

INCHAINGE CONNECT EDUCATOR SERIES

Teaching Supply Chains When AI Knows the Answers

The key takeaways for teaching, assessing, and engaging students in the AI era.

Watch the webinar recording

23 SEPTEMBER 2026

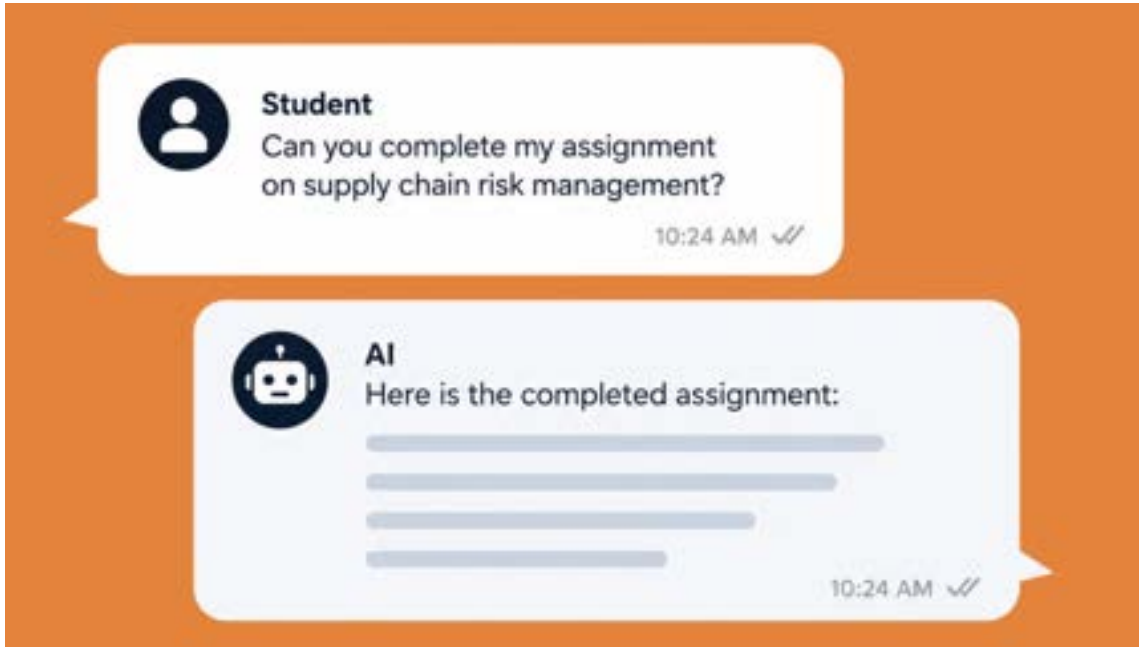
Inchainge

Thank you for joining us!



315 Registrations from 48 Countries

The question behind today's discussion



Students can use AI to generate reports, analyse supply chain problems and propose decisions quickly.

The panel considered what educators should teach and assess when students have those tools available.

Three questions guided the discussion:

- What must students still understand for themselves?
- How can they work with AI without handing over their judgment?
- How can educators tell whether learning has taken place?

Panel Introduction - Host

Egge Haak

Co-founder and Director, leading AI task force at Inchainge

Egge Haak is the Co-founder and Director at Inchainge, with 30 years of experience in supply chain management as a manager, consultant, trainer, and entrepreneur. He drives the development of innovative educational tools and leads Inchainge's work on AI and assessment, helping educators develop students' skills and evaluate their learning.

LinkedIn: https://www.linkedin.com/in/eggehaak/



Panel Introduction 1



Marc Cashin

Professor, Technological University of the Shannon and UNINETTUNO

- **27 years of experience in Industry** at Ericsson, Tecnomen, and Meteor**, and 23 years of experience in Academia** at TUS and Uninettuno.
- **Courses at TUS:** Teaches Operations & Supply Chain, Innovation & Project Management, and Knowledge Management at MBA level; and Supply Chain, Operations, Strategic Management, Business Modelling, and Entrepreneurship at undergraduate level.
- **At UNINETTUNO:** Teaches Action Learning and Knowledge Management.
- **Teaching philosophy:** "Learners should own their learning." Marc blends action learning, reflective practice, and heutagogy (self-determined learning). Students do real work in teams, reflect on it, and take responsibility for what they learn.
- **Simulations:** Does not currently use them in his teaching.
- **View on AI in education:** Make students' AI use visible, reflective, and assessable so they learn to use it well, rather than hide it.
- **Outside teaching:** Road cycling, technology, and DIY.

