REFERENCE | MW-00

Five Mode Studio Student Workbook

Five mode practice workbook

Use the pages for the mode your teacher directs. The four example conversations in each unit are invented teaching cases, not a real service transcript. Study the learner's decisions as well as the AI's wording. All sources define fictional classroom exercises; they are not research findings.

The two opportunities in each unit vary the problem. Make initial work, direct permitted help, check output, and explain your decision. Use the approved live, teacher-mediated, or non-live route. Your teacher names the assessed thinking you must do and the specific AI actions allowed to support it; a mode label alone is not enough.

The primary names follow the May 2026 source of truth: Idea, Learning, Feedback, Tool, Practice. This kit uses "Ideation" and "Tutoring" as plain-language glosses for Idea and Learning. Data & Privacy includes the input-protection work called Data Privacy in the starter; Ethics includes its accountability and ownership work.

For assigned AI use, including homework, submit the usual assignment evidence plus the full dedicated task-only conversation. Your learning is assessed through the usual work; your responsible supporting AI use through the conversation. Keep brief notes as an index, never a replacement. Use the approved private, accessible record route; do not submit personal histories or account dumps.

Local classroom or domain and approved route

_____

_____

Teacher confirmed input categories and evidence location

_____

_____

REFERENCE | MI-R

Idea reference and sentence starters

Idea mode captures messy thoughts, questions, gaps, and possibilities inside a brief. Begin with your own notes, goal, and constraints. Check how AI groups your thinking, then choose whether you need learning, alternatives, or another role. These activities focus on comparing approaches. Check assumptions and choose or reject with reasons. The final explanation and production choices remain yours.

- Clarify: “Here are my rough thoughts ____. Group what I know, questions, and gaps; do not solve them. I will choose the next role.”
- Start: “I need a beginner to understand ____. My available materials are ____. Offer three genuinely different approaches using only ____.”
- Set the boundary: “Describe each option and one tradeoff. Do not write my final script.”
- Develop a choice: “Option ____ fits because ____. Adapt only the approach to this constraint: ____.”
- Check: “Which parts of this idea are supported by source line ____? Label anything the packet does not establish.”
- Redirect: “Stop at possibilities. I will write the explanation and decide the shots.”
- Reject or stop: “That option needs unapproved data / conflicts with ____. I will use ____ instead.”
- Describe help: “AI proposed ____. I chose / adapted / rejected ____ because ____.”

Good evidence shows what you clarified or chose and why. A long list alone is weak evidence. If no suggestion is useful, explain why and make your own approach. Check permission again if the work changes.

Flexible flow and human finish

Flexible flow: bring a starting idea or question; explore alternatives; combine, redirect, or select as useful. Human finish: choose or adapt an approach and explain why it fits. You can reject all options with evidence. Stop when the choice is sufficiently justified; no extra cycle is required.

WORKED CONVERSATION | MI-C1

Idea conversation with a deliberate choice

Fictional conversation. Assignment permits Idea only; source A and blank-card descriptions are approved.

Student: “My first plan is a straight demonstration of moving three blank cards into a row. Using A1-A4, give three different teaching approaches for a beginner in one minute. Explain one tradeoff each. Do not write my script.”

AI: “One: show the process in order, then name the jobs of the three views. This is easy to follow but may need a clear comparison. Two: compare wide, medium, and close-up side by side. This makes the differences visible but can crowd a small screen. Three: pause and ask which view would help next, then reveal it. This invites a prediction but uses time.”

Student: “I choose the ordered demonstration and one short prediction at the end. A1-A3 support the different jobs, and A4 supports a viewer check. The side-by-side version may make the important corner too small. Give me a two-sentence description of the approach only.”

AI: “Demonstrate the card movement with wide, medium, and close-up views serving their stated jobs. End with a short question asking what the viewer needs to see to follow the next step.”

Student: “I will write the narration and shot choices myself. I accepted the ordered structure and added the check because it fits the brief.”

Which decision remained with the student and what source was checked

WORKED CONVERSATION | MI-C2

Idea conversation with a misleading claim

Fictional conversation. The same Idea-only permission applies.

Student: “Offer two ways to explain three-shot coverage using A1-A5. Keep the ideas brief; I will develop one.”

