

DOQENT WHITEPAPER

Assignments That Show the Learning

Designing homework, projects and tests that keep student thinking visible in the age of generative AI

A practical guide for secondary school teachers, subject leads and school leadership. With a four-lens design method, worked subject examples, a process rubric, a classroom AI agreement model, a design checklist and ready-to-use prompts.

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1. WHY DOQENT WROTE THIS PAPER

DOQENT builds a platform for teachers. In conversations with the teachers who use it, one question comes up more than any other: now that a student can produce a fluent essay, a tidy summary or a plausible lab report in seconds, how do I still know what my students can actually do?

This paper is our answer. It is deliberately practical. It does not argue about whether generative AI belongs in schools, because it is already there, in students' pockets and on their laptops, and increasingly in teachers' own preparation. It asks a narrower and more useful question: **how do we design assignments so that the learning stays visible, whatever tools a student happens to use?**

Our starting position is simple. An assignment is not "AI-resilient" because it forbids AI. It is AI-resilient because it cannot be completed well without the student thinking, choosing, gathering, explaining and revising in ways a teacher can see. Once that is true, the question of whether a chatbot was involved becomes far less important than the question the assignment was meant to answer in the first place: what has this student learned?

The name DOQENT comes from the Latin *docēre*, to teach, to show, to cause to know. Showing is the heart of it. Good assignments make learning show. That is what this paper is about.

How to read this paper

Sections 2 and 3 give the reasoning and the design method. Sections 4 to 8 apply it to everyday formats: single assignments, homework, projects and tests. Sections 9 and 10 cover assessment and agreements. Sections 11 to 13 are reference material you can print and keep. Section 14 explains where the DOQENT platform fits. Appendix A is a single page you can pin up in the staff room.

Every example in this paper is original DOQENT material. You are welcome to adapt any of it for your own classroom.

2. WHAT GENERATIVE AI HAS CHANGED, AND WHAT IT HAS NOT

What has changed

For most of the history of schooling, producing a written product was expensive. A student who handed in a structured, error-free, well-sourced report had almost certainly done a lot of reading, selecting, ordering and drafting to get there. The product was a reasonable proxy for the process. Teachers could grade the product and infer the learning.

That proxy has broken. A general assignment with a clear expected structure and no specific context can now be turned into a finished product in under a minute. The product still looks like evidence of learning. It is no longer reliable evidence of anything except access to a chatbot and a willingness to use it.

Teachers notice this in familiar patterns: written work that is suddenly far stronger than classroom contributions; vocabulary and argumentation a student cannot explain when asked; homework that is consistently excellent alongside tests that are not; reflections that could have been written about any assignment at all.

What has not changed

Learning itself has not changed. Students still need to understand ideas, apply them to new situations, weigh alternatives, gather and judge evidence, explain their reasoning to others and improve their work in response to feedback. None of that can be outsourced without the student ending up with less than they started with.

Nor is the underlying problem new. Parents have always helped with homework. Older siblings have always written the occasional essay. Copying from encyclopaedias, then from websites, has always been possible. Schools adapted every time, usually by moving assessment closer to the classroom and closer to the student's own voice. Generative AI is a larger version of the same pressure, and it rewards the same response.

The key reframing

AI has not made good assignments bad. It has exposed which assignments were only ever measuring a product, and which were measuring learning. An assignment that relied on reproduction and a standard structure was already showing you very little about a student's thinking. AI has simply made that visible.

The move to make, therefore, is from **"Can the student produce this?"** to **"Can the student explain it, apply it, defend it and improve it?"**

3. THE FOUR LENSES: POSITION, PLACE, PATH, PROOF

DOQENT uses four lenses to judge, and to strengthen, any assignment. Each lens asks one question. An assignment that answers all four convincingly is one where a student's thinking has to show, regardless of the tools used along the way.

Lens	The question it asks	What it looks like in an assignment
Position	Does the student have to take a stance, make a selection or rank alternatives, and explain why?	Choosing one cause over another, ranking three solutions, defending a preferred method, deciding what to leave out
Place	Is the assignment rooted somewhere specific: this class, this school, this town, this student's own life or observations?	Data gathered on the school grounds, an interview with a real person, a local case, examples from the lesson that exist nowhere else

Lens	The question it asks	What it looks like in an assignment
Path	Are there intermediate stages the teacher can see before the final product arrives?	A question list, a source log, a first paragraph written in class, a draft with feedback, a revision note
Proof	Does the student have to demonstrate understanding live and in their own words?	A two-minute explanation, answering a classmate's question, a quick sketch of the argument, a short conversation with the teacher

The four lenses are not a scoring system. They are a way of looking. Hold an assignment up to each lens in turn and ask whether it passes. Most traditional assignments pass none of them: the topic is general, the structure is given, nothing is seen until the deadline, and nothing is said aloud. Most can be made to pass two or three with small changes, and that is usually enough.