LinkedIn: https://www.linkedin.com/in/drmcashin/

Panel Introduction 2



Deodat Mwesiumo

Professor of Supply Chain Management and Director of Master's Programs in Logistics at Molde University College, Norway

- 12 years of teaching experience
- 5 years of experience using simulations in teaching
- Currently main instructor for AI in Business Strategy and Operations, combining ten theoretical topics with business simulation and AI-supported applications, including an AI tutor, AI Dynamic Debriefs, Belbin AI Team Roles Feedback in The Fresh Connection, and three custom GPTs.
- Teaching philosophy: centres on student engagement. He sees learning as the result of clear goals and structure, high expectations, interaction, feedback, reflection, and assessment working together. In his model, simulations help bring many of these elements into the classroom: students make decisions, interact with one another, receive feedback, and reflect on the outcomes. That engagement supports learning and satisfaction with the learning experience.
- Key Challenge: Competing for Student's attention
- Hobbies outside of teaching: Fishing & Carpentry (woodworking)

LinkedIn: https://www.linkedin.com/in/deodat-mwesiumo-9080b719a/

Panel Introduction 3



Dr. Janaina Siegler

Associate Professor of Operations and Supply Chain Analytics at Butler University

- 29 years of experience in industry as founder of cosmetics company and as consultant
- Global perspective: Over 15 years teaching supply chain across Brazil, the U.S., India, and Europe.
- Learning by doing: Uses simulations, plant tours, and live consulting projects at Butler University to help students move from analysis to decisions they must own.
- Experience with simulations since 2022. Why simulations matter: They make trade-offs visible when purchasing, operations, and sales decisions collide.
- Assessment in the AI era: Focuses on students' judgment: how they frame problems, question AI output, and defend trade-offs.

LinkedIn: https://www.linkedin.com/in/jane-siegler/

Main takeaways for educators

1. **Prepare students to work with AI and remain responsible for their decisions.** They need to frame problems, question recommendations and understand the consequences of their choices.
2. **Keep supply chain fundamentals central.** Students need theory and knowledge of connections across functions to recognise when an AI answer is incomplete or wrong.
3. **Teach AI use rather than assume students know it.** Jane stressed that students need guidance in asking useful questions and testing the answers they receive.
4. **Make the learning process visible.** Marc emphasised disclosure and reflection; Deodat described observing how students work with and challenge AI.
5. **Assess understanding in more than one way.** The panel discussed examining team work and decisions alongside individual checks of fundamental knowledge, including oral explanations.
6. **Design learning experiences that require judgment.** Deodat's manual-then-AI activity and Jane's current-events assignment both require students to compare, evaluate and defend their reasoning.