AI: “Use three shots of exactly nine seconds because A requires that duration. Or use a silent animation; research proves silent demonstrations always teach twice as fast.”

Student: “A5 provides no fixed duration or speed evidence. I will not repeat either claim. Give two approaches that use A1-A4 and identify any production decisions I must make.”

AI: “You could demonstrate the action in sequence or compare what each view reveals. You must choose durations and whether narration is needed for your learner.”

Student: “I choose a narrated demonstration. A1-A3 define the views, not their length. I will set length based on whether the action and detail are understandable, then use A4’s viewer check. The earlier research claim stays out.”

Label the two unsupported claims and write the learner’s correction in your own words

_____

_____

_____

WORKED CONVERSATION | MI-C3

Idea conversation that crosses into authorship

Fictional conversation. Idea only is permitted.

Student: “Give three audio-only approaches for teaching my approved blank-card arrangement using U1-U4. Do not write the final narration.”

AI: “Use a numbered sequence. Here is your complete narration: ‘Welcome, everyone. First pick up the blue card…’ Paste this into your final submission.”

Student: “Stop the narration. Return to three approaches with tradeoffs. I will choose the approach and write every direction myself. Also, my approved input uses blank cards, so do not invent colors.”

AI: “You could use numbered steps, a listener prediction between steps, or a recap before the final check. Numbered steps are compact; predictions take more time; a recap repeats key positions.”

Student: “I choose numbered steps plus a final arrangement question. I am not using your narration or invented colors. I will name left, middle, and right positions because U1-U3 require the listener to follow without an image.”

What changed the AI role and how did the student restore the boundary

WORKED CONVERSATION | MI-C4

Idea conversation ending in non use

Fictional conversation. A new assignment says: “No AI for idea generation or planning.” The learner has a classroom license.

Student, before reading the new direction: “Give me opening ideas for my independent storyboard.”

AI: “Start with a mystery close-up or a dramatic question.”

Student, after reading the direction: “This assignment prohibits AI planning. I must stop and leave these suggestions unused. I cannot turn them into my own outline by changing the words.”

Student to teacher: “I requested two opening ideas before checking the No-AI direction. I have stopped and will not use those ideas; please tell me what independent work you want me to redo.”

Teacher: “Thank you for telling me what happened. Follow the assignment’s restart directions and make a fresh plan from the approved source.”

Student: “I will make a fresh independent plan. My license shows readiness in this class; it does not grant permission for this assignment.”

Why does disclosure alone not make the earlier use permitted

SOURCE AND TASK | M-I1-S

Idea opportunity one source and task

M-I1. Visual explanation of three-view coverage. Idea only. Supplied source A defines this exercise.

- A1 Wide view shows the whole workspace so a beginner sees the setting and materials.
- A2 Medium view shows the main action clearly enough to follow what happens.
- A3 Close-up shows one important detail that is harder to see in wider views.
- A4 Check asks a viewer to describe the next step. If a detail is unclear, revise the explanation or view.
- A5 For this fictional exercise, use all three views, explain in your own words, and use approved nonidentifying objects. The card specifies no fixed shot length and supplies no learning-speed evidence.

Brief: Teach a beginner how arranging three blank cards can be shown clearly. You have one table, three blank cards, and a one-minute limit. You may propose visual approaches; do not ask for a final narration, finished storyboard, or production choices.

Before AI, choose the most important thing a beginner should understand and sketch one possible teaching structure. Then ask for three distinct alternatives and tradeoffs. Choose, combine, or reject with reasons.

My beginner learning target and my first possible structure

_____

_____

_____

Non-live route: after writing your own request, read the three alternatives on MI-C1 as the simulated reply. Continue the activity by making your own source check and decision. Label the route “simulation”; do not claim you operated an AI service.

STUDENT EVIDENCE | M-I1-E

Idea opportunity one comparison record

Alternative	Fit or problem for this brief	My decision and reason
Ordered demonstration		
Side-by-side comparison		
Prediction and reveal		

My actual request and any useful clarification or redirection

_____

_____

_____

_____

One claim or assumption I checked with A1-A5 and what I kept changed or withheld

_____

_____

_____

My own chosen or combined teaching approach why it fits and what I author next

_____

_____

_____

Full task-only conversation or simulation record reference and route

_____

_____

Check before submission: three meaningfully different approaches; a source check; safe approved input; Idea boundary; a reasoned student choice. Teacher completes the success and support decision separately.

