Activity 1 - Adapt: TILTing Your Assignments for Clarity

You hand back an assignment and realize half the class misunderstood what you were asking for. The work they submitted was fine, just not what you wanted. If this has happened to you, you're in good company. It happens to all of us. The TILT framework (Transparency in Learning and Teaching) helps prevent this disconnect by ensuring students understand three things: the purpose (why they are doing this), the task (what exactly they need to do), and the criteria for success (how they will be evaluated).

Research shows that TILTed assignments particularly benefit first-generation students and those from underrepresented groups, helping close equity gaps. But manually restructuring every assignment takes hours you don't have. This is where genAI becomes your pedagogical partner. GenAI will restructure your assignment with clear sections for purpose, task, and criteria. But remember: *Does the revised version reflect your teaching style and context?* You know your students best. If the genAI makes the language too formal or too casual, adjust it. The goal is clarity that sounds like you.

Try this prompt: Upload your assignment file, then ask: "`Can you TILT - Transparency In Learning and Teaching framework - this assignment?`"

Activity 2 - Create: Higher-Order Assessment Designer

You want to test whether students can analyze, evaluate, or create—not whether they can recall facts or summarize what you said in class. But designing assessments that truly require higher-order thinking is hard. Too often, we think we're testing analysis when we're really testing memory with extra steps.

GenAI can help you design assessments where students must demonstrate sophisticated thinking, and where simply having access to information isn't enough to succeed.

Try this prompt: "`In my [course name], I want students to [specific skill]. Current question: [paste example]. Design an assessment requiring students to [analyze/evaluate/create] that: (1) Uses new material/contexts, (2) Demands reasoning beyond recall or formulas, (3) Resists simple genAI completion, (4) Includes a rubric distinguishing surface from sophisticated thinking. Provide task instructions, materials, and evaluation criteria.`"

What to look for:

- **Does the task actually require the cognitive level you're targeting?** Check that analysis tasks require breaking things apart, evaluation tasks require judgment against criteria, creation tasks require original synthesis.
- **Would a student with strong content knowledge but weak thinking skills struggle?** That's a good sign—you're testing thinking, not just memory.
- **Is the rubric focused on thinking quality, not surface features?** Length, vocabulary, or format shouldn't be the primary criteria.

Activity 3 - Embed: Formative Feedback Loops

Waiting until the final exam to discover students missed a fundamental concept is like driving cross-country and only checking your GPS when you arrive. You need evidence throughout the journey that students are progressing toward your outcomes, not just hoping they'll get there. But creating and analyzing regular formative assessments takes time most faculty don't have. The result? We fly blind until it's too late to adjust.

Backward design requires ongoing evidence of progress, and AI can help create meaningful checkpoints that reveal whether students are on track. Rather than generic "any questions?" moments, you can build systematic checks that diagnose specific misunderstandings before they compound.

Try this prompt: "`My unit learning outcome is: [paste your outcome]. This unit runs for [number] weeks. Generate brief formative assessment questions for the end of each week that progressively check whether students are building toward this outcome. For each question, explain what a strong response would include and what common misconceptions might appear. Keep each assessment under 5 minutes for students to complete.`"

What to look for:

- Do the checkpoints genuinely build toward your final outcome, or are they just testing random facts? Each should be a stepping stone, not a sidepath.
- Are the misconception predictions realistic? Good formative assessment anticipates where students typically struggle.
- Can you actually review these in a reasonable time? If each checkpoint takes an hour to review for 30 students, it won't be sustainable.