

IAEPT Newsletter

The Sixth Element: Classroom to Cosmos

[Thoughts worth spreading. Smart, modern, global - From chalkboards to future tech]

VOL. 01, NO. 10

12 AUGUST, 2026

Beyond AI: Cultivating Critical Thinkers in the Classroom



The AI Revolution: A New Reality for Education

Artificial Intelligence can answer questions in seconds, summarize complex topics, generate essays, solve mathematical problems, and even suggest lesson plans. As AI becomes increasingly integrated into our daily lives, it is tempting to view it as the ultimate source of knowledge. But an important question remains: *Can AI teach us what is right?

Can it nurture judgment, wisdom, empathy, or ethical decision-making?

The answer lies not in the capabilities of AI, but in the purpose of education itself.

Beyond Information: The Need for Critical Thinking

Knowledge has never been more accessible. What has become more valuable is the ability to evaluate evidence, identify bias, distinguish fact from opinion,

question assumptions, and arrive at informed conclusions. These are not merely academic skills—they are life skills that empower learners to navigate a world overflowing with information.

The goal of education, therefore, is not simply to help students find answers but to enable them to ask meaningful questions and make informed decisions.

Transforming the Classroom Begins with the Teacher

This calls for a transformation of our classrooms. The transformation is not confined to students alone; it begins with teachers.



**Indgiants Association of Educators
& Professional Trainers – IAEPT**

(Registered under Telangana Societies Registration Act, 2001, Reg. No:152 of 2023 - 80G & 12A Reg. No. AACAI5594EF20231)

The Sixth Element Classroom to Cosmos

It captures IAEPT's living journey where educators ignite youth classrooms, evolve into hybrid constellations, ideas become action and every programme, fellowship and forum shapes minds to lead education from grounded purpose to global possibility.

Subscribe to our Newsletter

As educators, our role is evolving from being providers of information to facilitators of inquiry, mentors of thought, and cultivators of wisdom.

Instead of asking, "What is the answer?" we must encourage learners to ask:

- Why is this the answer?
- What evidence supports it?
- Whose perspective is represented?
- What viewpoints are missing?
- What are the ethical implications?

When these questions become part of classroom culture, learning moves beyond memorization to thoughtful inquiry.

AI as a Tool, Not a Substitute for Thinking

AI should never replace thinking; it should stimulate deeper thinking. The value of AI lies not in accepting every response it generates but in using it as a starting point for investigation, discussion



The Classroom Challenge

- Instead of asking students, "What answer did AI give?", teachers can ask:
- Do you agree with the response? Why or why not?
- What evidence supports this answer?
- What information might be missing?
- Can another perspective be equally valid?
- How would you improve or challenge this response?
- What ethical issues should be considered before accepting this answer?

- These questions transform AI from an answer machine into a catalyst for inquiry, discussion, and deeper learning.

The 3Q Rule for every AI Classroom.

Question Yourself – Do I understand it well enough to explain, apply, or challenge it?

Question the Answer – Is it accurate? What evidence supports it?

Question the Source – Where did the information come from? Is it reliable?

Message: AI can provide information; education must develop discernment.

Compiled & edited by
Prof. G. Madhavi, President, IAEPT.



Teaching Gen Z: From Information to Wisformation



Every generation has asked education a fundamental question: What should a young person do with what they know? For Generation Z, that question has become more urgent than ever.

Information is no longer scarce. It arrives before the teacher enters the classroom, follows the learner home and sleeps beside the learner on a smartphone. It appears through notifications, search engines, reels, social feeds, online communities and, increasingly, Artificial Intelligence. The educational challenge of our age, therefore, is no longer merely providing information. It is enabling young people to examine information, question it, contextualise it, humanise it and ultimately transform it into responsible action.

This is where I introduce a new word:

WISFORMATION

A Gen Z-oriented bridge between 'INFORMATION' and 'WISDOM'.

Wisformation is the formation of sensible judgement while wisdom is still under construction.

I coin 'Wisformation' as a Gen Z-oriented educational concept—a bridge between Information and Wisdom.

Wisdom remains a magnificent word, carrying the depth of lived experience accumulated over years and generations. But expecting wisdom from young minds still discovering identity, independence, relationships, consequences and the world around them may sometimes place adulthood's vocabulary upon adolescence.

Wisformation is not intended to replace wisdom. It is intended to prepare Gen Z to gain wisdom.

A Generation with Its Own Backpack

Gen Z carries a cultural backpack distinctly different from previous generations. They want personalised choices, evolving lingos, digital identities, independent spaces, fluid communities and freedom from inherited definitions. They continuously reinvent the terminology of friendship, privacy, belonging, identity and human relationships.

My device-My profile-My playlist My space-My choice. Sometimes even: My world.

There is nothing inherently wrong with individuality. Independent thinking is essential to human progress. The concern begins when independence slowly becomes isolation, when digital contact begins substituting for meaningful human connection, and when personalised algorithms repeatedly show young people only what they already prefer to see. Yet parents cannot examine this phenomenon by pointing fingers only at Gen Z. This generation was raised during an extraordinary transition in which many parents themselves became deeply absorbed in smartphones, messaging applications and social media. The child scrolling across the dinner table may be sitting opposite a parent answering messages on another screen.

Before adults ask, "Why are our children always online?" perhaps we should also ask: "What model of attention have we demonstrated to them?"

When Information becomes Infinite

The scale of digital exposure is remarkable. Pew Research Centre reported in 2025 that 97% of U.S. teens surveyed used the internet daily, while four in ten described themselves as being online almost constantly. The same research found that 64% of teens used AI chatbots.

