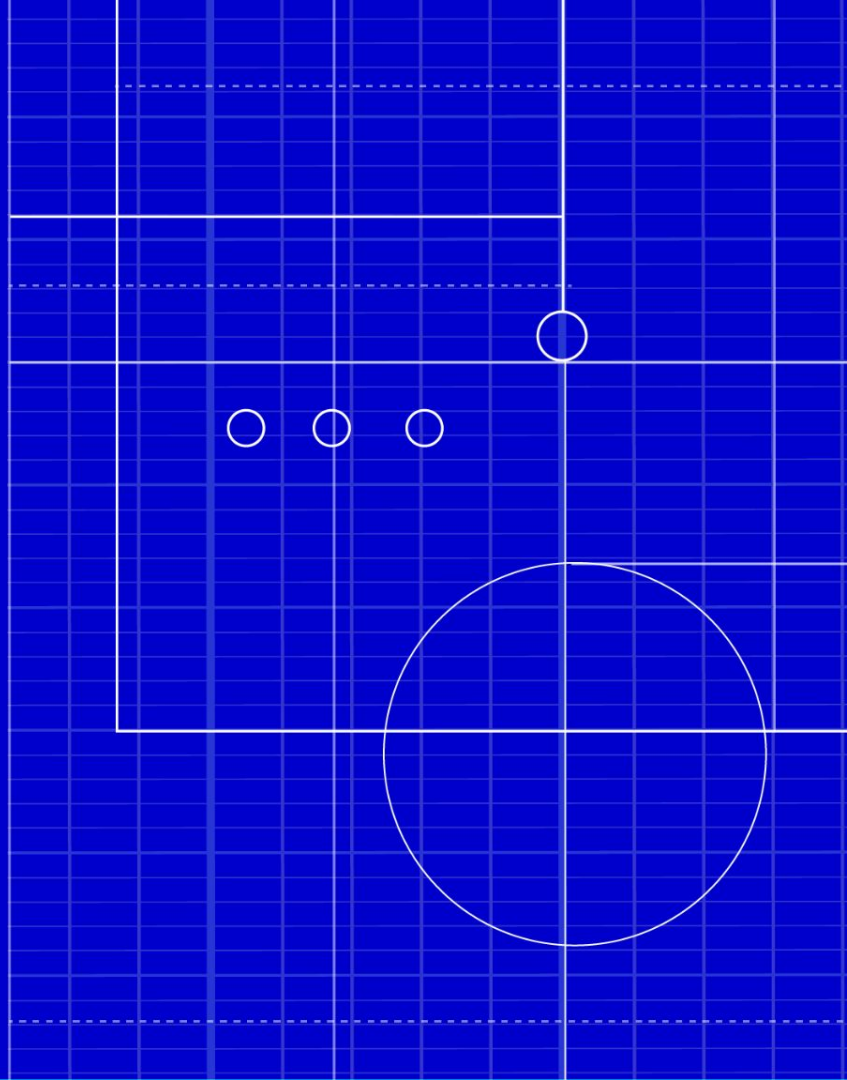
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# The AI Antidote

Process-Based Assignments That Show Real Learning



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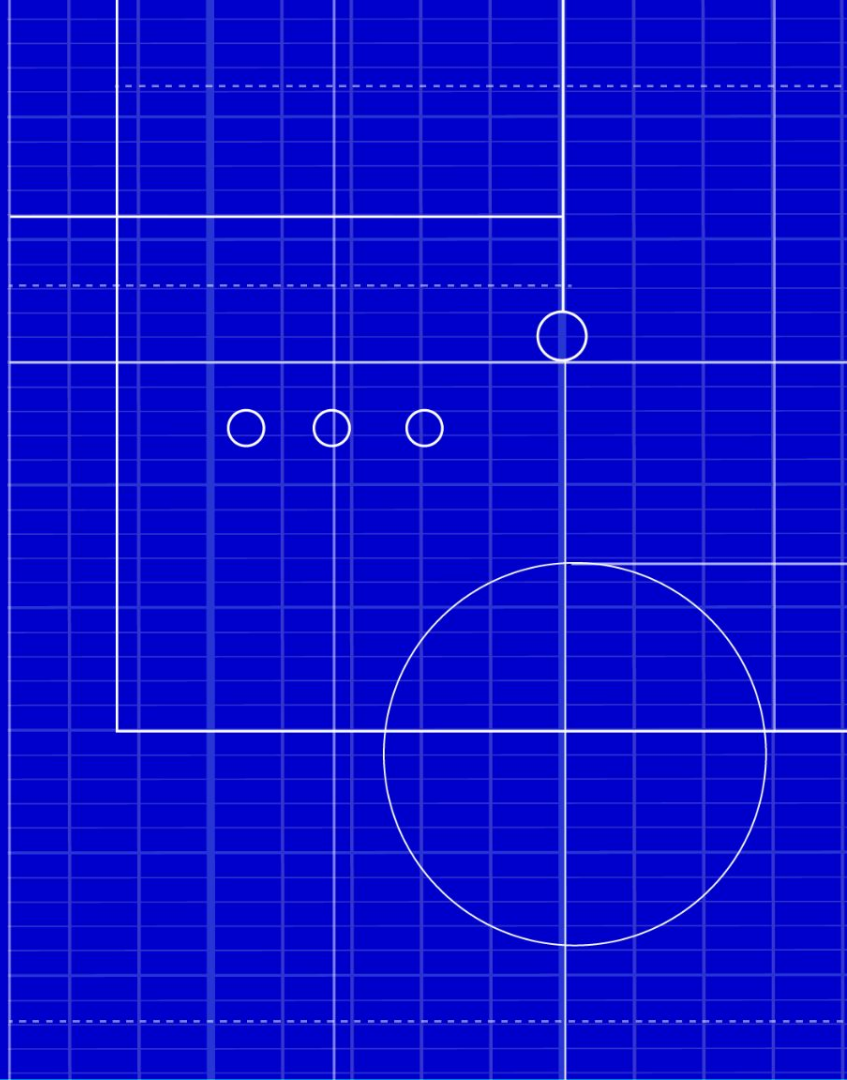
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What is one thing students need to be able to do confidently in your course?

