AI-Resilient Assignment Design

Sara Rzeszutek & David Kocik

Winter Warmup

December 16, 2025

QILT

Innovations in Learning & Teaching

Agenda

Why AI-Resilient?

Assignment Design Strategies

Process and Product

Workshop Your Assignments

AI-Resilient Assignments:

Develop skills and/or knowledge without the incorporation of artificial intelligence tools

Emphasize human-centered approaches to learning

Build foundational and higher-order capabilities that fuel success across disciplines

Teach students that what they do in the process matters

Can utilize AI to highlight the value of human work

Don't require us to go back in time, eliminate technology altogether, or be cops rather than teachers

Assignment Design Strategies

Backwards Design

- Start with your outcomes
  - What should students know, understand, and be able to do at the end of this assignment?
- Does the product need to be presented in a particular format (such as written), or can you offer options?
- Do your assessment strategies match your learning outcomes?

Scaffolding

- Use the TILT Framework to break assignments into manageable tasks
- Consider chunking large assignments
- Feedback at every step!

Building Buy-In

- Explain why students are doing this work: what should they expect to get out of it, beyond a grade in your class? Why does the process matter?
- Ask students why they think they're doing it and build a conversation.
- Develop mutual trust and goodwill with your students

Process and Product

Are your students only graded on the end product or on their growth throughout the process?

How will you value growth, practice, authentic voice, and humanity in your assignment?

How will you communicate with students about how they're being assessed throughout?

How will you demonstrate to them why AI doesn't have value in your assignment?

Can AI reinforce your AI-resilient goals?

P.A.I.R.R. Framework

Use AI to demonstrate hallucinated citations or bad research

Have students critique AI-produced work

Have AI do a very specific task at a clearly defined point in the assignment

Use the AI Stoplight Method to indicate rules to students:
Red = Explicitly forbidden
Yellow = Ask me first
Green = Feel free to use in specified ways

Workshopping: Work independently on the following

- Does the assignment's outcomes match your broader learning goals in the course?

- Is the modality of your assignment important, or can you give students multiple options?

- Is your large assignment broken out into manageable steps, and assessed with feedback along the way?

- Have you communicated the reasons for your AI policy on this particular assignment?

Feedback from a colleague

Sit in groups of three or so. Try to work with people outside your discipline.

Identify someone to keep track of time.

Share, either verbally or in written form, the assignment you're working on revising. Spend about 3-4 minutes per person on this.

Listen/read as though you're a student receiving the assignment for the first time:

Do you understand what the assignment asks of you?

Are the purpose and tasks clear and engaging?

Where might you be confused about AI use, or tempted to use it inappropriately?

QILT.qu.edu | QILT@qu.edu

Spend time beginning to revise. When revising, consider:

If you were a student:

• Are you confident you understand the process and the rules around AI use?

• Do you understand why this work, done without AI, will help you learn useful things?

Consider adding real-world examples to:

• Illustrate what good human-centered work looks like.

• Check/demonstrate students' understanding of the importance of the process.

Visit our QILT AI Hub:
https://qilt.qu.edu/ai

Contact us: QILT@qu.edu
sara.rzeszutek@quinnipiac.edu
david.kocik@quinnipiac.edu