Assignment Redesign Example

Introduction to Classroom Management

From AI-Vulnerable to AI-Resistant

BEFORE: Vulnerable to AI

Week #2: Introduction to Classroom Management

Basic Assumptions about Human Beings and Examining the Socially Constructed Classroom Reality

We begin our examination of classroom management at the beginning. No, not by looking at what do we do (however, that will come later), but what we believe and value. It could be said that "we teach who we are." In week #1, we examined some of the ways that we obtain our values, or in the case of cognitive style, ways that we differ that would inherently affect what we value. While questions related to human nature are certainly complex, it is useful to start with a discussion of how we view the basic nature of the students that we teach. Here are a few questions that should spark our class discussion, and your thinking (you will be asked to explore this area in section 1 of your CMP).

1. Which view of human nature do you agree with more?

• Humans are basically good (as Rogers would propose). If left to develop in a nurturing environment, we would grow into self-responsible and noble creatures.

• Humans are basically wild and in need of social conditioning (as Skinner would propose). If left on our own, we grow to become brutish, selfish and unruly. So therefore, we need to be conditioned to act in a socially acceptable way.

2. In your estimation, are most young people more internally or externally motivated? Do they do most activities out of internal drives such as enjoyment, a sense of accomplishment, a desire to learn? Or do they act because someone is externally rewarding their action or out of fear that they will lose something or someone's approval or rewards (i.e., grades, love, money, praise, awards)?

3. Should it make a difference to students being "on task" if the teacher is in the room or not? Imagine one class where, if the teacher left, the "lid would come off," and another where essentially nothing would change. What is the difference?

Why This Is Vulnerable

• **Abstract philosophical questions** — AI can articulate Rogers vs. Skinner fluently and pick a side with generic reasoning.

• **Hypotheticals** — "Imagine one class where..." invites fabricated scenarios AI handles easily.

• **No personal specificity** — Nothing requires the student's actual experience or observations.

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Basic Assumptions about Human Beings and Examining the Socially Constructed Classroom Reality

We begin our examination of classroom management at the beginning — not by looking at what we do (that will come later), but what we believe and value. It could be said that "we teach who we are." This week, we'll surface the assumptions you're already carrying into the classroom, whether you've named them or not.

Part 1: Your Own Classroom Memory (150 words)

Think back to a specific moment from your own K-12 experience when a teacher left the room. Choose one you remember clearly.

• What happened? Be specific — who did what?

• Looking back now, what does that moment suggest about how that teacher had (or hadn't) built the classroom culture?

• Where do you see yourself in that memory — were you part of the "lid coming off," the students holding steady, or somewhere in between? What does that tell you about your own assumptions?

Part 2: Name Your Starting Point (200 words)

Rogers would say humans are basically good and will grow into self-responsible creatures in the right environment. Skinner would say we're wild and need conditioning to act socially.

• Based on your memory from Part 1 — not in the abstract — which view feels more true to you right now? Why?

• Now complicate your own answer: What's one thing about that same memory that could support the opposite view?

Part 3: Prepare for Discussion

In class this week, you'll share your memory in a small group and compare what your different experiences suggest about motivation and human nature. Come ready to:

• Summarize your memory in 1 minute
• Name one assumption you're bringing into this course that you want to test

This reflection will feed directly into Section 1 of your CMP.

What Changed and Why

Personal Context: Requires a specific memory only the student has — AI can't access their K-12 experience.

Metacognition: "Where do you see yourself in that memory?" asks them to examine their own role, not just observe.

Complicating Their Thinking: "What could support the opposite view?" prevents a one-sided AI-generated response.

Process → Discussion: Written reflection feeds into live small-group conversation; they can't fake what they'll share aloud.

Connection to Future Work: Ties directly to Section 1 of CMP, making this part of an ongoing thread, not a standalone post.