses annotated texts she’s refined over decades.
* **Student Work:** After hearing that students were using ChatGPT to generate essays, she returned to **in-class handwritten writing** for all major assignments.
* **Policy:** She openly discusses AI’s dangers, showing examples of shallow AI-generated essays. She has students critique them to reinforce the value of authentic thought.
* **Assessment:** She prizes voice and originality. “If I can’t hear you in the writing,” she tells her class, “I don’t want to read it.”

**Tensions & Discussion Prompts:**

* Her students express frustration — “We’ll need to know AI for college!” — but also admiration for her emphasis on deep thinking.
* Ms. Patel worries that AI will make teachers “irrelevant,” and resists engaging with it altogether.
* Her principal has asked all faculty to attend a workshop on responsible AI integration next month.

**Questions for Analysis:**

1. What values guide Ms. Patel’s resistance?
2. How might she adopt AI in a way that aligns with her emphasis on authenticity?
3. What could she learn from Mr. Lopez — and vice versa?

**💬 Suggested Discussion Wrap-Up**

Ask students to:

* Compare **epistemological beliefs**: What does each teacher think learning *is*?
* Identify **risks and opportunities** in both classrooms.
* Design a **lesson-planning framework** that blends their strengths — authentic voice *and* technological fluency.

Would you like me to make this into a **case study handout (PDF with space for student notes)** or a **slide deck with discussion prompts** for in-class analysis?