

PASS • PSYCHOLOGY PEER ACADEMIC SUPPORT SYSTEM • JOHN JAY COLLEGE

A WORKSHOP WORKBOOK & FACILITATION GUIDE

Trust, AI & Us

Building honest conversations between students and faculty about AI, learning, and the relationships that make education meaningful.

PASS • AI Archives Research Team

**Joshua Cedenó, Mia Ramos, Yexayra
Cabrera-Martínez, and Dr. Emese Ilyés**

John Jay College of Criminal Justice, CUNY
aiarchives.com • passjohnjay.edu

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WELCOME

About this Workbook

A living document created from a living conversation

In May 2026, a team of student researchers from PASS—the Psychology Peer Academic Support System at John Jay College of Criminal Justice—traveled to Kingsborough Community College to facilitate a conversation about AI in education where students led the room, and where students and faculty navigated uncertainty together, and where we imagined collective futures.

What you hold now is the harvest of that conversation. This workbook is designed to do two things:

FOR INDIVIDUALS

A reflective workbook to sit with your own experiences, fears, and hopes around AI in your learning life. Read, pause, respond.

FOR GROUPS

A facilitation guide for students and faculty who want to create a similar space. You are invited to use our structure, our agreements, and our prompts as a starting point.

About PASS

PASS—the Psychology Peer Academic Support System—is a student-led space at John Jay College grounded in Participatory Action Research (PAR). PAR is a question of power: *who gets to hold knowledge, and whose experience counts as data?* In PASS, students are not just subjects of research. We are the researchers. We design the questions, facilitate the spaces, and bring findings into the world. Our AI Archives project—now housed at aiarchives.com—began as a course assignment in Fall 2024 and became something many of us continued to build.

This workbook was created by student researchers Yexayra Cabrera-Martinez, Josh Cedeno, and Mia Ramos, with Faculty Advisor Dr. Emese Ilyés. It represents co-constructed knowledge from a community of students, educators, and curious humans who showed up willing to be honest.

HOW TO USE THIS WORKBOOK

Two ways in

Choose the path that fits your context, or try both

PATH A · INDIVIDUAL READER

Move through the three doors at your own pace. Each section ends with reflection prompts and writing space. There are no right answers. Your experience is the data.

Suggested approach:

Read each section

Pause at the padlet voices. Which one sounds like you? Write in the reflection spaces — messy is welcome. Share something from these pages with your community.

PATH B · FACILITATED GROUP

Use the Three Doors as a workshop structure. Each door is a section of roughly 20–30 minutes. See the Facilitator Notes (p. 15) for timing, grouping, and tips from our team.

Suggested time: 90 minutes

Group size: 8–30 participants (works hybrid)

Who should be in the room: students + faculty together, whenever possible

A NOTE ON PAR

This workbook was built using Participatory Action Research principles. That means: your experience is not anecdote. It's data. PAR asks us to think about who holds power in how knowledge is created, and to actively shift that. When you write in these pages, when you speak in a group using this guide, you are making meaning, building worlds, in other words, doing research. You are contributing to a growing archive of what it actually feels like to learn and teach in this moment.

BEFORE WE BEGIN

Community Agreements

Co-constructed at the Kingsborough workshop, May 2026—and offered to you to adapt

Before the Kingsborough workshop began, the room created agreements together. We invited these shared understandings with the question, "What do we all need to agree to in order to be honest with each other?"

AGREEMENT 01

Come Curious, Not With Conclusions

Approach this conversation wondering how someone else is navigating this time, because we're all experiencing it, but in uniquely different ways.

AGREEMENT 02

Speak From Your Own Experience

Say "I" instead of "they." Your story is the most valuable thing you can offer. It gives us real insight into what's happening, not generalizations.

AGREEMENT 03

Discomfort Is Information

If your heart starts racing, if you feel flushed, that's meaningful data. Don't rush past the discomfort. Stay with it. It's pointing somewhere important.

AGREEMENT 04

Assume the Best From Everyone Here

The fact that you've shown up is a gift. Ground yourself in trust that everyone in this space has come with good intentions, and extend that trust first.

ADDED BY THOSE WHO GATHERED

Vulnerability & Non-Judgment

Say what you're experiencing, even when you fear the rebuttal. Listen without needing to respond right away. Some things can just be heard and felt in the room.

YOUR ADDITIONS

What does this room need?

What would allow you to be honest here? Add your own agreements below.

