

Student-Staff Partnership x AI Integration in Higher Education Seminar Series

Ever Tried. Ever Failed. Fail Better: Navigating Uncertainty through the Trio Model in Students as Partners

1
SEMINAR

24 Sep 2026 (Thu)
1:00pm – 2:00pm
ZOOM



SPEAKER
Ms. Chin Yu Tso
Year 4 UG, Faculty of
Social Sciences, HKU



SPEAKER
Dr. Peter Lau
Lecturer,
TALIC, HKU

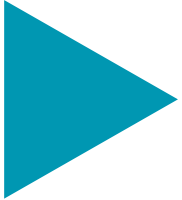
PARTNER INSTITUTIONS

Learning Outcomes

By the end of this session, participants will be able to:

1. Identify the principles, values, and pedagogical intervention underlying the Trio Model.
2. Explore new ways of conceptualising and navigating uncertainty and failure in the age of AI.

Rundown

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1:30pm - 1:40pm	Q&A
1:40pm - 1:55pm	Virtual Co-Creation Café
1:55pm - 2:00pm	Wrap-up, evaluation and next session announcement

EVER TRIED, EVER FAILED, FAIL BETTER: NAVIGATING UNCERTAINTY THROUGH THE TRIO MODEL IN STUDENTS AS PARTNERS

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²Lecturer, Teaching and Learning Innovation Centre
The University of Hong Kong

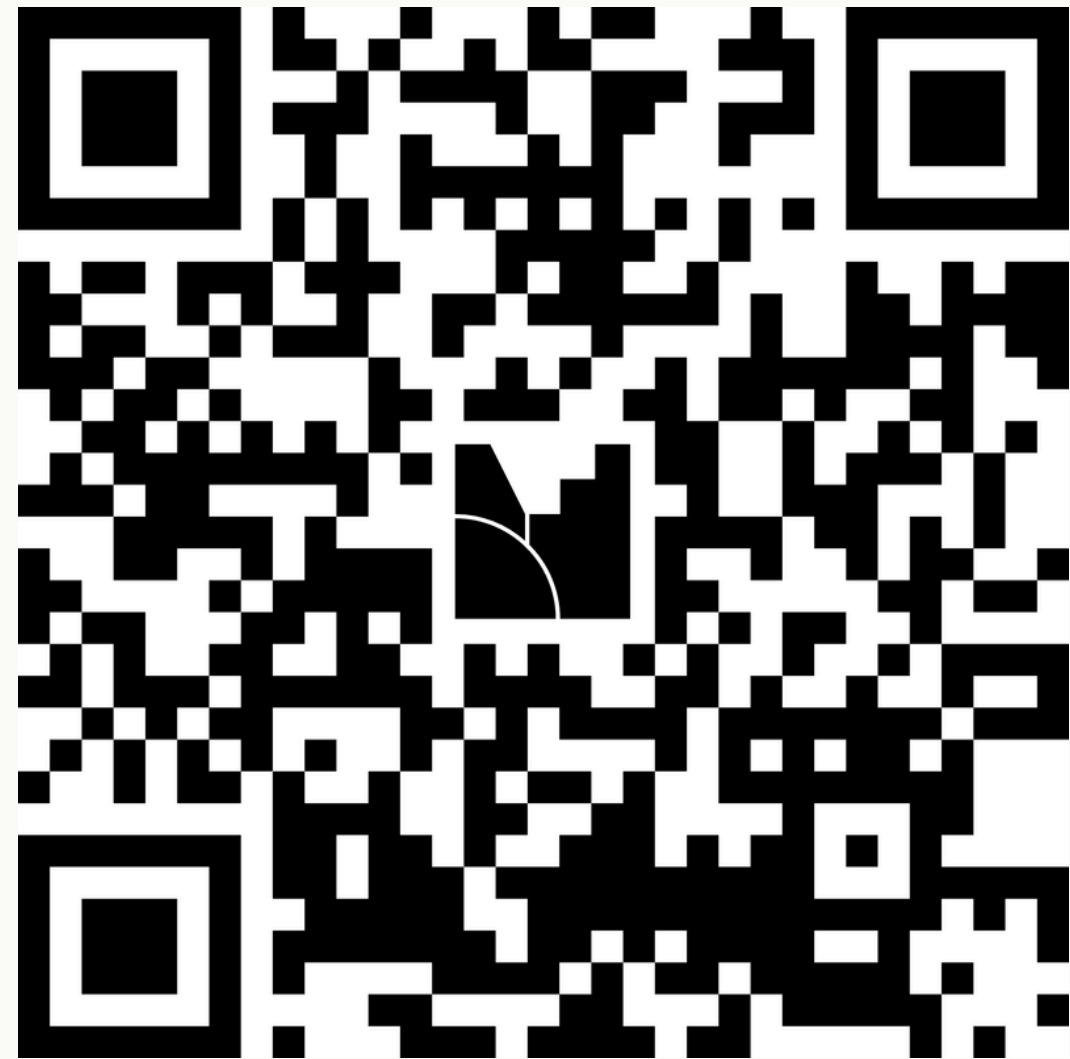
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Who feels safe enough to not know?



