AI ISN'T CHEATING

Teaching Students to Think With AI (Not Just Copy From It)

Dr. Jean M. Hess

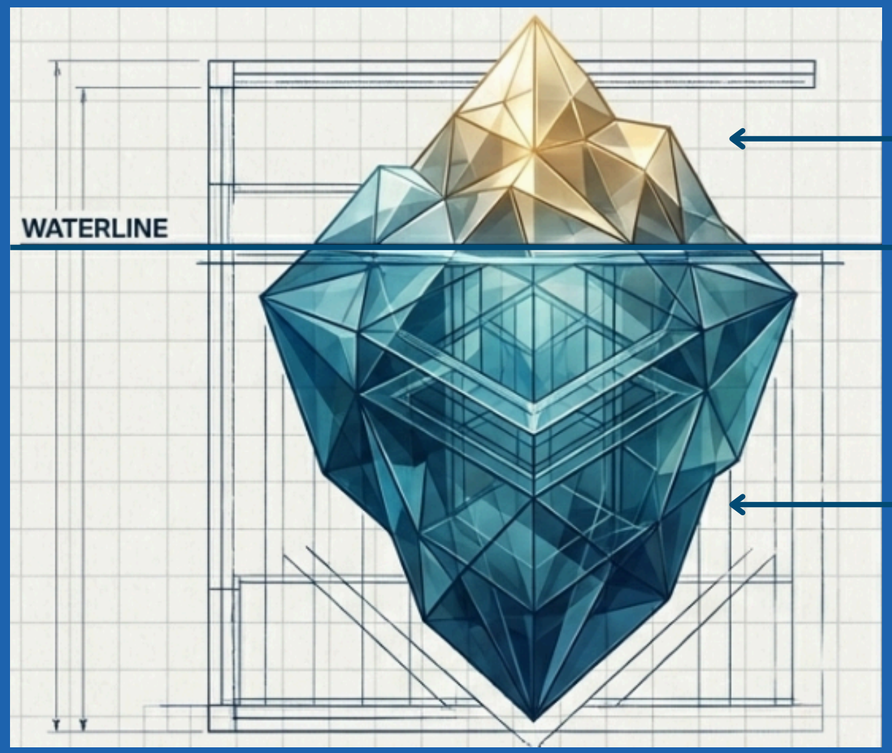
AGENDA

Agenda for today's main discussion:

Teaching Students to Think With AI (Not Just Copy From It)

1. DISCUSSION QUESTIONS
2. BEST PRACTICES
3. ACTION STEPS
4. CLOSING & FREEBIE

THE ASSESSMENT ICEBERG

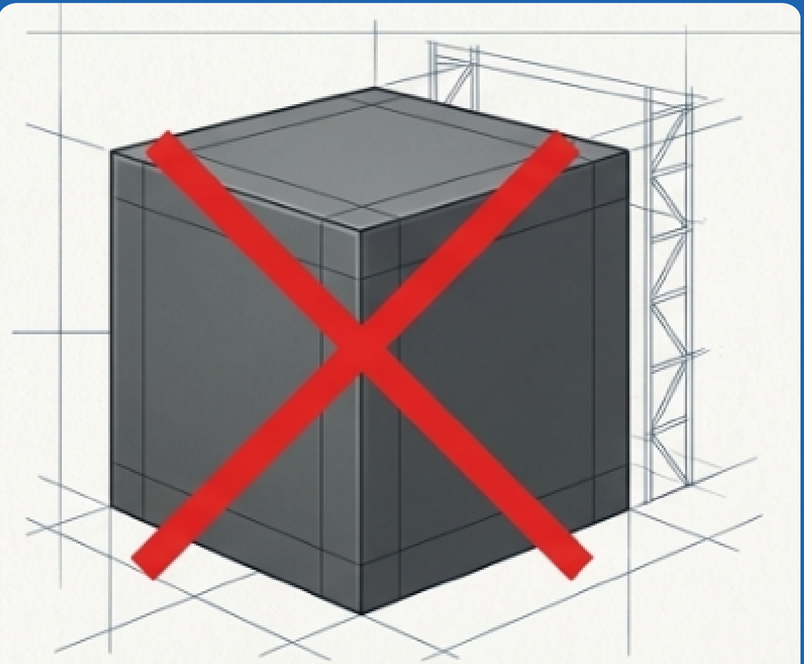


The Final Product: Easily replicated by AI (The essay, the final answer, the completed worksheet.) Traditionally, the only thing we graded.