OUR AGREEMENTS

Right now, what **worries** you?

Anonymous responses from participants at Kingsborough Community College, May 2026

At the start of the workshop, participants were asked to respond to this prompt: "Right now, when you think about AI in education – what worries you? What do you wish for?" This is what was shared, using the program Padlet, by the faculty and students present.

WORRIES & FEARS

What worries me is that AI has more power within the school system now than before, and it makes me feel that people in this world won't be able to live life without AI.

I'm worried about being naive. I'm pretty AI-open / curious, but I don't know all there is to be responsible for when using it.

I worry about what it will do to the basics: reading, writing, and arithmetic. And I worry about developing critical thinking.

I worry that it makes students question the value of education and thinking on their own more generally

A grey area. A power struggle. An impasse.

I can actually help with coming up with ideas or figuring out how to start homework, but a lot of teachers take it like cheating, without distinguishing how it's being used.

I worry about human development skills.

I worry about jobs being lost, but also the possibility of access to information that was difficult to find on your own.

YOUR TURN • REFLECTION

Which of these voices feels most like yours right now? What worry of your own isn't captured here?

Right now, what do you wish for?

Anonymous responses from participants at Kingsborough Community College, May 2026

One thing our team noticed in prior research: it was far easier for people to name nightmares than dreams. Even when asked to dream, people often responded to fears. That's meaningful data. Something is curtailing, impeding our imagination, collective and individual.

DREAMS & WISHES

<i>I wish students would trust their abilities to complete assignments instead of depending on AI.</i>	<i>I wish for legal guidelines which will maintain the human element while using AI.</i>
<i>I would love to see virtual labs using the meta world. I'm also worried about students not owning what they learn.</i>	<i>I also wish that we could use less of AI and more of researching the old-fashioned way.</i>
<i>I wonder if researching collaboratively could be a fun and helpful way to get us off AI... if we can create a less competitive atmosphere.</i>	<i>I don't want this to cause students – or faculty – to overemphasize the right answer. Sometimes the value is in the messy thinking, not in the outcome.</i>
<i>I don't think I'm worried. I simply recognize that we need work on figuring out ethical use – within and outside of the classroom.</i>	<i>A resource and an asset. An opportunity.</i>

YOUR TURN • REFLECTION

What's your dream for AI in education? How could you imagine a relationship with this tool that has liberatory potential for all?

THREE DOORS • WORKSHOP STRUCTURE

DOOR ONE

1

How AI Has Shifted How Students Are Seen

Since AI arrived in classrooms, something has quietly shifted in the relationship between students and faculty. A new frame has taken hold, and it's the cheating frame. Instead of beginning from curiosity about a student, many encounters now begin from suspicion.

“ *When you are first approaching a student assuming they've already cheated, it's so hard to build trust from that. Maybe start not with being suspicious, but with being curious.*

This shift has real consequences. Students report intentionally making mistakes in their writing to avoid being flagged for AI. We have to reflect on what it means that we have students performing non-AI-use as self- protection.

Also, the cheating frame doesn't leave room for structural realities. Students are often overwhelmed, working full time, raising children, navigating a second language, managing mental health. AI to some appears as a lifeline, not a shortcut.

“ *Students are not inherently prone toward cheating. Students are overwhelmed. And faculty are not inherently paranoid. Faculty have stress coming at them too. We need to see the structures then figure out how to navigate them together.*

REFLECTION • DOOR ONE

When have you felt seen — or unseen — in an academic relationship? What made the difference?

THREE DOORS WORKSHOP STRUCTURE

DOOR TWO

2 Our Fears & Our Dreams

When we've facilitated these conversations across campuses, we've found that the fears come easily. The dreams are harder. Door Two is about naming both and using that naming to build toward something.

WHAT WE FEAR

- ◆ Students losing their voice, in writing, in research, in their own thinking
- ◆ AI replacing the joy of struggle, the frustrating assignment you worked through and were proud of
- ◆ An AI-generated field of psychology, research, practice, and care informed by machines, not life
- ◆ Being falsely accused, having your authentic work flagged as generated

WHAT WE DREAM OF

- ◆ A classroom where student voice is celebrated, where imperfect, authentic expression is the goal
- ◆ AI as just another tool (like the library, like Google) something we learn to use critically
- ◆ Navigating together, not faculty against students, not pro-AI vs. anti-AI, but a shared community figuring it out
- ◆ Slow learning, library visits, collaborative research, the joy of accidental discovery

REFLECTION · DOOR TWO

Is your relationship to AI more shaped by fear or by hope right now? Where did that come from?

