

Facilitator Implementation Guide

Workshop Title: Outsmarting AI: The Assignment Makeover Method

Format: Interactive Professional Development (45–60 Minutes)

Target Audience: Higher Education Faculty, Instructional Designers, Adjuncts, and Department Chairs

Executive Summary & Workshop Intent

This implementation guide equips facilitators (instructional coaches, teaching center staff, department leads, or peer mentors) to run an engaging, non-judgmental, and practical workshop on assignment redesign in the age of generative AI.

Rather than focusing on institutional policy debates or unreliable detection tools, this session empowers faculty with a repeatable, four-step framework (**AUDIT, ANCHOR, DESIGN, ALIGN**) to make their assignments AI-defensible while preserving workload sanity.

Master Agenda & Time Allocation

Time	Duration	Segment	Key Objective	Primary Artifact / Slide
00:00–00:10	10 mins	The Hook & Reality Check	Establish the scope of AI usage and debunk detector software.	Slides 1–18
00:10–00:20	10 mins	The 10-Second Test & Framework	Demonstrate AI vulnerability and introduce AUDIT, ANCHOR, DESIGN, ALIGN.	Slides 19–27

Time	Duration	Segment	Key Objective	Primary Artifact / Slide
00:20–00:35	15 mins	Exemplars & Walkthroughs	Analyze before-and-after assignment transformations across disciplines.	Slides 28–40
00:35–00:50	15 mins	Hands-On Application (Workshop)	Participants apply the framework to their own syllabus prompts.	Slides 41–43 + Worksheet
00:50–01:00	10 mins	Debrief, Q&A & Wrap-Up	Share participant makeovers and closing takeaways.	Slides 44–48

Room Setup & Required Materials

1. Technology Requirements

- Projector & screen (16:9 widescreen format recommended).
- Slide deck (PowerPoint or Google Slides).
- Audio capability (if playing any background audio during work time).
- Presenter clicker / remote.

2. Participant Handouts (Printed or Digital)

- **The Assignment Makeover Worksheet** (1 double-sided page per attendee).
- **1-Page Method Cheat Sheet** (AUDIT, ANCHOR, DESIGN, ALIGN quick reference).

3. Room Configuration

- **Cabaret or Pod Seating (Ideal):** Round tables seating 4–6 participants to facilitate peer discussion during the hands-on exercise.

- **Classroom / Theater (Alternative):** Instruct participants to pair up with a neighbor ("Think-Pair-Share") during Slide 41.

Step-by-Step Facilitation Protocol

Phase 1: Set the Tone (Slides 1–18)

- **Goal:** Acknowledge faculty anxiety without letting the session devolve into a debate about cheating ethics.
- **Facilitator Tip:** When presenting the "Which was written by ChatGPT?" activity (Slides 11–13), do not rush the reveal. Ask 2–3 participants *why* they chose Option A or B. This highlights how "polished" writing often tricks us, whereas weird, specific details mark authentic human thought.
- **Key Pivot:** Emphasize Slide 18—detection software creates legal, technical, and pedagogical liabilities. Redesigning the prompt is the only sustainable path forward.

Phase 2: Teach the Method (Slides 19–27)

- **Goal:** Demystify assignment redesign into four concrete levers.
- **Deep-Dive Focus:**
 1. **AUDIT:** Does this prompt live on the red end of the spectrum (generic, summary-based)?
 2. **ANCHOR:** What human skill are we *actually* trying to measure (Bloom's higher-order thinking)?
 3. **DESIGN:** Apply the 4 Levers—*Personal, Process, Performance, Specificity*.
 4. **ALIGN:** Shift rubric weight away from mechanics/formatting toward process and authentic synthesis.

Phase 3: Model the Transformation (Slides 28–40)

- **Goal:** Show, don't just tell.
- **Facilitator Tip:** Pay close attention to Slide 32 (Rubric Shift). Point out that we are **not adding to faculty grading burdens**; we are simply reallocating where points are earned (e.g., grading a 1-page process reflection instead of a 10-page generic

paper).

Phase 4: Facilitate the Activity (Slides 41–43)

- **Goal:** Every participant leaves with at least one redesigned assignment.
- **Instructions for Facilitator:**
 1. Direct participants to pull out a prompt from their own current syllabus (or use one of the sample prompts on Slide 41).
 2. Set a timer for **10 minutes**.
 3. Walk the room actively. Look for participants who are stuck on step 3 (DESIGN) and coach them using the 4 Levers:
 - *"Could you ask them to connect this concept to a specific local business or campus resource?"*
 - *"What if you asked them to submit their initial outline or a reflection on a source they rejected?"*
 4. Spend the final 5 minutes having 2 participants share their "Before & After" makeovers with the whole room.

Print-Ready Participant Worksheet

(Distribute the worksheet to participants prior to Slide 41)

Frequently Asked Facilitator FAQ & Objection Handling

Objection 1: "Doesn't grading 'process' and 'reflections' take way more time?"

- **Response:** "Not if designed correctly! A 1-page process memo or a 3-minute oral defense takes significantly less time to evaluate than reading through a 10-page AI-generated essay that lacks original thought. You are shifting your time from verifying compliance to assessing authentic thinking."

Objection 2: "What if I teach a large lecture hall with 200+ students?"

- **Response:** "Focus on the **Specificity** and **Process** levers. Use automated LMS quizzes that require analyzing a specific case study presented in Tuesday's lecture,

or have students submit peer-reviewed outlines in small groups before submitting their final piece."

Objection 3: "Why shouldn't we just mandate AI detectors like Turnitin?"

- **Response:** "AI detectors have documented high false-positive rates, particularly for non-native English speakers and neurodivergent writers. Relying on them creates major legal and pedagogical risks for the institution, and students quickly learn how to bypass them using paraphrasing tools anyway. Prompt design is the only long-term solution."