The Human Cognitive Load: The Thinking Process, Critical Judgment, Personal Context, and Iterative Revision

The Takeaway: We can no longer just grade the tip of the iceberg. We must design assignments that make the underwater structure visible.

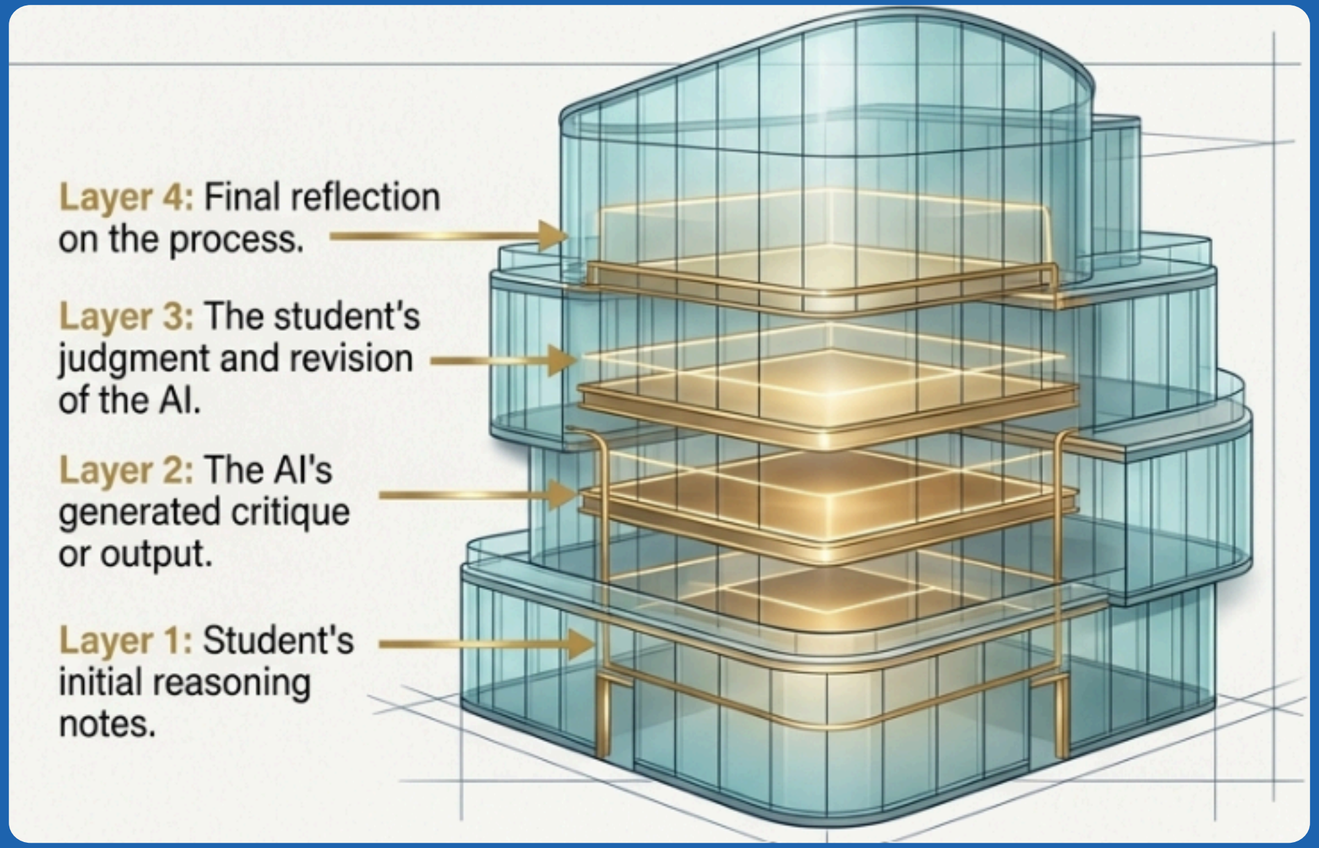
REDESIGNING FOR TRANSPARENCY: THE GLASS BOX ASSIGNMENT



The Black Box

Opaque. The teacher only sees the final output, making it impossible to separate student thought from AI generation.



