

Course and assignment designs that deter low-effort AI use while preserving formative struggle. Questions? Contact: Shelley B. Rohde Poole, srohde2@msudenver.edu

1. Write out 3 reasons you want your students to practice without AI:

2. Write out 3 reasons that you think AI is harming their learning:

3. Soapbox talk prep:

- Who are you?
- How did you get here?
- What struggles helped you learn?
- What qualifies you to tell them how to learn?
- What is most important to you in what they do?
- Who is in your class?
- What are their majors/career intentions?
- How will this content impact their goals? (Particularly beyond the classroom)
- How will this practice benefit them beyond the course/content/college?

4. Draft your soapbox talk: (or start an outline)
5. Draft some effort-based questions (like my JiTT questions that are focused on understanding and not computation) for one of your regular courses
6. Write down two things you can reasonably change in your upcoming courses to deter the use of AI.