THREE DOORS · WORKSHOP STRUCTURE

DOOR THREE

3 Moving Forward Together

Door Three is where the room becomes an action lab. Participants broke into small groups (students and faculty together) and were asked: looking at the fears we named, what is one specific, tangible, measurable action that could be taken in a classroom today?

Not statements. Not policy possibilities. *Something you could actually do this week.*

♦ FOR FACILITATORS · THE DOOR THREE ACTIVITY

- Have participants choose one worry from the padlet (or their own) as a starting point
- Groups of 3–5, ideally mixing students and faculty
- 10 minutes of small group discussion
- Each group returns with one specific, actionable offering
- Groups share back; the facilitator names themes and celebrates the specificity

REFLECTION · DOOR THREE

If you could change one thing about how AI is handled in your classroom — by you, or by your institution — what would it be? Make it specific enough that you could do it tomorrow.

MY ONE SPECIFIC ACTION

Gifts from Kingsborough

Specific, tangible actions that emerged from small-group conversation

These are not recommendations from above. They are offerings from a room that included pre-nursing students, English faculty, art history instructors, student researchers, and educators who also hold student IDs. In vibrant 10 minute discussions, the groups generated actionable possibilities.

1 ASK FOR A MESS

Make it explicit: "This assignment should be raw, incomplete, and imperfect. That's by design." When students know the mess is welcome, they don't run to AI to polish it away.

2 MAKE YOUR EXPECTATIONS EXPLICIT AND BE WILLING TO REPEAT THEM

Tell students exactly what you want and why. Repeat it without frustration. Students who don't ask again aren't lazy, they may fear being judged for not understanding.

3 MAKE THE PURPOSE VISIBLE

Connect assignments to real stakes. "You're going into nursing. You'll hold lives. This time you spend now is why that becomes possible." Meaning changes motivation.

4 MAKE EXPLICIT HOW LONG WORK SHOULD TAKE

"This assignment is designed to take 3–4 hours. That's intentional." Students often don't know what effort is expected, and fill the gap with speed instead of depth.

5 EXPLORE UNGRADING FOR DISCUSSION POSTS

Try complete/incomplete instead of points for informal writing. Reduce the incentive to use AI as a polishing tool when authenticity is what you're actually assessing.

6 REVISIT DISCUSSION POST DEADLINES

Leaving deadlines visible but not punitive, so students have structure but aren't locked out when life intervenes, reduces the pressure that makes AI a shortcut.

HARVEST OF GIFTS • CONTINUED

7 SLOW LEARNING PRACTICES, BRING STUDENTS TO THE LIBRARY

Take your research methods class to the stacks. Let students discover the book next to the one they were looking for. The accidental discovery is where learning lives.

8 FRAME AI AS EVOLVING TECHNOLOGY, NOT ALIEN THREAT

Ask students: remember Ask Jeeves? Remember when Google felt like cheating? AI may be the next evolution. We don't have to fear it, but we do have to ask whose values are baked into it.

9 FACULTY: SHARE YOUR FAILURES OPENLY

The article that was rejected. The paper that never found a journal. The idea that didn't work. When faculty model productive struggle, students learn that mess is not only acceptable, it's the process.

10 CO-CREATE THE AI POLICY ON YOUR SYLLABUS

Don't just hand down rules. Ask students: what do you need from this classroom? What should the norms be? Policies students helped make are policies students actually follow.

11 CELEBRATE AUTHENTIC VOICES EXPLICITLY AND OFTEN

Tell students their writing is powerful, specifically. "This sentence is yours and it's better than any AI could write." If students believe their voices matter, they stop outsourcing them.

12 TEACH PROMPT ENGINEERING AS A SKILL

If AI is going to be used, teach students to use it well, as a thinking partner, not a replacement. How to write a prompt. How to push back on a response. How to cite it.