A short illustration

WEAK VERSION "Write an essay of about 600 words on the causes of the French Revolution." General topic. Standard structure. Nothing local. Nothing seen before the deadline. Nothing spoken. This assignment can be pasted straight into a chatbot and returned unchanged.	STRONGER VERSION "We discussed four contributing causes of the French Revolution in class. Choose the one you think a textbook would most likely underplay, and explain why in about 400 words. Use your own class notes and one passage from our textbook as evidence. Before you write, hand in your chosen cause and two sentences of reasoning. After you hand in the essay, be ready to explain your choice to a partner in ninety seconds and to say what would change your mind." Position: the student chooses and defends. Place: the four causes and the class notes belong to this classroom. Path: the choice and reasoning arrive first. Proof: the ninety-second explanation.
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Notice that the stronger version does not ban anything. A student may well ask a chatbot to explain a cause, or to check their grammar. What they cannot do is skip the thinking, because the thinking is what is being collected.

Place must not become privilege

The Place lens asks for something rooted in the student's own world. It must never assume a smartphone, a quiet home, money to spend, safe movement outside school hours or a family member with time and records to hand. Not every student has these, and an assignment that silently requires them excludes the students who most need the learning to be visible.

The rule DOQENT applies: every Place element has a no-device, no-cost, in-school alternative that yields the same evidence. The examples in section 5 show this alternative alongside each design. Where the alternative is a class walk, a school library source or a teacher-supplied data set, it is offered to the whole class, not only to the students who need it, so that no one is marked out by the version they use.

4. REDESIGNING AN ASSIGNMENT IN THIRTY MINUTES

You do not need to rewrite your course. Most existing assignments can be strengthened in half an hour by adding one or two elements. This section is the procedure DOQENT recommends.

- 1. Name the learning goal in one sentence.** Not the topic, the goal. "Students can weigh competing explanations using evidence" is a goal. "The Industrial Revolution" is a topic. If you cannot state the goal, the assignment cannot be redesigned yet.
- 2. Hold it up to the four lenses.** Write P, P, P, P on a sheet and tick the ones the current assignment already passes. Be honest. Most first attempts tick none.
- 3. Add Position first.** It is the cheapest change. Turn "describe" into "choose and justify". Turn "list three" into "which of these three matters most, and why".
- 4. Add one anchor of Place.** Something that exists only here: a class discussion, a measurement in the corridor, a conversation with a real adult, a photograph the student took. One anchor is enough.
- 5. Insert one visible checkpoint on the Path.** A first paragraph written in class with devices closed. A list of sources handed in before the draft. A revision note explaining what changed after feedback.
- 6. Attach a short moment of Proof.** Ninety seconds spoken. One question from a classmate. A hand-drawn diagram of the argument. It need not be graded heavily; it needs to exist.
- 7. Say where AI may and may not be used.** Not as a threat, as an instruction. See section 10 for the model DOQENT recommends.

A worked redesign: geography, 14 to 15 year olds**Original:** "Write a report on flooding risk in Slovenia."**Goal:** Students can explain how land use and rainfall interact to produce flood risk, using a specific case.**Position:** "Of the three flood-reduction measures we studied, which would you recommend for our municipality, and which would you reject?"**Place:** "Walk the stretch of river or stream nearest to the school. Photograph two features that affect how water moves and label them."**Path:** "Hand in your two photographs with captions before writing. Write your opening paragraph in class."**Proof:** "Present your recommendation to a group of three in two minutes. They will ask one question each."**AI agreement:** "You may use AI to explain terms and to check your language. You may not use it to write your recommendation or your captions."

Total additional teacher time: one lesson for the checkpoint and presentations. The final report is shorter than the original, and far more informative.

5. WORKED EXAMPLES ACROSS SUBJECTS

The lenses apply in every subject. The examples below are original DOQENT designs. Each pairs a common assignment with a strengthened version, and notes which lenses do the work.