# Design Lab:

## Build a “Practice Before Performance” Sequence



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# Return to the Performance

At the beginning of the webinar, you answered this question:

**What is one thing students need to be able to do confidently in your course?**

Now, complete this sentence:

**Students ultimately need to be able to _____.**

Make it *specific*.

"Think critically" →

"evaluate the credibility of competing sources"

"choose and justify an appropriate problem-solving approach."

# Where is the biggest gap in your students' current path toward that performance?

A. Their first real attempt already carries significant consequences.
B. They practice, but feedback comes too late to use.
C. They receive feedback, but do not get a meaningful opportunity to try again.
D. Practice exists, but students do not understand how it connects to the eventual performance.
E. I'm not sure yet.

# Build the Feedback Loop

## The First Attempt

**Before the higher-stakes performance, students will first: _____.**

Keep this attempt focused and manageable. Students might:

- Determine a problem solving strategy
- Solve one part of a larger problem
- Draft an outline, opening, hypothesis, or proposed approach
- Make and explain a prediction
- Analyze an example or sample
- Rehearse part of a presentation or performance
- Respond anonymously to a challenging question
- Practice applying one step of a larger process

# Build the Feedback Loop

## Feedback or Reflection

**Before trying again, students will receive or use: _____.**

This might include:

- Comparing their response with a model or example
- Receiving focused peer feedback
- Using a rubric or checklist to assess their own work
- Discussing the distribution of responses from an iClicker poll
- Reviewing common patterns identified by the instructor
- Explaining what they would keep, change, or reconsider

# Build the Feedback Loop

## Retry, Revision, or Transfer

**Students will then: _____.**

They might:

- Revise the original attempt
- Answer the question again after discussion
- Solve a similar problem using what they learned
- Apply feedback to the next section of an assignment
- Rehearse the performance again
- Explain how and why their thinking changed
- Transfer the skill to a new situation

# Make It Recoverable and Meaningful

## Make It Recoverable

**This first attempt will feel safer or more recoverable because: _____.**

You might consider:

- Low points or completion credit
- Anonymous or private participation
- Clear criteria or an example before students begin
- Feedback provided before a grade is assigned
- Permission to revise without penalty
- Multiple ways to participate
- Enough time and support to act on feedback

# Make It Recoverable and Meaningful

## Make the Purpose Visible

Complete the sentence you could share directly with students to introduce the assignment:

**“We are practicing this now because, when you get to _____, you will need to be able to _____.”**

# Design Lab: “Practice Before Performance” Sequence

## The Takeaway

**Students ultimately need to: _____**

**Before it counts, they will first: _____**

**They will receive or use this feedback/reflection: _____**

**They will then retry, revise, or apply it by: _____**

**The first attempt is recoverable because: _____**

**I will make the purpose clear by saying: _____**

# Design Lab: “Practice Before Performance” Sequence

## ✨ Optional AI Design Partner ✨

I am a college instructor teaching **[COURSE OR DISCIPLINE]**. Students ultimately need to be able to **[DESCRIBE THE IMPORTANT PERFORMANCE]** during **[ASSIGNMENT, EXAM, DISCUSSION, LAB, PRESENTATION, OR PROJECT]**.

Right now, students tend to struggle with **[DESCRIBE THE CHALLENGE]**.

Help me create a simple “Practice Before Performance” sequence that includes:

1. A focused, low-stakes first attempt
2. A manageable feedback or reflection step
3. An opportunity to retry, revise, or apply what students learned
4. One way to make the attempt feel safer or more recoverable
5. A brief explanation I can give students connecting the practice to the eventual performance

My constraints include **[CLASS SIZE, AVAILABLE TIME, GRADING CAPACITY, TECHNOLOGY, OR OTHER CONSTRAINTS]**.

Keep the sequence practical, adaptable, and low-prep. Make sure each step practices the same underlying skill and does not significantly increase grading time.

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# What is one low-stakes practice opportunity you are adding or strengthening?

iClicker

# Q&A

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