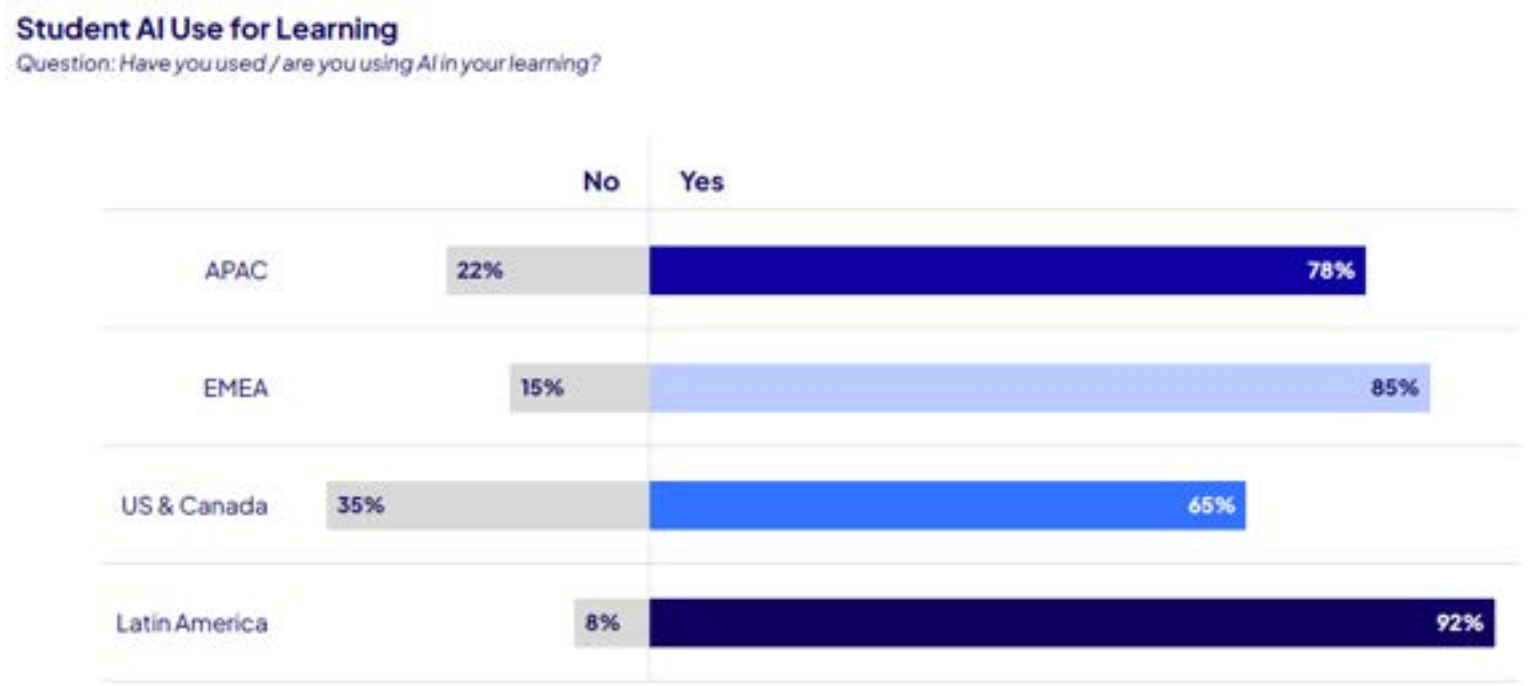
A question to take back to your course:
If a student used AI on your next assignment, what would help you see what they understood and why they made their decision?

What the opening survey showed

Egge opened with findings from the Digital Education Council AI in Higher Education Global Survey 2026.

This survey has 45,398 responses, including 27,284 from students and 18,114 from faculty, across 35 countries

The tension: Students see AI's potential and also worry about what it may do to learning.