<https://www.menti.com/alve1vwe3jsr>
code : 5768 5813

When it comes to teaching and learning in the age of AI, which uncertainty unsettles you the most?
And which one excites you?

Meanwhile ... A personal story

Uncertainty has always been part of learning



Mentimeter code : 5768 5813

Volatile
Uncertain
Complex
Ambiguous

(Barber, 1992; Bennett & Lemoine, 2014)

Turbulent
Uncertain
Novel
Ambiguous

(Ramírez & Wilkinson, 2016)

Brittle
Anxious
Nonlinear
Incomprehensible

(Cascio, 2020; Cascio et al., 2025)

Polarized
Unthinkable
Metamorphic
Overheated

(Lichtenthaler, 2025)

Background:

AI-induced anxieties and changing nature of uncertainties



Mentimeter code : 5768 5813

AI evokes emotional ambivalence, transforming the emotional & relational landscape of learning

(Christodoulou & Zembylas, 2025; Oberg et al., 2026)

AI as an “affective actor” mediates negotiations of effort, authenticity, trust, surveillance, and belonging.

(Oberg et al., 2026)

Affective governance

Shame- and fear-based integrity responses **undermine trust and academic belonging**

(Oberg et al., 2026)

The Unaddressed Gap
Uncertainty is also deeply emotional, relational, and existential

Building pedagogical trust
through reciprocal dialogue and shared sense-making in navigating AI-induced vulnerable lived experiences.

(Matthews, 2025)

Rethinking failure, vulnerability, and uncertainty

- Embrace intellectual risk-taking as a condition for learning
- Lower the cost of failure emotionally and structurally
- Value learning as a process of exploration, incomplete thinking, and experimentation

Three principles informing the Trio-Model

01 **Unknowingness as Generative**

02 **Pedagogy of Vulnerability**

03 **Pedagogy of Care**

Principle 1: Unknowingness as generative

- Unknowingness is a **disposition** for engaging complexity, uncertainty, and change
- Not knowing becomes a **generative** condition for inquiry and capacity building
- **Partnership** cultivates collaborative sense-making rather than performed certainty

(Cook-Sather, 2025)

STAGE 1:

Overcoming deficit thinking & underqualification anxieties

STAGE 2:

Trusting unknowingness through mutual vulnerability

STAGE 3:

Mobilising an equity mindset to navigate complexity

(Cook-Sather, 2025)

Certainty VS **Curiosity**

“Good enough” answers

VS

bold, challenging answers

Menti Exercise Q1

When it comes to teaching and learning in the age of AI, which uncertainty unsettles you the most?