In February 2026, another Pew study found that 57% of teens surveyed had used AI chatbots to search for information and 54% had used them for schoolwork. These findings should not be interpreted as proof that technology is destroying a generation. Technology can educate, empower, connect and create. They reveal something more important: Digital technology has become part of the environment in which young minds learn to think.

That changes the purpose of education. If information can be retrieved in seconds and AI can generate explanations almost instantly, education cannot continue to behave as though storing information is its highest achievement.

Information fills the mind. Wisformation forms the mind.

The WISE Framework of Wisformation

Wisformation can become actionable through a simple educational framework:



W

WEIGH THE SOURCE

Check the source, evidence, and intent. Don't just search—verify.

I

INTERPRET THE CONTEXT

Look beyond the facts. Ask what's missing, who's missing, and what it really means.

S

SOCIALISE THE PERSPECTIVE

Hear different views and experiences. Conversation broadens thinking.

E

EXECUTE RESPONSIBLY

Think before you act. Verify, consider the consequences, and take responsibility.

Healthy relationships are therefore not bondages restricting freedom. They are laboratories in which freedom learns empathy, negotiation, accountability and responsibility.

That single pause between receiving information and acting upon it may become one of the most important competencies of the digital generation.

Parents: Move from Monitoring to Mentoring

Wisformation cannot be produced merely through parental controls, passwords, restrictions and screen-time policing.

Gen Z requires something deeper: **Digital Mentorship**. Parents should be able to discuss a viral claim without ridicule, explore why a particular influencer appeals to their child, talk openly about online relationships and even admit when they themselves believed something that later proved incorrect.

UNICEF's 2025 assessment of childhood in the digital world argues for a balanced approach: digital participation can support important skills and opportunities, while children also need safe environments, digital capabilities and continuing dialogue with parents and educators.

Perhaps one of the strongest lessons parents can teach about digital discipline requires no lecture at all: Occasionally put their own phone away first.



Teachers: From Content Delivery to Cognitive Development

The same transformation must occur in classrooms. When AI can summarise a chapter within seconds, the educational premium shifts from remembering the chapter to interrogating the chapter.

Teachers should increasingly ask students to:

- Compare competing sources;
- Identify assumptions and detect emotional manipulation;
- Verify AI-generated responses;
- Defend opposing viewpoints;
- Connect concepts with real-life situations;
- Predict consequences; and
- Justify decisions ethically.

Assessment should progressively reward reasoning, originality, interpretation, judgement and application, rather than information reproduction alone.

UNESCO's guidance on generative AI similarly calls for a human-centred, age-appropriate and ethically grounded approach to AI in education, protecting human agency even while taking advantage of emerging technologies.

Technology should therefore become an instrument of education—not the author of education.

A New Educational Contract with Gen Z

The objective should not be to force Gen Z into the cultural backpack carried by earlier generations. Let them carry their own backpacks. Let them create new vocabulary. Let them explore technologies previous generations never possessed. Let them question established assumptions.

But let us ensure that somewhere inside those backpacks they carry: discernment, empathy, responsibility, curiosity, resilience, human connection and ethical judgement.



Freedom without reflection can become impulse.	Connectivity without meaningful relationships can become loneliness.
Information without judgement can become noise.	Individuality without empathy can become isolation.

But when curiosity meets critical thinking, and independence meets responsibility, we create young citizens who are far harder to manipulate and far better prepared to contribute.

From Information to Wisformation

“From Classroom to Cosmos” should therefore mean much more than taking knowledge farther. It must also mean taking judgement deeper.

Humanity’s future is unlikely to suffer from a shortage of information. Artificial Intelligence and digital systems will generate more information than any individual could possibly consume.

What society will urgently need are human beings capable of distinguishing:

- truth from velocity,
- connection from contact,

- popularity from value,
- intelligence from judgement, and
- freedom from irresponsibility.

This is the promise of Wisformation.

Not telling Gen Z what to think, but helping them develop the intellectual and ethical architecture required to decide how to think, what to trust, why to act and when to reconsider.

Information informs.

Wisformation transforms.

With time, experience and reflection, Wisformation may ultimately mature into Wisdom.

References

1. Faverio, M., & Sidoti, O. (2025, December 9). Teens, Social Media and AI Chatbots 2025. Pew Research Center. [Pew Research Center](#)
2. McClain, C., Anderson, M., Sidoti, O., & Bishop, W. (2026, February 24). How Teens Use and View AI. [Pew Research Center](#). [Pew Research Center](#)

3. UNESCO. (2023). Global Education Monitoring Report 2023: Technology in Education —A Tool on Whose Terms? UNESCO. [UNESCO GEM Report 2023](#)

4. Miao, F., & Holmes, W. (2023). Guidance for Generative AI in Education and Research. UNESCO. [UNESCO Generative AI Guidance](#)

5. UNICEF Office of Strategy and Evidence – Innocenti. (2025). Childhood in a Digital World: Screen Time, Digital Skills and Mental Health. UNICEF. [UNICEF Innocenti](#)

Conceptual Attribution

‘Wisformation’ — A term coined and conceptually proposed by Prof. Siva Prasad Peddi as a Gen Z-oriented developmental bridge from Information to Wisdom.

By Prof. Siva Prasad Peddi
Secretary, IAEPT | Chairman, Indgiants



Published by IAEPT for Indgiants Pvt. Ltd. from IAEPT, St. 14, Somasunder Nagar, Hyderabad -13, TG, IN.
Contact: +918142570199