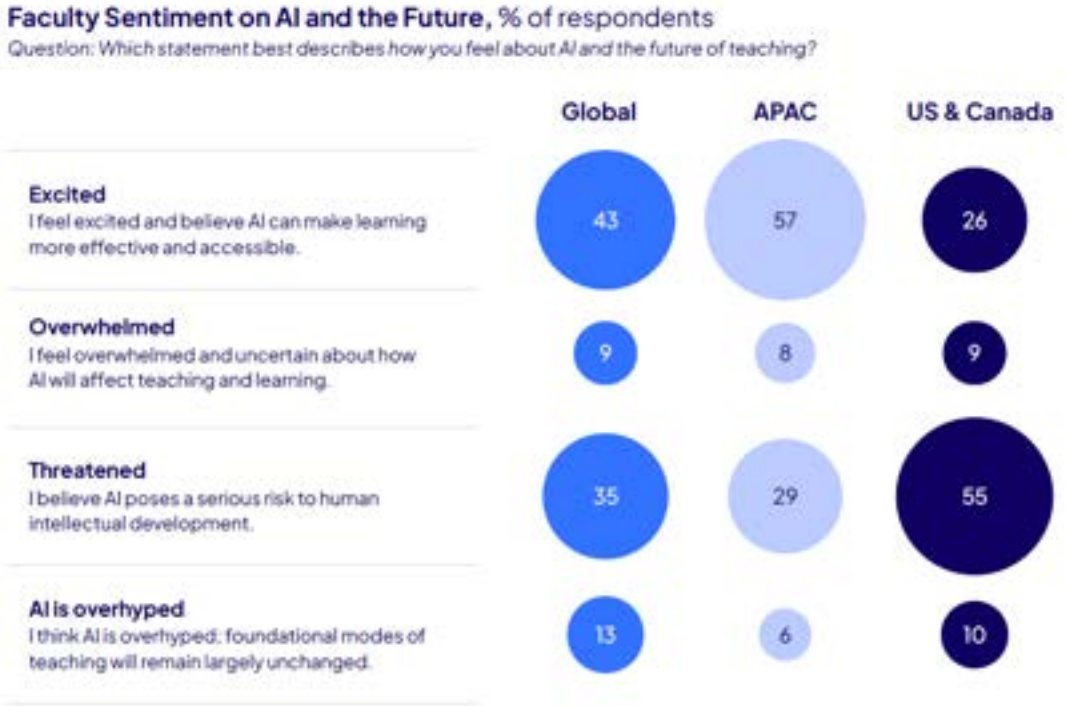
What the opening survey showed

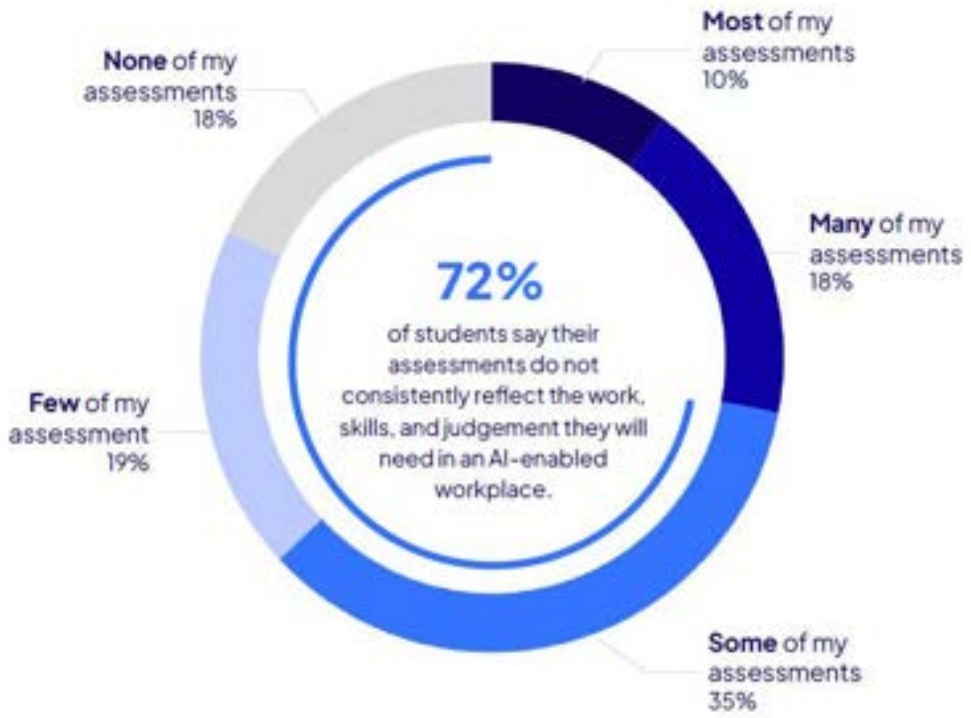




Source: Digital Education Council AI in Higher Education Global Survey 2026

What the opening survey showed





Source: Digital Education Council AI in Higher Education Global Survey 2026

Response to Survey by Panelists

Marc Cashin: Make AI use visible

Marc's response to the survey focused on assessment design and integrity. He argued that students are already using AI, so educators need to decide **under what conditions its use contributes to learning:**

"Should students use AI? They already do."

He advocated asking students to disclose how they used AI, examine its contribution and reflect on their own decisions. He also acknowledged that some tasks may need to remain free of AI.

His central assessment question: Can we see the student's judgment and learning process, rather than only the submitted result?

Jane Siegler: Students need guidance in using AI

Jane challenged the assumption that access to AI means students know how to use it effectively.

"Don't start from the assumption that students know how to use AI. Most of them don't."

She described teaching students how to ask useful questions and how to examine an AI response.

For her, educators still play an active role in helping students connect the tool's output to supply chain concepts and defend an argument.

Deodat Mwesiumo: Rethink more than assessment

Deodat said the pace of AI adoption has exposed a broader problem: educators need to reconsider **what they teach, how students learn and how they assess that learning**.