Mathematics: probability, 13 to 14 year olds**WEAK VERSION**

"Explain what probability is and solve exercises 1 to 12."

STRONGER VERSION

"Do exercises 1 to 12. Then pick the two you found hardest and write three lines on what made them difficult. Finally, describe one situation from your own week (a game, a queue, a bus, a sport) where probability was involved, and estimate one probability from it, showing your reasoning. Be ready to explain your estimate to the class in one minute."

Position (which two were hardest), Place (a situation from the student's week), Proof (one minute spoken).

Physics: motion and forces, 15 to 16 year olds

WEAK VERSION "Describe the factors that affect stopping distance and give the formula."	STRONGER VERSION "In pairs, measure the stopping distance of a bicycle or a rolling ball on the school playground at two speeds and on two surfaces. Record your method, your raw measurements and one source of error. In class, present one graph and explain which factor mattered more in your data and why. Then connect your result to the theory from the textbook in half a page." Place (measurements made here), Path (method and raw data before conclusions), Proof (graph explained live), Position (which factor mattered more).
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Biology: plant growth, 12 to 13 year olds

WEAK VERSION "Write about what plants need to grow."	STRONGER VERSION "Grow two identical seedlings on the classroom windowsill for three weeks, changing one condition. Keep a dated log with a photograph every three days. At the end, write half a page on what your log shows and what you would change if you repeated it. Bring your log to class; a partner will check whether your conclusion actually follows from your entries." Place (this windowsill), Path (dated log), Proof (partner check), Position (what would you change).
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History: local heritage, 14 to 15 year olds

WEAK VERSION "Write a report on a historical monument."	STRONGER VERSION "Choose a monument, plaque or named street within walking distance of your home or of the school. Photograph it or sketch it, and find out, from at least one printed or archival source and one conversation with an adult who knows the area, why it is there. Then argue in one page whether it deserves its place today. Hand in your two sources first. In class, you will have ninety seconds to make your case and answer one objection." Place (walking distance, a real conversation), Path (sources first), Position (does it deserve its place), Proof (ninety seconds and an objection). <i>No-device alternative:</i> the class walks to two or three sites near the school together; students sketch rather than photograph; the school library or municipal archive supplies the printed source. <i>Consent note:</i> photographs must not show recognisable people; if someone is unavoidably in frame, ask their permission or take the picture again.
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Language and literature: writing, 15 to 16 year olds

WEAK VERSION "Write a persuasive essay of 800 words on whether schools should ban mobile phones."	STRONGER VERSION "Over four days, note every moment you or a classmate reached for a phone during a lesson and what happened next. Then write a 500-word argument for or against a phone rule in our school, using your own notes as evidence alongside one published source. Write your first paragraph in class without devices. Exchange drafts with a partner, and attach a note saying which of their suggestions you accepted and which you rejected, with reasons." Place (this school, these four days), Path (first paragraph in class, feedback note), Position (accepted and rejected suggestions), Proof (the draft exchange).
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Chemistry: reaction rates, 15 to 16 year olds

WEAK VERSION "Explain the factors that affect the rate of a chemical reaction."	STRONGER VERSION "At home, dissolve an effervescent tablet in cold water and in warm water, timing each. Photograph or film the two runs. Record your times, then explain the difference using the collision model from class. In the next lesson, sketch the model on paper from memory and use it to predict what would happen with a crushed tablet. You will then test the prediction in the lab." Place (kitchen experiment, own timings), Path (raw times before explanation), Proof (sketch from memory, prediction tested).
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Civics and economics: prices, 13 to 14 year olds

WEAK VERSION "Explain what inflation is."	STRONGER VERSION "Choose three everyday items from the list we agreed in class. Find their current price in a shop or an online supermarket, and their price a year ago from the price history sheet I have given you. Calculate the change for each. Which item changed most, and what does that mean for someone on a fixed weekly budget? Bring your figures to class; in groups you will combine them into a small class price index and discuss whose basket rose most." Place (real local prices, class index), Position (which item and why it matters), Proof (group discussion). <i>No-device alternative:</i> the teacher brings two or three supermarket leaflets, one current and one from last year, or the school canteen price list for both years. No student is asked to produce household receipts or family financial information.
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A pattern is visible across all seven examples. The stronger versions are not longer for the teacher to mark. They are often shorter. What they add is a small amount of observed reality, one or two visible stages, and a spoken moment. Those three ingredients do most of the work.