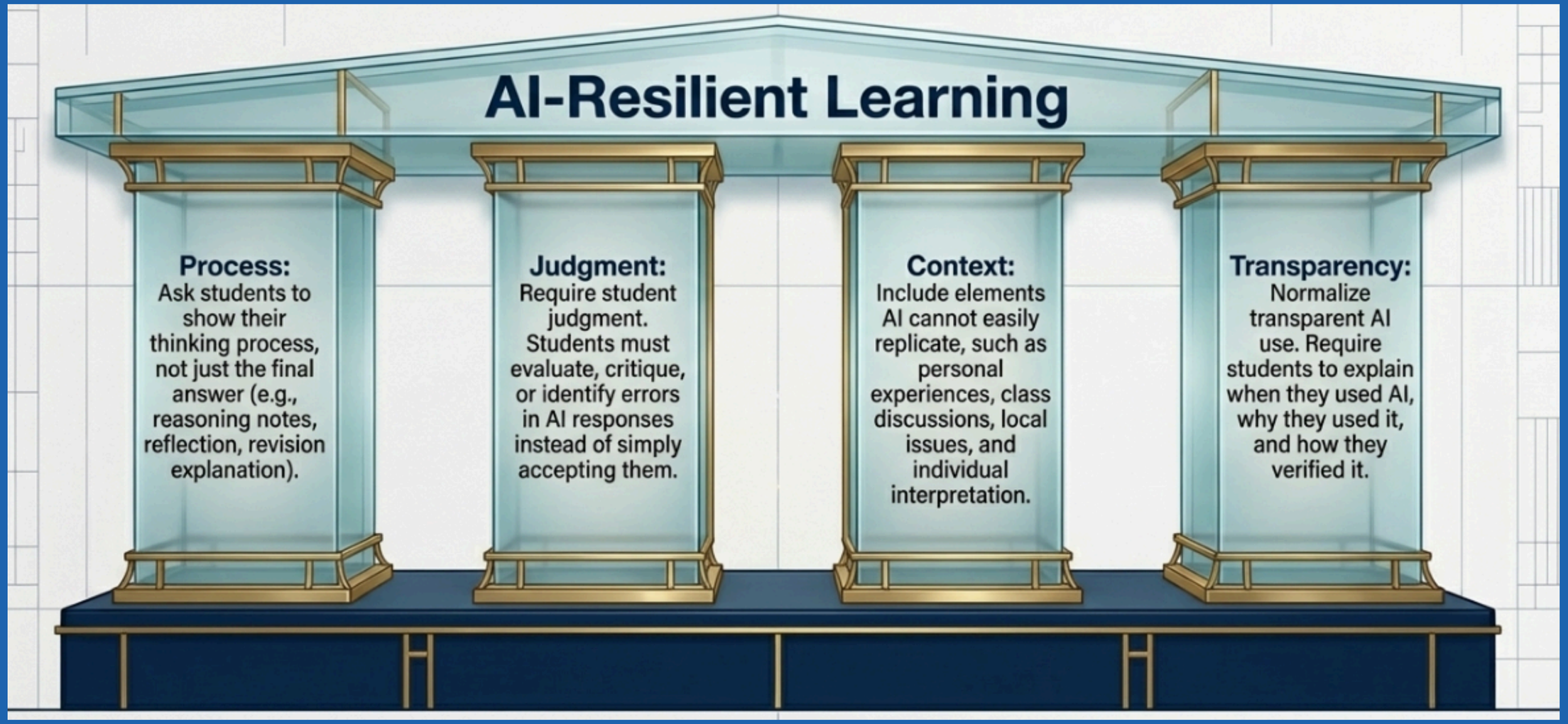


THE PEDAGOGICAL SHIFT



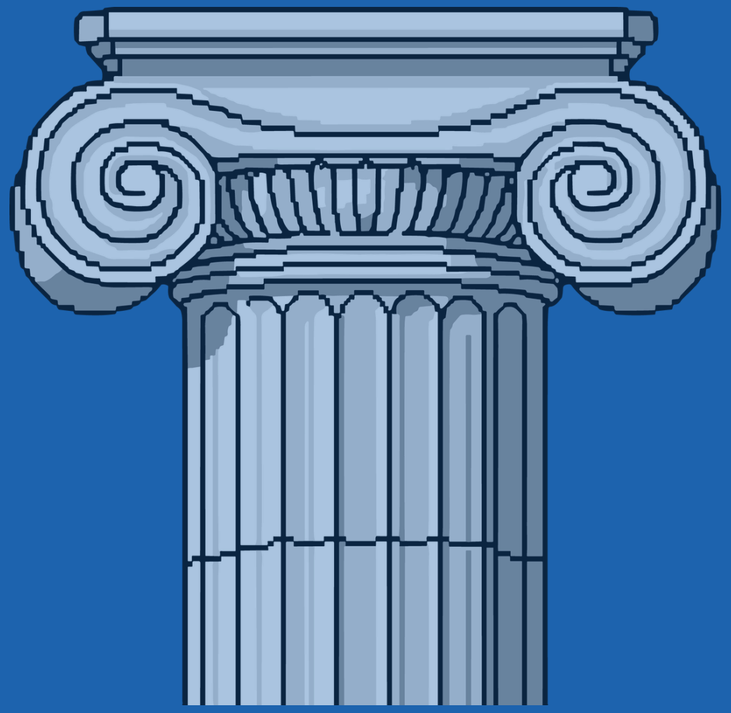
Our role as teachers isn't diminished — it's elevated.
We're not just grading answers anymore.
We're designing for thinking.

THE 4 PILLARS OF VISIBLE THINKING ARCHITECTURE



When at least one of these is present, thinking becomes visible. (More is even better.)

BEST PRACTICES