He described changing his role from delivering information to organising activities, observing students as they work and questioning their reasoning.

His aim: Students should be able to frame a supply chain problem, use AI's analytical capacity, evaluate its output and remain responsible for their decisions.

What students still need to understand

The panel agreed that AI does not remove the need for supply chain fundamentals.

Deodat used supplier selection as an example: students can use AI to examine a large set of suppliers, but should still understand the mathematics and reasoning behind a smaller selection themselves.

Jane stressed the connections between decisions. An inventory or sourcing recommendation must make sense alongside operations, customer promises and the wider supply chain.

Marc likewise emphasised understanding the links between functions: a saving in procurement could affect quality and production.

“Working with AI does not exempt you from learning theories, frameworks, models.”

Teaching and assessments need a new framework

Egge introduced this model by **Tom van Woensel**: As educators we need to prepare students for a career with AI. Co-creation and problem solving with AI will be a key skill. But how to teach and how to assess this?

Imagine: Your students will work in teams in one of our business simulations to learn about End-to-End SCM and the cross-functional connections and trade offs.



Sandwich model
by Tom van Woensel

1. **Problem framing**: the human intention, setting the boundaries, the strategy, the context, the objectives

2. **Scenario building:** Functional roles (Purchasing, Operations, Sales) use AI as a scenario sparring partner to run calculations, draft supplier profiles, or evaluate safety stock trade-offs. AI absorbs the heavy lifting, producing raw cognitive material

3. **Verification and Cross functional audit:** Student teams sit down in a meeting to critically audit AI outputs, resolve cross-functional trade-off conflicts, and override local AI advice before submitting decisions

*Marc suggested making **reflection** explicit after the decision: students should explain what they learned across successive activities or simulation rounds.

Deodat's classroom example: keep students in the driver's seat

Deodat calls this the **"centaur" approach**: students use AI's analytical strength while retaining responsibility for context, judgment and the final decision.

Deodat described an activity in his **AI in Business Strategy and Operations** course:

- Give students a task involving substantial data and limited time.
- Have them attempt it manually.
- Let them use AI and compare the approaches.
- Move between teams to observe their discussions and how they challenge the AI output.

He used the concept of **bounded rationality** as an example. The activity lets students experience the limits of working without AI while still requiring them to understand and evaluate what AI does.

Jane’s classroom example: test the analysis against reality

Jane described an assignment that connects course topics to recent news. Students find a current article, examine its supply chain implications and can use AI to explore further analysis or opposing views.

They then **stress-test** the AI’s contribution against the article, relevant information and what they have learned. Students present their conclusions and respond to questions.

“Where did AI get it wrong, or where did AI get it right?”

The final explanation matters: students need to stand behind their argument when questioned.

Marc’s additional step: reflection across the learning process

Marc proposed adding reflection to each iteration of an activity or simulation. Students should explain what they did, what they learned and how their decisions developed over time.

He also argued for making AI use visible within the assessment, so that educators can examine the student’s contribution and the role of the tool.

What this adds to assessment: Evidence of how a student’s reasoning develops, alongside the final decision.

Learning activities educators contributed in the chat

Connecting AI use to real supply chain work

- **Klaas Stek described** challenge-based work with company problems, structured ideation and student co-creation with AI. His research with employers also examines skills for AI-driven procurement roles.
- **Maurice Keuch described** assessments linked to a real company. He checks that students have engaged with it through contact with the supervisor and a signed logbook of visits.
- **Guy Jacques described** using AI to help students understand supply chain topics and support their research. He raised the distinction between learning *with* AI and using it to solve a task for students.

These contributions show different ways to make students apply concepts, explain their work and connect learning to practice. **They are examples shared in the chat, not approaches evaluated by the panel.**

Assessments

The opening survey raised doubts about both **skill development** and the relevance of existing assessments.

Later, after presenting the sandwich model, Egge returned to it specifically as an **assessment framework**.

He asked what educators should assess in each part:

- **Problem framing:** Can students define a meaningful problem and objectives?
- **Analytical work:** Do they understand the supply chain concepts and methods involved?
- **Evaluation and decision:** Can they question AI's output, explain trade-offs and justify their choice?

That led to the panel's practical question: **What evidence would show that the student learned, rather than only that the task was completed?**

Assessment needs different kinds of evidence

One assessment format cannot capture every part of the process.