6. HOMEWORK THAT STILL TELLS YOU SOMETHING

Homework has always been the least controllable form of school work. Help from home was already invisible. Generative AI makes the problem more acute but does not change its nature. The answer is not more surveillance; it is homework that is designed to feed the next lesson rather than to replace it.

Three principles for homework design

Homework prepares; the lesson collects

If the product of homework is something that happens in the classroom, the incentive to outsource it collapses. Ask students to prepare a question, a position, a set of observations or a first attempt, and then use the lesson to work with what they bring. A student who arrives with nothing of their own has nothing to contribute, and both they and you will know it immediately.

Ask for the selection, not the set

"Complete the exercises" invites a chatbot. "Complete the exercises and tell me which two you would set as test questions, and why" invites judgement. The selection is short to write, quick to read and impossible to fake convincingly.

Anchor in the student's own material

Ask students to connect the content to something only they have: their sport, their commute, their family, their last week. The link need not be deep. Its purpose is to make the homework belong to the student rather than to the topic.

Examples

Instead of	Try	Why it works
"Summarise chapter 5."	"Summarise chapter 5 in eight lines. Then mark the one sentence you would keep if you could keep only one, and the one idea you still find unclear. We will start tomorrow's lesson with the unclear ideas."	Position, Path (feeds the lesson), Proof (discussed next day)
"Answer questions 1 to 8."	"Answer questions 1 to 8. Write one new question of your own that the chapter does not answer. Bring it on paper."	Position, Path

Instead of	Try	Why it works
"Learn the vocabulary list."	"Learn the vocabulary list. Prepare six sentences about your own weekend using six of the words. Tomorrow, say them to a partner, who will pick out any word used oddly. Students who prefer to record the sentences at home may do so; the spoken version in class is the one that counts."	Place, Proof (no device required)
"Read the poem and analyse it."	"Read the poem twice. Write down the line that changed your mind about something, and two sentences on why. In class you will read the line aloud and defend your choice."	Position, Proof
"Prepare a presentation on renewable energy."	"Find one energy-related object in your home (a bill, a label, a solar panel, a meter). Bring a photograph and three facts about it you can verify. Your presentation will be built in class from the objects the group brings."	Place, Path, Proof

Make AI use discussable

When a student presents homework in class, it is entirely reasonable to ask: "Did you use AI for any part of this, and if so which part?" Asked neutrally, in a classroom where the agreement is clear, this is not an accusation. It is a normal question about method, and it teaches students to account for their tools. Section 10 explains how to set the agreement that makes this question easy to ask and easy to answer.

7. RESEARCH PROJECTS AND EXTENDED WORK

The traditional research project (choose a topic, gather information, write a report) is the format most exposed to generative AI. It is also one of the most valuable formats in a school, because it is where students learn to sustain an inquiry. The right response is not to abandon it but to redesign it so that the inquiry, not the report, is what gets assessed.

Five design moves

Require first-hand data

A project that must include something the student collected themselves cannot be generated. Interviews, observations, small surveys, measurements, site visits and experiments all qualify. Even one such element changes the character of the whole project, because everything else must be reconciled with it.

Narrow the perspective

"Sustainability" is a topic. "How well does our school building manage heat in June, based on measurements in three classrooms" is a question with a place, a method and a possible answer. Narrow questions are harder to outsource and, in our experience, more interesting to students.

Stage the path

Collect the question, the source list, an early draft and a revision note as separate deliverables with separate dates. Each one is small. Together they make the student's route visible and make the final report almost impossible to fake, because it has to be consistent with everything that came before it.

Compare kinds of evidence

Ask students to set their own observations against a published source and to comment on where they agree and where they do not. This is genuine academic work, it is very hard to simulate, and it produces some of the best thinking you will see from students.

End with a moment of proof

After the report is submitted, give each student five minutes and a blank sheet to draw the structure of their argument, then two minutes to talk it through. Students who did the work find this easy and often enjoyable. Students who did not find it impossible. The teacher learns more in those seven minutes than from many pages of text.

A staged project template

Stage	Deliverable	Lens	Teacher effort
1	Research question and one sentence on why it matters to you	Position, Place	Two minutes per student
2	Source log: two published sources and one plan for first-hand data	Path	Glance and initial
3	First-hand data: raw notes, photographs, measurements or interview record	Place, Path	Glance and initial
4	Opening section written in class without devices	Path	Read in class
5	Peer feedback and a revision note (accepted, rejected, why)	Path, Position	Read the note
6	Final report	All	Full read
7	Blank-sheet sketch and two-minute explanation	Proof	Seven minutes per student

A word about workload

DOQENT will not pretend the staged approach is free. With twenty-eight to thirty students, seven stages is a real amount of checking, and a teacher who does this for every assignment in every class will not last a term. Teachers who read this paper and wonder who gives them the time are asking the right question.

