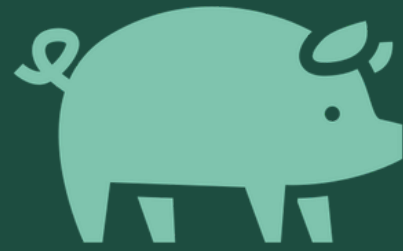


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Beyond Detection

*AI-Forward & AI-Resistant Assignment Design
for Authentic Student Learning*

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It started with a pig.

I wanted to see what AI could actually do, so I handed it the lowest-stakes research project I own: identifying the manufacturer of my childhood stuffed pig.

It didn't fail quietly. It failed confidently.

No provenance. No sources. Just a fluent, plausible, completely invented answer — the exact opposite of the research I was trained to do.

The pig taught me more about AI than AI taught me about the pig.

WHAT THE MODEL DID

- ✗ Pattern-matched to the most obvious answer
- ✗ Flattered the premise instead of testing it
- ✗ Held its first guess as evidence contradicted it
- ✗ Delivered fiction with footnote-level confidence

WHAT ACTUALLY SOLVED IT

- ✓ Primary sources and provenance
- ✓ Skepticism of the easy answer
- ✓ Willingness to revise the premise
- ✓ My own foundational research training

The skills that saved the project are the skills we're supposed to be teaching.

~~*“Did a student use AI on this?”*~~

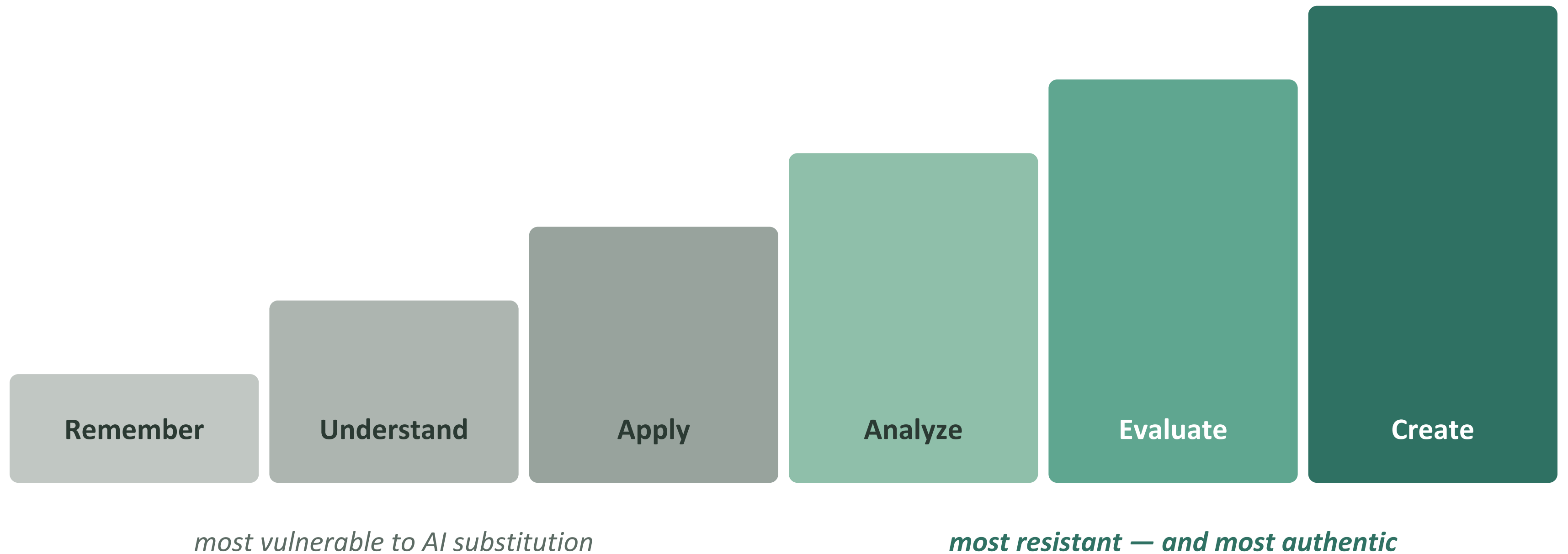
is the wrong question.

The better question: What cognitive work does this assignment actually demand — and can AI substitute for it?

Detection tools carry documented false positives that disproportionately flag non-native speakers and non-standard writers. That's not a foundation — it's a liability.

Map the cognitive demand first.

Start where the work is strongest — learning outcomes (Bloom's Taxonomy Revisited, OSU Ecampus). The “AI question” answers itself.



Two Models, No Waiting



AI-RESISTANT

Personal, process-based, higher-order work that generates authentic evidence of learning — the thinking AI can't fake.



AI-FORWARD

AI on the table, on the record: students use it critically and transparently — and document where their judgment diverges.

AI-Resistant in practice: the humanities seminar

HUM101 · face-to-face · built resistant from the ground up

- We connect films and stories to students' everyday lives — the things that make us human.
- Personal narrative and embodied knowledge: students are encouraged to make the course theirs.
- Iterative reflection with checkpoints — the process is the product.
- Collaborative synthesis mapped to the top of Bloom's.

The assessments ask students to give something of themselves —

the thinking that is hardest for AI to replace.

AI-Forward in practice: first-year composition

ENG101 · online asynchronous · one of the most AI-vulnerable courses in higher ed



Instead of ignoring the elephant in the room, we invited it to sit at the table and learn with us.

- Practiced foundational research and composition skills while stress-testing AI in real time: what it could do — and what it couldn't.
- Built a writing-analysis tool that showed students patterns in their own writing — next to AI's frictionless sameness.
- Watched models cling to a premise as our data contradicted it, pattern-match to the obvious, and flatter us even when it contaminated results.
- Students documented their prompts and decisions — and wrote reflective analysis on where (and why) their judgment diverged from the model's.

What students decided AI can't replace



Discernment

judging quality,
accuracy, and fit



Fluency

an authentic voice of
one's own



Diligence

verifying instead of
accepting



Delegation

knowing what to hand
off — and what not to



Reflection

learning from one's
own process

Each student chose the skill most relevant to their own AI use — then defended that position in a formal argumentative essay.

Students came out more confident in themselves — and more critical of AI.

Three lessons for your campus

1

Start with outcomes, not with AI. Map the cognitive work first. Vulnerability — and authentic evidence — become visible on their own.

2

AI didn't break your assignments. It exposed where they were already breakable. Redesign is a chance to strengthen assessment by strengthening instruction.

3

This scales with zero new tools. No new technology, no new budget line — just faculty development and a shared vocabulary for demand, evidence, and alignment.

For the accreditation watchers: authentic, student-generated evidence strengthens MSCHE Standard V — and makes closing the loop mean something.



Stop asking what AI did. Start asking what students can do.

One move for Monday: take your most AI-vulnerable assignment, name the cognitive work it demands, and pick one model (no waiting).

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(Yes, the pig has a name. It's Bacon. Ask me after.)



THANK YOU