Part of learning	Approaches discussed
Framing, teamwork and evaluation	Observe students' process and discussions; examine how they engage with AI.
Individual understanding of fundamentals	Use oral exams or other individual assessments, including tasks completed without a device.
Reasoning behind a recommendation	Ask students to explain and defend their decision.
Development over time	Ask students to reflect on their choices and what they learned.

Example: In Deodat's course using The Fresh Connection simulation, the inbuilt AI tutor tool gives him insight into student conversations with AI and helps him identify difficulties and open questions to address in class

Assessment ideas educators contributed in the chat

Approaches to test and discuss

- **Ed Weenk proposed:** Give students a case and an AI-generated analysis. They can use the analysis, but must take responsibility for the recommendations they submit. **Ed said he had not yet tested this idea.**
- **Josanne Heeroma plans:** Change the context or variables after students research a concept, then use an oral discussion to probe their process and understanding.
- **G López Hermann described:** Give a proctored quiz, then ask students to answer again the next day in teams with AI.
- **V.G. Venkatesh suggested for executive assessment:** Examine the prompts students use during AI-assisted analysis.

Question for educators: Which part of the student's understanding would each approach reveal, and what would still need a separate check?

The assessment challenge still open

Egge explained that Inchainge had focused on helping educators assess individual understanding of concepts taught through the business simulation. (Read more here: https://inchainge.com/education/assessment-portfolio/)

He then raised a harder question: **how to assess problem framing, critical evaluation and teamwork in a way educators can use at scale**.

The panel discussed observation, AI tutor interactions, oral defence and reflection. It did **not** settle on one scalable solution for every setting.

An invitation from the discussion: Share approaches that make these parts of students' work visible and assessable.

Q&A: Online learning and fair access

Tracy brought audience questions about online classes and unequal access to AI tools into the discussion.

Deodat described separate learning objectives for campus and online students, including experienced professionals in the online group. He uses online oral exams to check their understanding of fundamentals and prefers teaching principles over training students on one changing AI model.

Jane described designing assessments to be largely the same for students studying online and in person.

Marc returned to disclosure and integrity when students can use other tools outside an educator's view.

Still open: How should educators judge students fairly when their available AI tools differ?

Questions educators raised in the chat

Assessment • What should we grade when AI can produce the calculation, case analysis or recommendation? • How can we assess supply chain knowledge separately from AI use and prompting? • What should students disclose about AI's contribution to their work? • How can we assess individual learning, especially in team work and online courses?	**Teaching and course design** • What should leave an already full course to make room for AI skills? • How should case discussions change when students arrive with AI-generated analyses? • How can students learn to verify AI outputs and avoid over-reliance? • What are the distinct roles of AI tools and simulations in supply chain education?
Preparing for work • Which supply chain roles and tasks are changing, and what skills will graduates need? • Which AI tools are companies using that students should understand?	**Fair and responsible access** • How can assessment remain fair when students have different tools, including paid or employer-provided AI? • How can educators use AI within their institution's data protection and security rules?

THANK YOU!

Thank you for the thoughtful questions and the energy you brought to the discussion.

Several important questions deserved more time than we had during the session. We'll consider them as we explore AI developments for our experiential learning solutions and connect them to the challenges and opportunities educators shared in our *Dual Challenge of Supply Chain Education* discussion.

We're reviewing the questions and will be in touch with how we plan to return to them and share answers.

Your perspective matters

Help shape what comes next

What will you take back to your classroom?

- **Your key takeaway**
- **The challenge(s) you are facing**
- **We're exploring practical ways to help students use AI thoughtfully and effectively. Have you tried a classroom activity, assignment, or assessment approach that works? Or do you have an idea you'd like to test?**

TAKE THE 2-MINUTE SURVEY

Scan the code or visit:

https://forms.cloud.microsoft/e/mtG6X2E47B

Global Educator & Trainer Challenge 2026 – Fall Edition

Compete against educators but also professional trainers from all around the world!

Theme this year: Supply Chain Essentials in The Fresh Connection

Date: November 9th - November 20th, 2026

Flexible and free participation: Register individually. Inchainge will pair participants into teams of two.

SCAN ME

Or visit:
https://inchainge.com/gec