Four practices keep it workable. **Stage selectively:** run the full seven-stage path for one or two projects a year, and use a single checkpoint plus a spoken moment for everything else. **Initial, do not grade:** most intermediate deliverables need a glance and a signature, not a mark; the table above shows two minutes or less for five of the seven stages. **Let students check each other:** the partner checking in the biology example and the peer feedback stage are assessment moments in themselves, and they cost the teacher nothing. **Sample the proof:** a two-minute conversation with every student is ideal; a two-minute conversation with a third of the class, unannounced, has nearly the same effect on how the whole class works.

Done this way, the approach usually costs less marking time than the traditional report, because it replaces pages of generic text with short, specific evidence that can be judged quickly. Section 14 describes how the platform reduces the collection and record-keeping part of this load further.

8. TESTS AND IN-CLASS ASSESSMENT

Tests are the format least affected by AI, because they happen under supervision. But a test that only asks students to reproduce material they could have generated at home is still a weak instrument. The same four lenses improve tests as much as they improve homework.

Test formats that make thinking visible

- **Questions tied to lesson-specific material.** "Using the example we worked through on Tuesday, explain why the method failed at step three." This material does not exist outside the classroom.
- **Open-notes questions that require judgement.** Allow class notes, then ask questions that notes alone cannot answer: compare, rank, predict, decide.
- **Show-your-route questions.** Award part of the mark for the reasoning path rather than the final answer, and say so on the paper.
- **Own-example questions.** "Give one example from your own experience of this principle, and explain the link."
- **Case questions.** A short unfamiliar scenario the student must analyse with the tools of the course.
- **Defence questions.** "Here is a claim. Do you agree? Give one reason for and one against, then decide."
- **Paired written and spoken assessment.** A short written test followed by a two-minute conversation with the teacher about one answer, chosen by the teacher on the spot.

Spoken proof and students with support needs

Proof moments are meant to reveal understanding, not fluency, confidence or first-language ability. A student with a formal support plan, a language background different from the language of instruction, a speech difficulty or acute anxiety in front of a group is entitled to demonstrate understanding in a form that works for them, and schools are legally expected to provide it. The Proof lens is satisfied by any live, own-words demonstration that cannot be prepared in advance and pasted in.

- **Change the audience, not the task.** One-to-one with the teacher, or with a single trusted partner, instead of in front of the class.
- **Change the medium, not the task.** A hand-drawn diagram, a labelled sketch, a short written explanation completed in class without devices, or a demonstration with objects.
- **Allow preparation notes in the student's home language,** with the explanation itself given in the language of instruction where that is the learning goal, or in the home language where the goal is the content.
- **Give time and warning** where the support plan specifies it, and accept that ninety seconds may become five minutes.
- **Follow the plan.** Where a student has a documented support plan, its provisions apply to Proof moments exactly as they apply to any other assessment. The teacher does not have to invent an adaptation; the plan already describes it.

These adaptations are not a weaker form of proof. A student who explains the collision model one-to-one with a sketch has shown exactly what the lens asks for.

The purpose of these formats is not to exclude AI. It is to make sure the test measures what the course was for: understanding, application, judgement and explanation. A test designed this way is also fairer, because it rewards students who understood the material over students who merely memorised it.

A note on AI detection software

Some schools use software that claims to detect AI-written text. DOQENT advises caution. These tools produce false positives on entirely human writing and false negatives on lightly edited machine output, and their reliability varies with language, subject and the student's writing style. Treat a detector result, if you use one at all, as a reason to have a conversation, never as evidence. Designing assignments that make learning visible is both more reliable and more respectful of students than trying to catch them after the fact.

9. ASSESSING THE PROCESS: THE DOQENT PROCESS RUBRIC

Once an assignment makes the process visible, the process can be assessed. This is fairer than product-only grading, because it rewards students who understood the work but produced a modest final piece, and it tells students what actually matters. DOQENT

recommends a four-criterion rubric with the final product carrying no more than a third of the weight.

