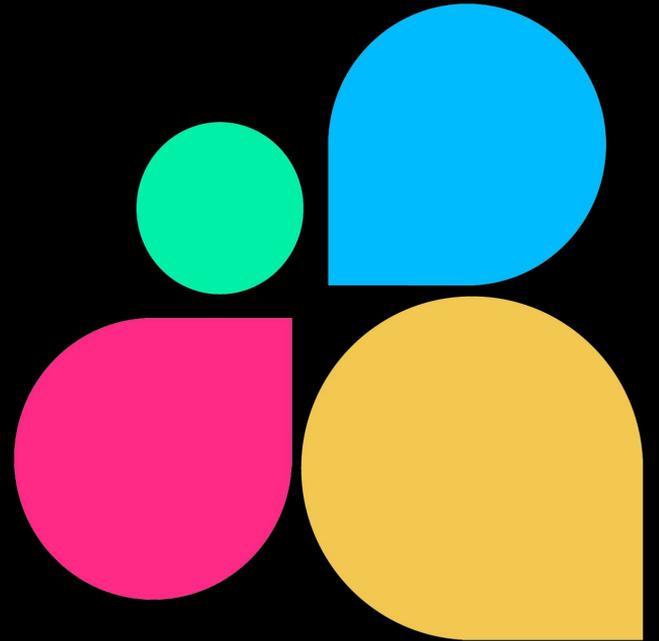
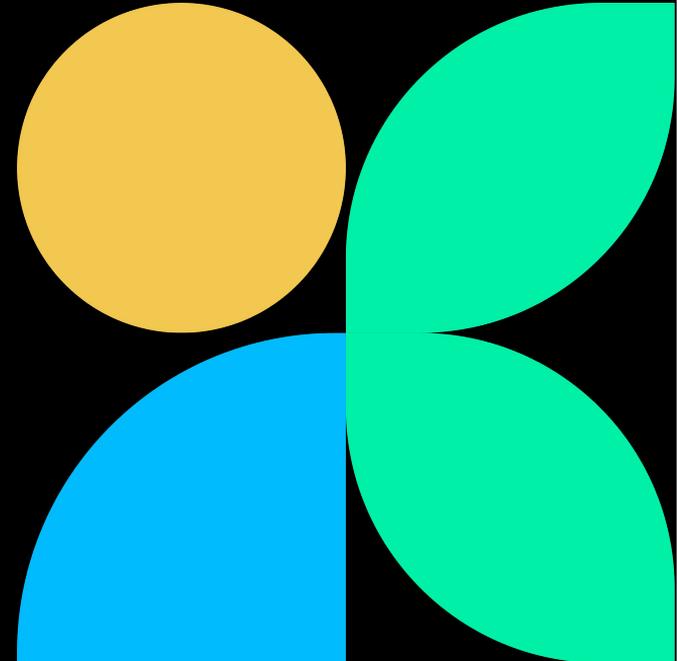


# What's Old is New Again

Time-Tested Pedagogies for a  
Tech-Saturated Age



# The Enduring Anchor Design Lab



## What's Old is New Again

Go to

join.iClicker.com  
**ESDV**



Share this join link with students

Copy

# Choose an assignment to rethink

For this activity, select an assignment that:

- Feels too focused on the final product
- Could be completed with minimal visible thinking
- Students often misunderstand or rush through
- You suspect AI could complete reasonably well
- Assesses something important—but not necessarily something enduring

You do not need your most complex assignment.

Choose one that feels ready for refinement.

---

## The Core Skill

In my assignment, students must be able to: \_\_\_\_\_

### Examples:

- Evaluate competing claims using credible evidence.
- Design and interpret experiments.
- Apply theory to ambiguous situations.
- Construct a defensible argument.
- Analyze patterns in complex data.

