

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

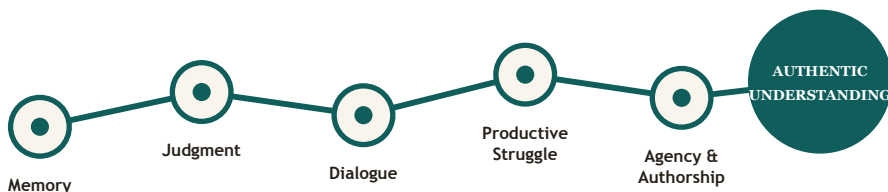
BOY26-TheShortcuts



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? Check 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?



4 THE COST

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

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

5 THE EVIDENCE GAP

What process can you actually see today—and what one piece of human work must this task force into existence?

Can see today:

Must force into existence:

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

MEMORY

- Closed-notes retrieval before resources open
- Explain from memory on a 60-sec video
- Re-explain the idea two weeks later

JUDGMENT

- Find the flaw in an AI answer
- Choose a position and defend it
- Rule on a source's credibility

DIALOGUE

- Move the assessable moment live
- Voice reply with required uptake
- 3-minute defend-your-post conference

PRODUCTIVE STRUGGLE

- Proposal > attempt > feedback > revision
- Grade the change between drafts
- Analyze errors in the learner's own data

AGENCY & AUTHORSHIP

- Anchor in data AI cannot know
- Student chooses angle or format
- Author's note: what I 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.

CAPACITY I'M PROTECTING

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

Move I chose: _____

AFTER — THE REDESIGNED COMPONENT

Smallest redesign that forces the human work.

RED-TEAM NOTES

How would I still AI my way through this? Write the hole and your patch.

WELLNESS GATE My grading load:

☐ LIGHTER

☐ SAME

☐ HEAVIER

STOLEN IN STAND & STEAL

FOR THIS TASK, AI IS

● GREEN / OPEN

△ YELLOW / RECEIPTS

⊖ RED / CLOSED

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

- The because names the learning, never the rule.
- Mark the task part, not the whole assignment—most tasks are striped.
- Shape + word, always. Never use color alone.

● GREEN / OPEN

AI is open for brainstorming practice questions because the learning happens when you answer them.

△ YELLOW / ALLOWED WITH RECEIPTS

AI may give draft feedback because I am grading your revision; show the first draft, advice, and what changed.

⊖ RED / CLOSED

AI stays closed for your goal reflection because the point is to hear your own thinking.

Task part:

☐ ● ☐ △ ☐ ⊖ because _____

Task part:

☐ ● ☐ △ ☐ ⊖ because _____

Task part:

☐ ● ☐ △ ☐ ⊖ because _____

STUDENT EAR TEST

☐ A 4th/9th grader would understand my sentence.

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

Five typed sentences about this week's book. The artifact cannot show who did the remembering.

AFTER

Flag one surprising page. Book CLOSED: tell from memory for 60 seconds what happened and why it surprised you. Then open the book and show the flag.

WHY IT WORKS

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

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

250-word theme post plus two 75-word replies. AI can produce the complete artifact.

AFTER

Post one claim + one quotation (50 words max). Defend it live for two minutes and answer one question. Voice replies must restate the classmate's claim before extending or challenging it.

WHY IT WORKS

The graded moments become uptake and response. Shorter claims and voice notes 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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Tuesday: bring your card to the keynote tomorrow, 8:30.

Wednesday: you have the why from this morning—and the how in your hand.

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:

For this task, AI is _____ because _____

My check-in partner: _____

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