Criterion	Weight	What the teacher looks for	Evidence
Reasoning and choices	30%	Did the student take a position, make selections and explain them? Are the reasons specific to this assignment, not generic?	Choice submissions, justifications, spoken explanation
Own evidence	20%	Did the student gather and use something first-hand: an observation, a measurement, a conversation, a class-specific reference?	Photographs, logs, raw data, notes, interview records
Response to feedback	20%	Did the student receive feedback, decide what to do with it, and explain the decision? Rejecting a suggestion with a good reason counts fully.	Revision note, draft comparison, peer feedback record
Final product	30%	Is the final piece complete, clear, accurate and fit for its purpose?	The report, essay, presentation or artefact

Performance levels

Level	Reasoning and choices	Own evidence	Response to feedback
Strong	Specific, well-argued choices that show awareness of alternatives	First-hand material is central and reconciled with published sources	Feedback weighed explicitly; changes and refusals both explained
Secure	Clear choices with reasons tied to the material	First-hand material present and used	Feedback acted on; changes described
Developing	Choices stated; reasons thin or general	First-hand material present but decorative	Feedback mentioned; changes unclear
Not yet	No real choice, or reasons could apply to any assignment	No first-hand material	No evidence of feedback or revision

The rubric is a design framework, not a grading regulation

The weights above describe how DOQENT recommends building assessment criteria for an assignment. They are not a replacement for a school's official assessment rules, national grading regulations or the marking scheme of an examination. Where a school's rules fix how a final grade is composed, the rubric operates inside them: as the criteria for the assignment component the teacher is free to design, or as formative feedback alongside the official mark. Subject leads and school leadership should read it in that light, and adapt the weights to what their own regulations allow.

The rubric is short by design. Students should be able to hold it in their heads, and teachers should be able to apply it in minutes. Share it before the assignment begins. Students who know that their choices, their evidence and their revisions carry seventy percent of the mark behave very differently from students who believe only the product counts.

10. AGREEMENTS ABOUT AI: CLASSROOM AND SCHOOL LEVEL

A ban on AI does not work, for the same reason a ban on parental help never worked: it cannot be enforced, it pushes use underground and it forfeits the chance to teach responsible use. What works is a clear agreement, at classroom and school level, about where AI is welcome and where the student's own thinking is required.

The three-zone model

DOQENT recommends dividing every assignment into three zones and telling students explicitly which parts fall where. The model is deliberately simple, so that it can be printed on the assignment sheet itself.

Zone	AI use	Typical components	The principle
Open	Welcome	Understanding a concept, generating practice questions, checking grammar and spelling, organising an outline, translating a term	AI as a reference and a proof-reader, in the same way a dictionary or a calculator is used
Declared	Allowed if stated	Brainstorming angles, summarising a long source the student has also read, getting feedback on a draft	AI as a conversation partner; the student says where it was used and remains responsible for the result
Own work	Not permitted	Stating a position and its reasons, recording first-hand observations, writing the reflection or revision note, anything spoken or done in class	This is where the learning is collected; substituting AI here removes the point of the assignment

The calculator analogy is worth using with students. In a mathematics test, nobody is confused by the instruction "calculator permitted for questions 4 to 8 only". The three-zone model is the same instruction for a different tool.

One line across the school

Agreements are far more effective when the whole school holds them. A student who is allowed everything in one classroom and forbidden everything in the next learns only that the rules are arbitrary. A school does not need identical assignments in every subject, but it does need a shared baseline: the same three zones, the same expectation that use is declared, and the same understanding that spoken and in-class work is always the student's own.

A shared baseline also helps teachers. It turns a hundred individual judgement calls into one team decision, and it makes conversations with students and parents about AI use short and unemotional, because everyone is referring to the same document.

Data protection

Whatever agreement a school adopts, one rule sits above it. Student names, grades, personal circumstances and identifiable pieces of student work must not be entered into public AI services. If a teacher is unsure whether something may be entered, the answer is that it may not. This applies to teachers preparing lessons and grading as much as to students completing assignments.

11. TEN PITFALLS WE SEE IN PRACTICE

These are the mistakes DOQENT sees most often when schools first respond to generative AI. Each is understandable. Each has a better alternative.