Pillar 1: Process – Show the thinking, not just the answer

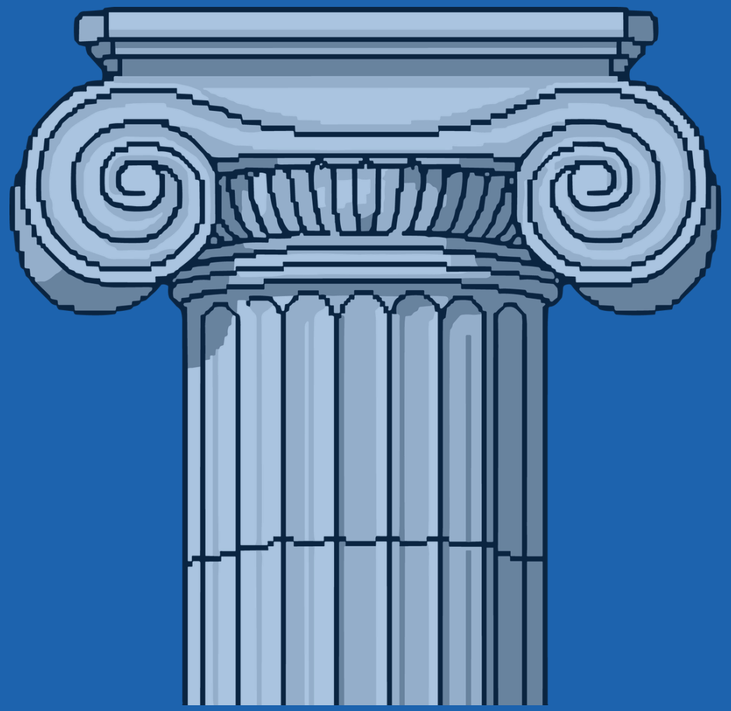
Tell Students:
Don’t just give me your final answer — show me how you got there.

Students include:

- how they approached the task
- one challenge they encountered
- how they worked through it

Prompt:
What steps did you take to arrive at your answer, where did you get stuck, and how did you work through being stuck?