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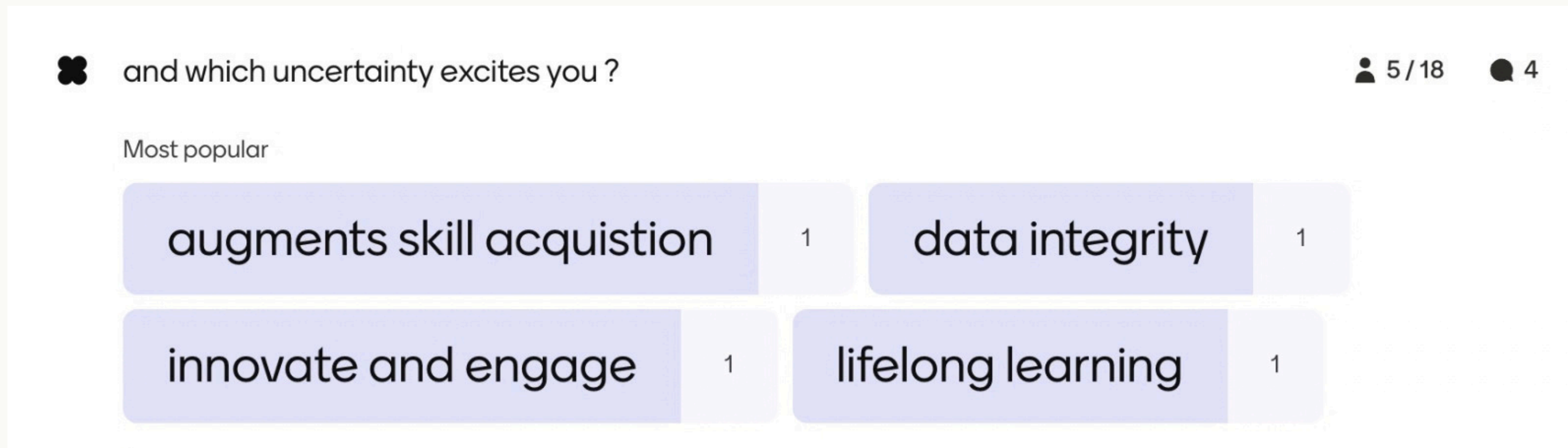
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Equitable access and transparency	what AI can do and so what we should teach
how can students use AI without losing their own thinking?	Cannot be sure it is absolute the best and accurate result.
The added value of teaching when information and even explanation become so accessible.	did the student learn something in my course?
Cognitive offloading	Not able to write the prompt for my target result
The reliability of data that AI uses to form answers.	anxious about students are not learning when they use AI unethically and uncritically. excited about how AI is also an excellent teaching partner when you already have established prior knowledge.
Not sure the result is the best and accurate answer.	the lecture may be less attractive to students to participate in discussion, as students may prefer to ask AI to answer their questions
The students simply copy and paste the AI-generated content and submit their assignments without critical evaluation.	I don't want to use ai that much, but what if everyone use it and have a better assignment than me
Cognitive surrender	Personalized learning
The degree of undersanding and application of knowledge learnt from lectures and learning outcpmes achieved by students after usage of AI fot their assignment and data integrity from AI.	The training of AI usage to staff so it can be taught to students in a systematic way
Whether AI can give better solutions	

Menti Exercise Q1

And which one excites you?



Principle 2: Pedagogy of Vulnerability

Pedagogy of vulnerability is an approach to education that invites vulnerability and deepened learning through a process of self and mutual disclosure on the part of co-learners in the classroom.

The premises is simple – share, co-learn and admit you don't know” (Brantmeier, 2013)

Humanizing Learning: The "Lived Curriculum"

Lived Experiences & Identities → Valid source of knowledge

Shared Personal Realities → Relational sense-making

Embodied Reflection → Empathy, mutual care, & critical nuance

**Redefining
Staff-Student Dynamics**

Significance in the Age of Gen AI : Human vulnerability counters GenAI's overconfident, hallucinated authority.

Principle 3 : Pedagogy of Care

Vulnerability extends beyond **individual** disclosure to a shared, **collective** condition

- Difficult knowledge involves cognitive as well as **emotional labour**, requiring **trust and care** for meaningful **dialogue**

(Kelly & Kelly, 2020)

Relational Ethics of Care (Noddings, 1988)

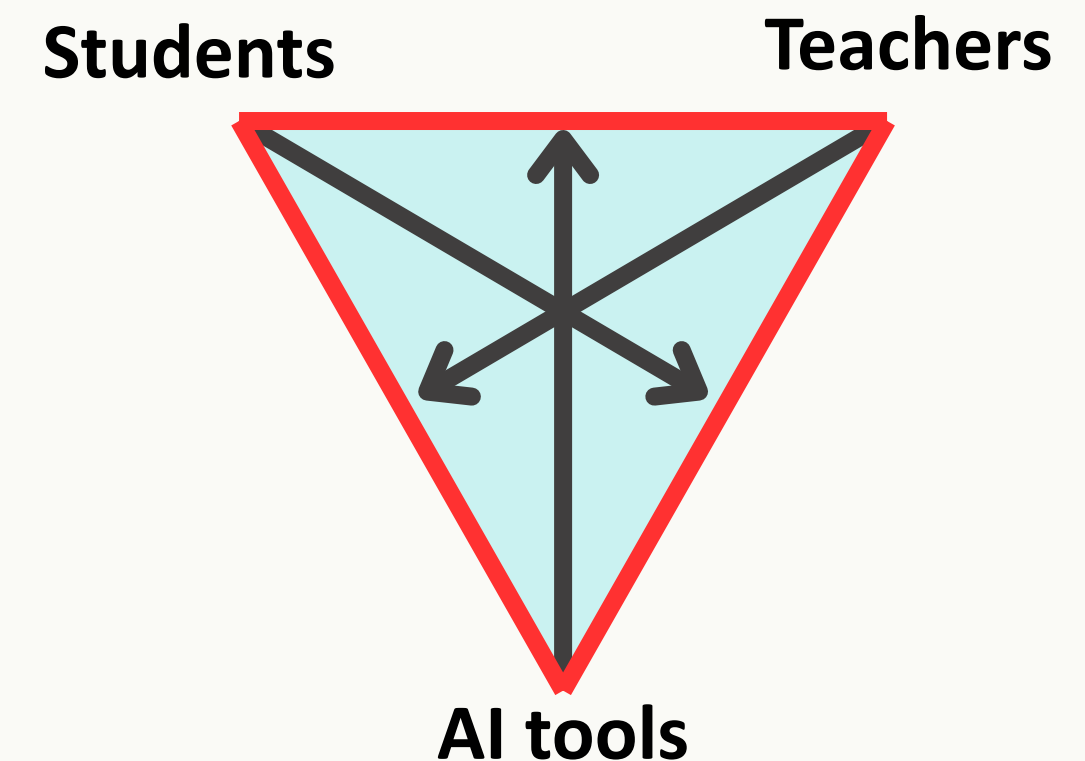
Education is fundamentally grounded in human relationship, requiring sustained time together to build trust.