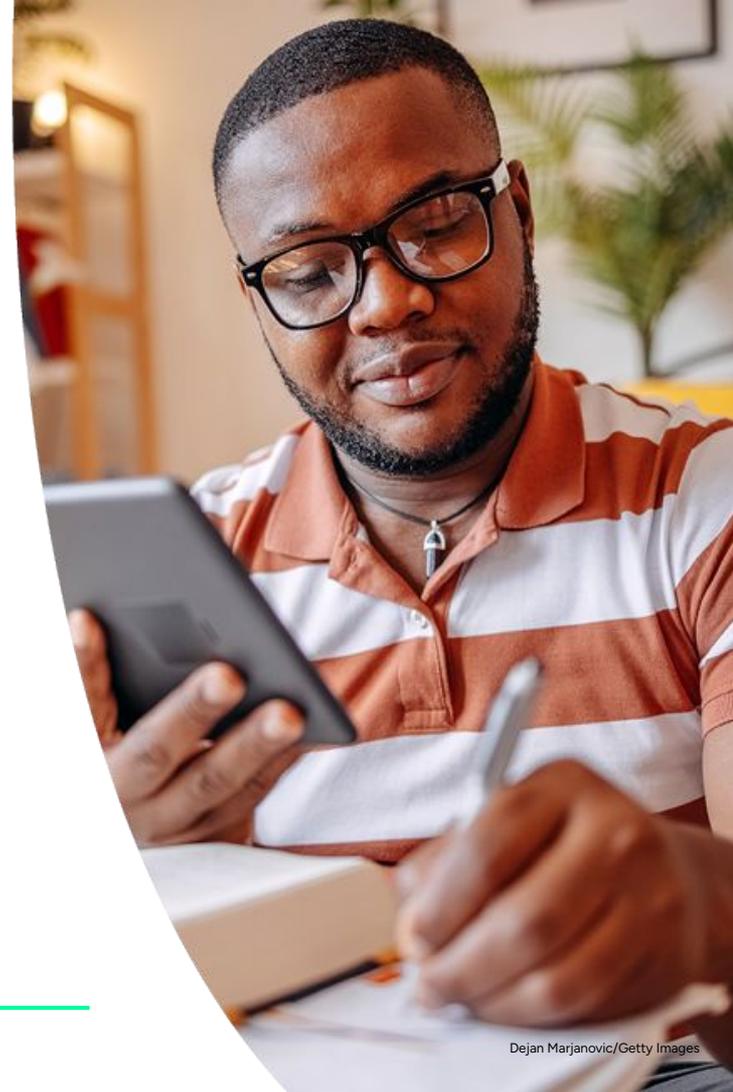


## The "So What?"

This skill must endure because: \_\_\_\_\_

Why does this skill matter beyond the  
classroom?

---



## The Stress Test

Where could a student bypass the thinking you care about most?



## LEVEL 1: Small Shift (Low Lift)

**Make thinking more visible without changing the assignment structure.**

**Choose one:**

- Add a reflection memo explaining decision-making
- Require annotated drafts
- Add a goal-setting or revision checkpoint
- Include an AI-use transparency statement
- Require students to explain how they approached the task



## LEVEL 2: Structural Adjustment (Moderate Lift)

**Adjust how students demonstrate mastery.**

**Choose one:**

- Offer two formats for demonstrating the same anchor
- Add peer feedback before submission
- Break the assignment into staged checkpoints
- Incorporate revision as part of grading
- Add a real-world scenario to frame the task



## LEVEL 3: Anchor-Centered Redesign (High Impact)

Redesign the assignment fully around your enduring anchor.



### Consider:

- What would this look like in a real-world context?
- How can students demonstrate the anchor in an authentic setting?
- How can the assessment emphasize reasoning over output?

# Belonging & Access Check

Before finalizing, review your redesign.

- 
- 
- ✓ Clearly define what success looks like
  - ✓ Provide a low-stakes entry point
  - ✓ Allow revision or iteration
  - ✓ Make expectations explicit
  - ✓ Avoid rewarding prior privilege
  - ✓ Offer more than one way to demonstrate understanding



Macmillan  
Learning