Pitfall	Better
1. Banning AI outright	Set a three-zone agreement instead. Bans are unenforceable and teach nothing.
2. Grading only the final product	Weight the process. Choices, evidence and revision should carry most of the mark.
3. Setting general topics	Add one anchor of Place: something that exists only in this class, school or student's life.
4. Asking only for reproduction	Ask for selection, application, comparison and defence.
5. Never hearing the student speak	Attach ninety seconds of spoken explanation to anything that matters.
6. Leaving AI rules to individual teachers	Agree one baseline as a school and print it on assignment sheets.
7. Treating detector output as proof	Use it, if at all, as a reason for a conversation. Never as evidence.
8. Believing AI-resilient means AI-free	It means the learning is visible. AI may be present in the open and declared zones.

Pitfall	Better
9. Pretending AI is not part of students' futures	Teach declared, critical, responsible use. It is a skill they will need.
10. Entering student data into public AI services	Never. When in doubt, do not enter it.

12. THE DESIGN CHECKLIST

Use this before setting any assignment that will be graded. Ten questions, two minutes. Aim for at least six yes answers. If the last two are not, the assignment needs work regardless of the rest.

☐	1. Does the student have to make a choice and explain it?
☐	2. Is there something in the assignment that exists only here: this class, this school, this student?
☐	3. Must the student gather at least one piece of first-hand evidence?
☐	4. Will I see at least one intermediate stage before the final product?
☐	5. Is one part written or made in class, without devices?
☐	6. Is there a moment where the student speaks about their work?
☐	7. Must the student apply the idea to a new or unfamiliar situation?
☐	8. Is there a revision step with a note on what changed and why?
☐	9. Does the assignment sheet state the three AI zones for this task?
☐	10. If a chatbot were given only the assignment sheet, would its output fail the rubric?

13. PROMPTS TEACHERS CAN USE

Generative AI is a capable assistant for the teacher who is designing assignments, provided the teacher stays in charge. The prompts below are DOQENT originals built around the four lenses and the three-zone model. Fill in the brackets, read the output critically, and keep what fits your class. You know your students, your subject and your goals. The prompt does not.

Prompt 1: Strengthen an existing assignment

Here is an assignment I currently set: [paste assignment].
Students are [age] years old at [level]. The learning goal is: [goal].

Rewrite it so that it passes four tests:

Position: the student must choose or rank and justify.

Place: it is anchored in this class, school or the student's own life.

Path: there is at least one intermediate deliverable I can see.

Proof: there is a short spoken or in-class demonstration.

Keep the final product no longer than the original.

Mark each component as Open, Declared or Own work for AI use.

Then list three ways a student could still avoid thinking, and how to close each.

Prompt 2: Design a staged project

Design a research project for [subject], students aged [age], level [level].

Learning goal: [goal]. Broad topic area: [topic]. Duration: [weeks] weeks.

Produce a narrow, answerable research question that requires first-hand data a student can gather in or near a school in [country or region].

Structure the project as seven staged deliverables with dates, each small enough

for me to review in under three minutes, ending with a blank-sheet sketch and a two-minute explanation.

State the AI zone for each deliverable and give me a one-paragraph brief for students and a one-paragraph brief for parents.

Prompt 3: Write application-based test questions

Write [number] test questions for [subject], students aged [age], level [level].

The questions must assess: [concepts].

At least half must present an unfamiliar short scenario the student analyses.

At least two must ask the student to give and explain an example of their own.

At least two must award marks for the reasoning route, and say so.

Include a model answer and a two-line marking guide for each question.

Avoid any question that could be answered by reproducing a definition.

Prompt 4: Generate process-focused reflection questions

The assignment was: [short description]. Learning goal: [goal]. Students aged [age].

Write [number] reflection questions that make the student's route visible:

which choices they made and why, what they found hard, which feedback they accepted or rejected, and how the final piece differs from their first attempt.

Each question must be answerable only by someone who did this specific assignment.

Exclude questions of the form "how did you feel about it".

Working with the output

Treat the result as a first draft from a capable but uninformed colleague. Check that the examples are realistic for your students, that the first-hand data is actually collectable, that the staging fits your calendar and that nothing in it contradicts your school's agreement. Expect to keep about two thirds and rewrite the rest. That is normal, and it is still far faster than starting from a blank page.

14. HOW THE DOQENT PLATFORM SUPPORTS THIS APPROACH

Everything in this paper can be done with paper, a pencil and a timetable. DOQENT exists to make it lighter to do consistently, across a full teaching load, without losing the pedagogy described above. This section describes where the platform fits. It is not a feature list; it is a description of the workflow.

