

Teaching with AI:

Designing AI-Aware Learning Experiences



Start With Learning Intent, Not AI

What must this assignment prove about student learning? The focus shifts from "Is AI allowed?" to identifying what cognitive work students must perform independently.

Define Essential Evidence of Learning

Before setting AI policies, identify what students must demonstrate without assistance. This clarity ensures your assessment measures genuine understanding rather than tool proficiency.



Independent Reasoning

Does the task require original interpretation or analysis that reveals how students think?



Evidence Selection

Must students choose and justify specific evidence to support their arguments?



Contextual Application

Does the assignment require applying concepts to new or unique situations?







Professional Judgment

Is ethical reasoning or disciplinary expertise central to the task?

Place the Assignment on the AI Role Continuum

Move beyond binary thinking. Instead of "allowed vs. prohibited," consider where each assignment sits on a continuum based on learning goals. Different assignments may occupy different positions.

Level 1: Prohibited AI would compromise evidence of learning entirely		Level 2: Minimal Support AI assists with peripheral tasks like brainstorming; core thinking remains student-driven		Level 3: Scaffolded Support AI supports specific stages with required verification and justification
Level 4: Partnered Creation Students critique and revise AI output; assessment emphasizes decision-making		Level 5: AI as Object of Study Students analyze AI accuracy, bias, and limitations as the learning goal		Level 6: AI as Environment AI integrated into authentic professional practice with justified tool selection