"We can't say we're going to get rid of AI in this room today. But we can talk about what it's doing to us, as professors and as students, and have a conversation that helps us

Your Own Doors

Prompts to carry with you beyond this workbook

PROMPT 01 FOR STUDENTS

*Think about a time you used AI or considered using it. What need was it meeting?
What were you afraid of if you didn't use it?*

PROMPT 02 FOR FACULTY

*Think about your syllabus. What does your AI policy assume about students? What
would it look like if you started from trust instead of suspicion?*

PROMPT 03 FOR EVERYONE

*When you think about your voice, your actual voice, in your writing, in
conversation, do you trust it? What would it mean to protect it?*

REFLECTION • FOR GROUP USE

Group Prompts

Discussion starters for classrooms, workshops, and learning communities

Use these prompts in pairs, small groups, or full-room discussions. The goal is not to reach consensus, rather it's to hear each other across the gradient of experience.

OPENING CIRCLE • 5 MINUTES EACH

"On a scale of nightmare to dream, where are you with AI in education right now — and what brought you there?"

"Describe a moment in your education when you felt genuinely seen by a teacher or professor. What made it possible?"

MIDDLE CONVERSATION • 10–15 MINUTES

"What structural forces make AI feel like you have no choice? (Think: time, workload, grading, language, access to support.)"

"What does 'using AI as a tool' actually look like? What's an example you've seen done well?"

"Whose voice is being amplified when AI generates content? Whose is missing?"

CLOSING • ACTION ROUND

"What is one specific thing you could do in the next two weeks (in your classroom, on your syllabus, in a conversation) to move toward the room you want to be in?"

NOTES FROM OUR GROUP'S CONVERSATION

DEEPER REFLECTION

On Voices & Power

Ideas that kept surfacing across the room

Three themes emerged again and again at Kingsborough . We offer them here not as answers, but as invitations.

I

Whose knowledge gets cited?

Search engines — and AI — are built by people who value certain kinds of knowledge over others. When students use Google or ChatGPT to research, they are receiving a worldview, not just information. Learning to ask *whose perspective is being amplified, and whose is absent* is a research skill. It's also a survival skill.

II

The structure set us up

We've been almost set up to feel like we have no choice. The student working full time who has 12 hours or 3 minutes. The first-generation student whose English is not the one the classroom rewards. The faculty member with 7 courses and no time for individual feedback. These are structural forces. Naming them is the first step to acting within and against them.

III

The beauty of imperfection

One faculty member in the room introduced the Japanese concept of *wabi-sabi*, the beauty found in imperfection and impermanence. They said: "I value your voice more than any perfection AI can produce." This is a pedagogical and political stance. Authentic voice is the antidote to AI-generated uniformity.

WHICH OF THESE THEMES RESONATE MOST WITH YOU? WHAT DOES IT CALL YOU TO DO?

For the Facilitators

What we learned running this workshop, offered with love to whoever comes after us

◆ TIMING & FLOW (90 MINUTES)

0:00–0:15 — Welcome, introductions, context-setting. Share the origin of the project (PAR, AI Archives, PASS). Build the case for why students are leading this space.

0:15–0:25 — Co-create community agreements. Start with the four agreements in this workbook. Ask: what's missing? What does this room need to be honest?

0:25–0:40 — Padlet activity: fears & dreams. Give 10–12 minutes of silent writing. Read responses aloud as a group. Name themes without judgment.

0:40–0:60 — Three Doors: move through Door 1 and Door 2 as facilitated discussion. Use pull quotes from this workbook to anchor the conversation.

1:00–1:20 — Door 3: small groups. Mix students and faculty. One fear from the padlet, one specific action. 10 minutes together, then share back.

1:20–1:30 — Closing circle. Each person shares one thing they're taking with them. Facilitator names the harvest.

◆ THINGS WE LEARNED

Hybrid spaces are imperfect. Name it early and name it warmly. The imperfection is part of the lesson about navigating this time.

The conversation often tips toward faculty perspective when faculty are in the room.

Actively re-center student voice. Ask students: "Does that match your experience?"

Students who know their experience deeply matters, participate differently. Tell them: your story is critical data. We will write this up and share it back.

People need permission to be partial. Not everyone has to agree. Holding a gradient of perspectives is itself the learning.

When someone says "I don't have the answer," that's usually when the most important thing is about to be said. Pause. Wait. Don't rush to fill it.

A PASS · AI Archives Publication

Your voice is the data.

This workbook was born from a room full of people who showed up willing to be honest. It will stay alive as long as you keep showing up. Share it. Mark it up. Argue with it. Bring it to your classroom and let it change.

STUDENT RESEARCH TEAM Joshua Cedenó, Mia Ramos,
Yexayra Cabrera Martínez, joined by Dr. Emese Ilyés



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