

THE SHORTCUT LAB

Designing AI Use That Protects Learning

The artifact is not the learning. In the next 55 minutes you'll redesign one task so the learning can't be skipped.

SIGN IN

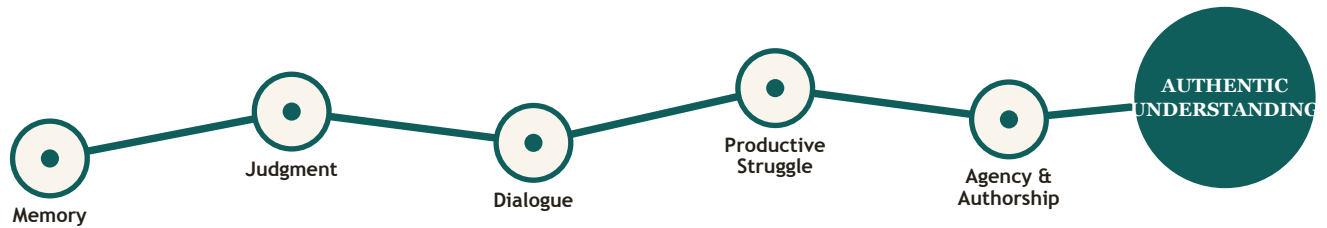
BOY26-TheShortcuts



KEEP THE WORK GOING

<https://whatlearningbuilds.org/resources>

This workbook belongs to

**MEMORY**

- ☐ Knowledge that still lives in the student's head when the tab is closed.

JUDGMENT

- ☐ Critical thinking in action: deciding what is true, useful, flawed, or worth doing.

DIALOGUE

- ☐ Thinking out loud with another human: listening, naming an idea, answering in the moment.

PRODUCTIVE STRUGGLE

- ☐ Attempts, errors, and revision—the friction where durable learning forms.

AGENCY & AUTHORSHIP

- ☐ I can think, make, revise, and decide; the work is anchored in my choices and voice.

Which capacity does YOUR subject lean on hardest? Select it above, then tell your partner why in 30 seconds.

Use your own task—or the card on your seat. Q1-Q2 solo. Your partner asks Q3-Q4 and pushes: ‘Could AI really not do that?’

Task I'm auditing

1 • THE ARTIFACT

What does the student actually submit—the thing that lands in your gradebook?

2 • THE HIDDEN WORK

What thinking is that artifact supposed to prove happened?

3 • THE SHORTCUT TEST

If a student pasted your directions into AI now, how much of a full-credit submission would come back?

0%

25%

50%

75%

100%

4 • THE COST

If AI did those parts, which capacity does the student never build? Select the biggest one.

☐ Memory☐ Judgment☐ Dialogue☐ Productive Struggle☐ Agency & Authorship

5 • THE EVIDENCE GAP

Can see today

Must force into existence

Pick the ONE capacity from Audit Q4. Choose one move. Make one piece of human work unavoidable.

MEMORY

- Closed-notes retrieval before resources
- Explain from memory on video
- Re-explain two weeks later

JUDGMENT

- Find the flaw in an AI answer
- Choose and defend
- Credibility ruling with justification

DIALOGUE

- Assess a live breakout moment
- Voice reply with required uptake
- Defend-your-post conference

PRODUCTIVE STRUGGLE

- Proposal > attempt > feedback > revision
- Grade the change between drafts
- Error-analysis of own data

AGENCY & AUTHORSHIP

- Anchor in own data or history
- Student choice of angle or format
- Author's note: what changed and why

IF YOUR REDESIGN DOUBLES YOUR GRADING, REDESIGN THE REDESIGN. Every move should be grading-load-neutral or lighter.

BEFORE — THE TASK AS WRITTEN

Copy only the component you're changing—not the whole assignment.

CAPACITY I'M PROTECTING☐ Memory☐ Judgment☐ Dialogue☐ Productive Struggle☐ Agency & Authorship

Move I chose

AFTER — THE REDESIGNED COMPONENT

RED-TEAM NOTES · What hole did your partner find, and what is your patch?

WELLNESS GATE · My grading load after this redesign

LIGHTER

SAME

HEAVIER

STOLEN IN STAND & STEAL

FOR THIS TASK, AI IS

● GREEN / OPEN

△ YELLOW / ALLOWED WITH RECEIPTS

⊖ RED / CLOSED

for [this part], because the learning you're building here is [the human work, in student language].

Name the learning, not the rule. Mark the task part, not the whole assignment. Always use shape + word—not color alone.

● GREEN / OPEN

Brainstorm questions; the learning happens when you answer them.

△ YELLOW / ALLOWED WITH RECEIPTS

Get draft feedback; show the first draft, advice, and revision choices.

⊖ RED / CLOSED

Write the goal reflection; the point is to hear your own thinking.

WRITE YOUR TASK STRIPES

Row 1 · Task part

● OPEN

△ ALLOWED WITH RECEIPTS

⊖ CLOSED

because

Row 2 · Task part

● OPEN

△ ALLOWED WITH RECEIPTS

⊖ CLOSED

because

Row 3 · Task part

● OPEN

△ ALLOWED WITH RECEIPTS

⊖ CLOSED

because

☐ Passed the student ear test: a 4th/9th grader would understand it.

FLAG IT & TELL IT · Grade 3 · protects MEMORY**BEFORE**

Five typed sentences about the book; the artifact cannot show who remembered.

AFTER

Flag a surprising page. Book CLOSED: explain from memory for 60 seconds, then open and show the flag.

WHY IT WORKS

Retrieval is the evidence. The flag anchors it in the learner's reading. Review time drops.

CLAIM > DEFEND > VOICE REPLY · HS English · protects DIALOGUE**BEFORE**

250-word theme post + two replies. AI can produce the complete artifact.

AFTER

Post one claim + one quotation. Defend live, answer a question, then voice-reply with required uptake.

WHY IT WORKS

The graded moments become uptake and response; shorter artifacts reduce grading load.

Before asking “Did they use AI?” ask: “What did this task require the student to do that mattered?”

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MY SHORTCUT LAB COMMITMENT

In the first two weeks of school I will redesign

The human work it protects

☐ Memory☐ Judgment☐ Dialogue☐ Productive Struggle☐ Agency & Authorship

My boundary sentence

My check-in partner

Trade cards and photograph the trade—you are each other's week-two check-in.