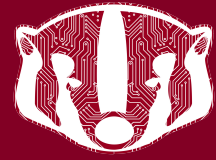


AI-Resilient Assignments

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AI ASSESSMENT TRAFFIC LIGHT

AI Prohibited - No AI use allowed.

Use when:

Teaching foundational knowledge
AI use will detract from learning outcomes

AI Limited - AI use allowed with clear restrictions.

Use when:

AI use will enhance learning outcomes
Boundaries and expectations are clearly defined

AI Aligned - AI intentionally integrated.

Use when:

AI is a workplace-relevant skill
Students learning outcomes enhanced with AI-supported work
AI use itself becomes part of the assessment

How to join the AI Canvas Teaching & Learning Community

- 1 Click the Courses tab in the Canvas Global Navigation Menu.
- 2 Select "All Courses."
- 3 Click "Browse More Courses."
- 4 Search for "KCC AI Teaching Community."
- 5 Click "Join this Course."

Replace Detection WITH DESIGN

Well-designed assessments reduce incentives for inappropriate AI use and make learning more visible



Students learn more when we assess how they arrived at an answer, not just the final answer

Examples:

- Annotated reading
- Concept maps
- Scaffolded assignments
- Reflection activities
- Active learning
- Field-based or experiential learning
- Collaborative learning
- Proctored assessments when appropriate

Questions?

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Assignment Redesign Checklist

IF AI REMOVES THE THINKING YOU WANT STUDENTS TO PRACTICE, REDESIGN THE ASSIGNMENT. IF AI SUPPORTS THE LEARNING YOU WANT STUDENTS TO ACHIEVE, TEACH STUDENTS HOW TO USE IT WELL.

1. What learning outcome am I assessing?

Before redesigning an assignment, identify exactly what students should know or be able to do.

Ask:

"What evidence would demonstrate achievement of this outcome?"

Examples:

Learning Outcome	Possible Evidence
Analyze a text	Annotation, discussion, explanation of reasoning
Solve a math problem	Solution process, error analysis, verbal explanation
Conduct research	Source evaluation, synthesis, reflection
Create a design	Iterations, critique, design rationale

2. Is the Assessment Measuring Process, Product, or Both?

When students show their work, learning becomes visible regardless of whether AI was involved.

Strategies:

- Draft submissions
- Checkpoints
- Reflections
- Planning documents
- Peer review
- Revision narratives

3. Do I want the assignment to be AI Prohibited, Limited, or Aligned?

The first decision is not whether AI is "good" or "bad." The question is what role, if any, AI should play in this specific learning experience.

Ask:

- What knowledge or skill must students perform independently?
- Why would AI interfere with learning in this situation?
- Is AI use part of the learning objective?

4. Have I Clearly Communicated AI Expectations?

Clear communication is often more important than the specific AI policy you choose.

Clarify

- Whether AI is allowed
- When AI is allowed
- How AI may be used
- How AI should be documented
- Why these boundaries exist