BEST PRACTICES



Pillar 2: Judgement – Evaluate ideas, don't just accept them

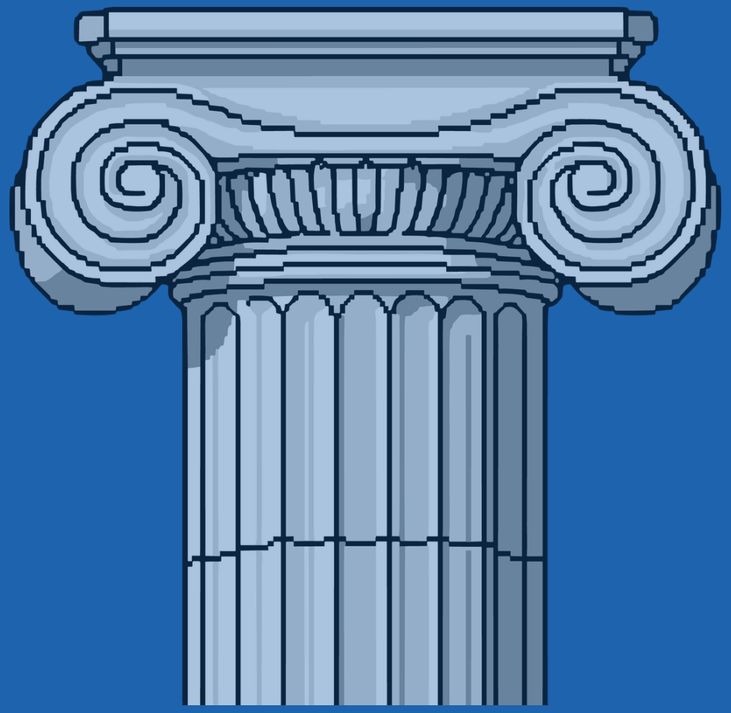
Tell Students: Don't assume the answer is correct – decide what you agree with.

Students include:

- one idea they found useful
- one idea they questioned or rejected
- what they changed and why

Prompt:
What did the AI get right, what did I miss, and what did you decide to change?

BEST PRACTICES



Pillar 3: Context – Connect learning to real experience

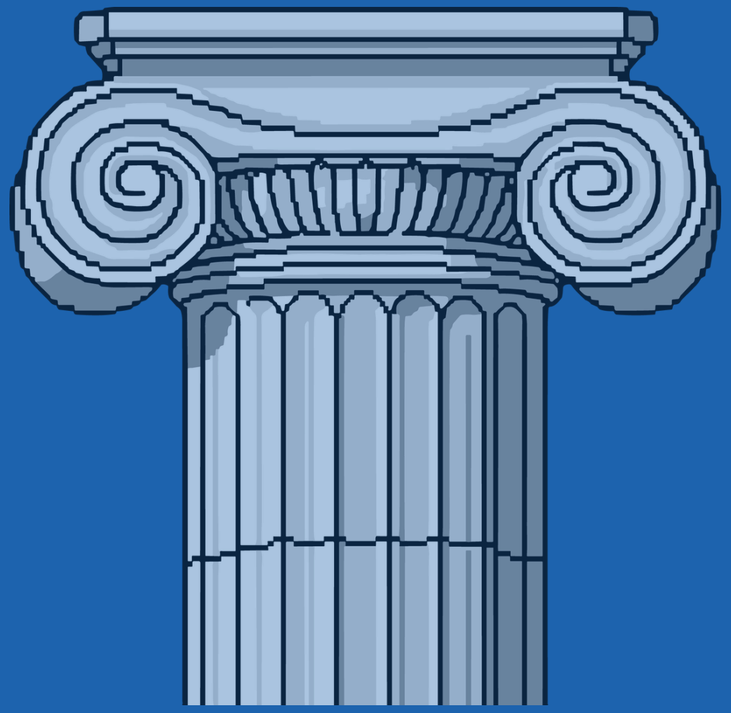
Tell Students: Connect this to your life, our class or your community.

Students include:

- a personal example
- a class connection
- or a local/community example

Prompt:
Connect this concept to something you've experienced or discussed.

BEST PRACTICES



Pillar 4: Transparency – Make AI use visible

Tell Students: If you use AI, show how and why you uded it.

Students include:

- the prompt they used
- what they kept or rejected
- how they checked or improved it

Prompt:
If you used AI, explain what you used, what you changed, and how you used it.

ACTION STEPS

Add a thinking step

Ask students to explain how they got their anwer.

Ask students to evaluate an idea

Have them identify what's strong, weak or missing.

Add a real-world connection

Ask students to connect to their experience or class.

Make AI use visible

Ask students to explain what they kept, changed, or questions.

Thank You!

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Register at qualitymatters.org/q-up

Let's connect!
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A gift!

A Quality Matters Event
Q-Up K-12 for Digital Quality

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