Lesson preparation with the lenses built in

When a teacher prepares a lesson or assignment in DOQENT, the platform works from the curriculum the teacher actually teaches, aligned to the relevant national framework. Assignments can be drafted with the four lenses and the three-zone AI agreement as part of the structure, so that Position, Place, Path and Proof are considered at the point of design rather than remembered afterwards. Differentiated versions for different levels within the same class are produced from the same design, keeping the pedagogical intent identical while adjusting the demand.

Assessment generation that favours application

DOQENT's assessment generation is built to produce the kinds of questions described in section 8: scenario-based, own-example, show-your-route and defence questions, tied to the material a teacher has actually covered. Because the platform holds the teacher's own lesson content, it can reference examples that were used in class, which is exactly the lesson-specific material that generic question banks cannot provide.

AI-assisted grading against a process rubric

The DOQENT process rubric in section 9, or a teacher's own variant, can be applied through the platform's AI-assisted grading. The teacher remains the grader; the platform prepares a structured first reading against each criterion, flags where evidence for a criterion appears to be missing, and drafts feedback in the teacher's own language and register. This is where the staged deliverables of a project earn their keep: the platform can hold the question, the source log, the draft and the revision note together, so that consistency between stages is easy to see.

Keeping the whole route in one place

Intermediate deliverables are only useful if they are easy to collect and easy to find again. Within DOQENT, the stages of an assignment sit together in the student's record for that subject, so that a teacher reviewing a final report can see the path that led to it without searching through email or a shared drive.

Communication with parents

The three-zone agreement, the process rubric and the expectations for first-hand work are only effective if parents understand them. DOQENT's school-to-home communication carries the assignment brief, the zones and the assessment weighting to parents in the language of their choice, so that help at home works with the assignment rather than against it.

Languages and access

DOQENT operates in Slovenian, English, German, Dutch, Croatian and French. The platform is free for teachers and for students. It is designed to be used by a school, not by an individual working around a school, which is why the shared agreements described in section 10 sit naturally within it.

Where to find out more

Teachers who would like to try the approach in this paper on the DOQENT platform, or who would like DOQENT to run a working session with a subject team on assignment redesign, can contact us through doqent.ai.

15. CLOSING NOTE

Generative AI has changed what a written product can tell a teacher. It has not changed what learning is. Students still need to think, choose, gather, explain, defend and improve, and the job of an assignment is still to make that happen and to make it visible.

The good news is that the changes required are small. A choice to defend. One thing observed in the real world. One stage seen before the deadline. Ninety seconds spoken aloud. A clear line about where AI is welcome and where it is not. None of this requires a new theory or new budget. Most of it requires less marking, not more, because it replaces pages of generic text with short, specific evidence of thinking.

There is also something to be gained beyond resilience. Students who have to choose, gather, explain and revise develop ownership of their work in a way that reproduction never produces. They finish with something they made, not something they obtained. The teacher who designs for that is not defending against technology. They are doing what good teachers have always done, with slightly sharper tools.

The role of the teacher in all of this is not diminished. It is the centre of it. At DOQENT we call the teacher the heartbeat of the school. Everything we build exists to help teachers, students and parents work together, so that the learning that happens is real, visible and the student's own.

DOQENT, August 2026

APPENDIX A. ONE-PAGE SUMMARY FOR THE STAFF ROOM

THE FOUR LENSES

Lens	Ask
Position	Does the student choose or rank, and explain why?
Place	Is something in it rooted here: this class, this school, this student's life?
Path	Do I see at least one stage before the final product?
Proof	Does the student demonstrate understanding live, in their own words?

THE THREE AI ZONES

Zone	Rule	Examples
Open	Welcome	Explaining concepts, practice questions, grammar checks, outlines
Declared	Allowed if stated	Brainstorming, summarising a source also read, draft feedback
Own work	Not permitted	Positions and reasons, first-hand observations, reflection and revision notes, anything spoken or in class

THE PROCESS RUBRIC

Criterion	Weight
Reasoning and choices	30%
Own evidence	20%
Response to feedback	20%
Final product	30%

THE THIRTY-MINUTE REDESIGN

Name the goal. Check the four lenses. Add Position. Add one anchor of Place. Insert one Path checkpoint. Attach ninety seconds of Proof. Print the three zones on the sheet.

TWO RULES THAT SIT ABOVE EVERYTHING

Detector results are a reason for a conversation, never evidence. Student data never goes into public AI services.

DOQENT · doqent.ai · From first bell to final grade.