

MODULE 4 · From AI-Proofing to AI-Resilience

Lecture 4.2

Making Thinking Visible Without Making Work Explode

Evidence or paperwork?



Evidence

Reveals a learning-relevant decision.



Paperwork

Demonstrates compliance without revealing decisions.

The test is one sentence: ***“What learning decision does this make visible?”*** If you cannot answer, it is paperwork.

Menu of process-evidence forms.



Annotated source trail

Student marks where decisions were made.



Decision memo

One paragraph explaining the key choice.



Asynchronous oral defense

60-second recorded video answering one question.



LMS quiz + short answer

Rapid in-LMS follow-up.



Selected prompt excerpts + reflection

Student submits only selected exchanges that demonstrate a learning-relevant decision.



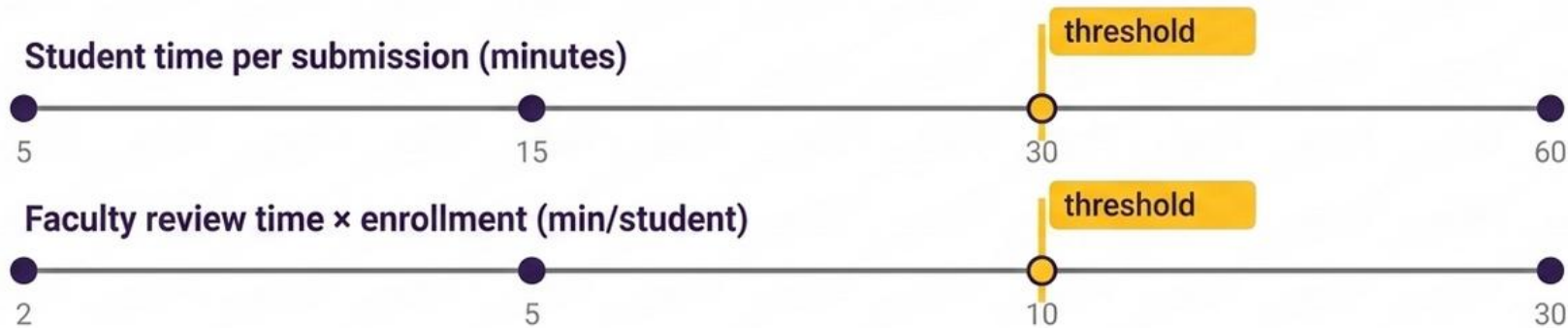
Student vs. AI + critique

For advanced courses.



Pick at most one. Two is workload. Three is surveillance.

Workload audit.



Workload risk *If either slider passes the marked threshold, the evidence is wrong-sized. Revise or remove.*

The rule of one.

Add at most one new process-evidence element per assignment.

If the assignment contains several weak evidence requirements, consolidate them into one strong requirement.

The surveillance trap.

Refused requirement

Looks like accountability

Required: every prompt and every AI response submitted.



Actually

Exposes private data students entered incidentally

Generates volume instructor cannot read

Shifts burden to students without reciprocal documentation



Privacy risk



Litmus Test: If you would not require students to submit their notebook every week, do not require them to submit their prompt log every week.

Selected excerpts are acceptable; complete raw transcripts are not.

Two rubric rows.

	Quality	What the decision memo does
	Strong	Names the decision, identifies an alternative, and explains the reasoning. Maximum 150 words.
	Weak	Restates the assignment, names no alternative, and provides generic reasoning.

Equity dimension.

Design options, not disclosure demands



Offer written or voice-memo reflection to all students.



Allow language-of-thought drafting or recording when English production is not the learning outcome.



Use a 72-hour completion window unless rapid response is itself the learning outcome.

Your move.

In the redesign template, choose exactly one process-evidence element.
Specify student time, faculty review time, and one rubric line.

Your redesign must name exactly one process-evidence element, student time, faculty review time, and one rubric line.



Elaborate *In one sentence, name the one process-evidence element you will add and the one learning decision it will reveal.*