Care holds both individual and collective vulnerability,
providing the relational safety net that makes vulnerability and productive failure possible.

Trio Partnership Model

- The Trio Model is a **pedagogy-led, partnership-based, AI-enhanced** framework that reconceptualises learning as a collaborative, relational, and process-oriented endeavour among learners, educators, and AI tools.
- It views all three partners as **active contributors** to knowledge construction, critical reflection, and decision-making.
- When two partners interact, the remaining partner occupies a vantage point (“**the third eye**”) to observe, interpret, and evaluate the processes.



An Example of a Pedagogical Challenge
How effectively do students use AI to solve an engineering problem?

Proposed Real-time Task:

Students form small groups and take turns solving specific problems with GenAI in real time for 20 min in class. The teacher's role shifts from direct instructor to facilitator and observer. As students work, they must share their screens and use a "think-aloud" strategy, verbalizing their reasoning and discussing AI-generated suggestions with one another.

At critical junctures, the teacher may pose reflective prompts such as:

- "How will you verify the AI's solution?"
- "What assumptions might the AI be making?"

These interventions transform critical junctures into teaching moments, encouraging deeper analysis and metacognitive awareness.

The session concludes with a debriefing discussion involving both the performing groups and the audience, allowing the class to collectively evaluate strategies, highlight effective uses of AI, and reflect on areas where human judgment was essential.

Unintended consequences of over-reliance on AI in education

- cognitive offloading (Gerlich, 2025)
- diminished creativity (Zhai et al., 2024; Bozkurt et al., 2024)
- algorithmic bias, discrimination, and lack of diversity (Bozkurt et al., 2024)
- pseudo-expertise (Powell, 2026)
- homogenisation of academic voice (Chia & Tay, 2025)

Trio Model prompts us to redesign/review educational purposes, learning processes, and human development, and only then we can consider how technologies may support these goals.

Shifting the learning focus
from an **outcome-oriented** to a **process-oriented** approach

Process-oriented approach to learning in the age of AI

Aims to nurture learners who are ***not only capable of producing right answers,*** but capable of thinking well critically, ethically, collaboratively, and creatively, within human-AI learning ecologies. It should at least cover these skills:

1. Navigate uncertainty
2. Surface assumptions
3. Evaluate evidence
4. Exercise judgement
5. Engage responsibly (human + AI)
6. Iterate
7. Seek feedback
8. Reinforce
9. Unlearn

What do we need to handle uncertainties?

A strong belief in

- Changing nature of learning
- Productive failure
- Unknowingness as generative

An unfailing human partner who shares the same thoughts

- Pedagogy of Vulnerability
- Pedagogy of Care



Treat uncertainty as failure?



Ever Tried, Ever Failed, Fail Better

How we “fail”

through inquiry, reflection, and collective learning



Live with uncertainty

become comfortable within the uncomfortable

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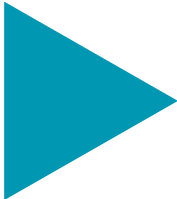
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Partnership Advocates



Dr. Anna SF KWAN

**Chair, HERDSA Hong Kong Branch
Education Consultant**

**Problem-based learning in student and
teacher development**



Dr. Connie LI

**Assistant Director of General Education
Hong Kong Baptist University**

**Leading GE Course Navigation App
development**



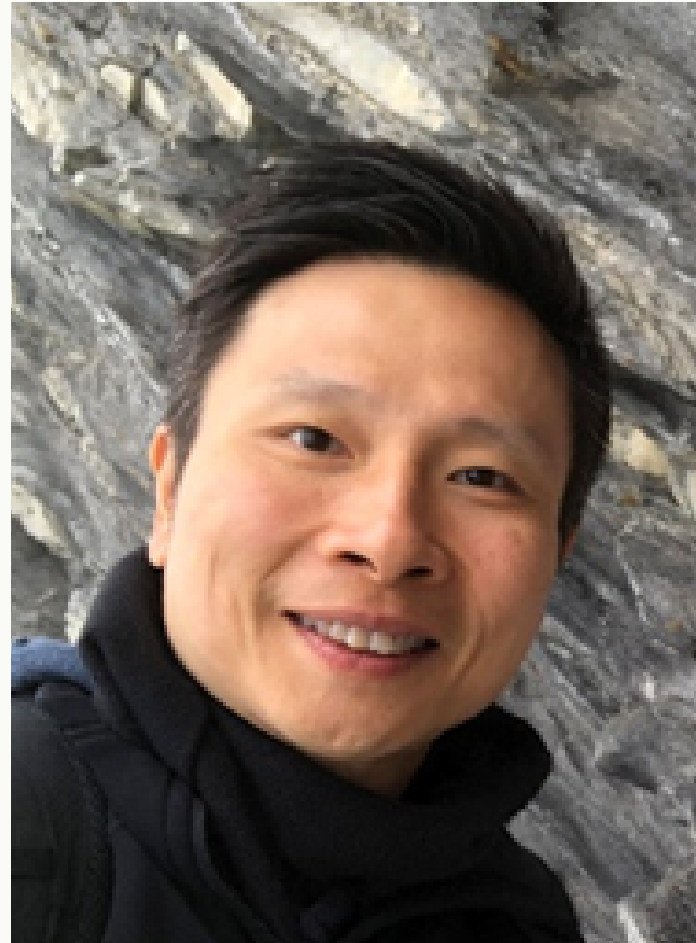
Dr. Louis L F CAI

**Assistant Teaching and Learning Manager
Hong Kong Baptist University**

**Course design and delivery
Evidence-based Pedagogical Decisions**



Partnership Advocates



Dr. Sam LAU

**Director, Research Management Office
Hong Kong Baptist University**

**Works closely with students partners in
research projects, environmental education
initiatives**



Dr. Mei Li Khong

**Lecturer / Digital Education Consultant
The University of Hong Kong**

**Advocates using the transformative potential of
student-educator partnership in shifting learning
perspectives and bringing about student-centred
improvements to a curriculum**



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Student-Staff Partnership AI Integration in Higher Education



Seminar Series 2026



24 September – 14 December 2026



1:00–2:00 pm



Online via Zoom



All are welcome

Details and registration

<https://talichku.hk/SSPxAI2026/>



1

24 Sep
(Thu)

Ever Tried. Ever Failed. Fail Better:
Navigating Uncertainty through the Trio
Model in Students as Partners

2

9 Oct
(Fri)

Productive Friction in Student-AI
Collaboration: AI-Task Fit Design in a
Business AI Course

3

26 Oct
(Mon)

Realigning Assessment and
Authentic Learning to Neutralize AI
Misuses in Learning

4

10 Nov
(Tue)

Amplifying Student Voices: How AI and
Student-Staff Partnership Transform
Student Learning in ESG Podcast
Production at HKU

5

25 Nov
(Wed)

From Co-Learners to Co-Creators: A
Next-Generation GenAI-Powered,
Flashcard-Driven Language Tutoring
Platform in Action

6

14 Dec
(Mon)

“Embracing AI?” Student Perceptions,
Practices, and Anxiety in a Hong Kong
University

Student-Staff Partnership x AI Integration in Higher Education Seminar Series

Productive Friction in Student-AI Collaboration: AI-Task Fit Design in a Business AI Course

2
SEMINAR

9 Oct 2026 (Fri)

1:00pm – 2:00pm

ZOOM



SPEAKER

Dr. Dimple R. Thadan

Senior Lecturer, Department of Management,
Marketing and Information Systems, HKBU

PARTNER INSTITUTIONS

Evaluation QR code