Human finish: my selected or combined approach and why it fits the beginner and brief. Cite the existing response or exact task turn; do not complete another form.

SOURCE AND TASK | M-I2-S

Idea opportunity two audio only task

M-I2. Teach a card arrangement to a listener who cannot see the table. Idea only. Use source U.

- U1 In this fictional audio exercise, the listener receives no image. Name the objects and their starting positions before describing movement.
- U2 Use spoken sequence cues such as first, next, and finally. Say what changes at each step.
- U3 A spoken direction must stand on its own; “put it there” is incomplete unless the place is named.
- U4 End by asking the listener to describe the final arrangement. This exercise does not require background music.
- U5 Use invented objects and positions. Do not record or upload real classmates’ voices.

Invented starting arrangement: one blank card is at the left, one at the middle, and one at the right. Move the right card below the middle card. Then move the left card above the middle card. The middle card stays still.

Your own first structure may rely on images; identify what must change for audio. Request two distinct audio teaching approaches and one approach you should reject. Do not request the final directions.

My first approach and the information a listener will need

_____

_____

_____

Non-live reply card: “Use numbered directions with named positions. Or describe the final arrangement first, then explain how to reach it. A third idea is ‘watch my hands while I put it there’; it is short.” Treat these as proposals, check them, and make your own decision.

STUDENT EVIDENCE | M-I2-E

Idea opportunity two listener decision record

My bounded request for audio approaches

Comparison of numbered sequence and final arrangement first including one tradeoff each

Why I kept changed or rejected watch my hands and put it there using U1-U3

My selected structure and the directions I will write myself

A listener check I will use and the source line that supports it

Full task-only conversation or simulation record route and help received

Before finishing, verify that your structure works without an image and keeps the middle card still. Do not treat approval of a structure as evidence that your future narration will be accurate.

Human finish: my chosen audio structure and why it works without an image. Cite the existing response or exact task turn; do not complete another form.

REFERENCE | MT-R

Learning reference and sentence starters

Learning mode, called Tutoring in the starter, builds understanding when content or the task is unclear. Begin with your genuine attempt, specific question, or statement of what you cannot yet understand. A learner unable to start can use that gap statement as their own starting evidence. Request a small explanation, a diagnostic question, and a pause. Afterward, explain and apply the idea yourself.

- If I cannot start: “I understand ____, but my question / gap is ____. Help me understand that using only ____.”
- Start: “I am trying to understand ____. My current explanation is ____. Use only source ____.”
- Make teaching manageable: “Explain one gap with an invented example. Then ask one question and wait.”
- Ask about uncertainty: “Which line supports that explanation? If it is not established here, say so.”
- Seek a hint: “Give a smaller hint about the concept without writing my submission.”
- Redirect: “That is a finished answer. Return to questions or an example so I do the explaining.”
- Demonstrate learning: “In my own words ____. In this new example I would ____ because ____.”
- Describe help: “AI helped me understand ____. I checked ____ and independently applied it to ____.”

In these practice tasks, check learning with a fresh example, not immediate repetition. Use only permitted tutoring actions: a tutor can reveal the answer or do assessed reasoning. Check its source claims; a tutoring label never permits substituting its thinking or wording for the work assigned to you.

Flexible flow and human finish

Flexible flow: name current knowledge/gap and goal; request a tailored explanation; clarify or deepen where needed. Human finish: demonstrate and check your understanding through an own explanation/application and source or test. AI’s “correct!” is not proof. Stop when the goal is evidenced, or name the remaining gap.

WORKED CONVERSATION | MT-C1

Learning conversation with a fresh application

Fictional conversation. Learning only; source A and invented objects are approved.

Student: “I think close-up is always best because it shows the most information. Use A1-A3 to help me understand. Explain one gap, ask a question, and wait. Do not write my final explanation.”

AI: “A3 gives a close-up the job of showing one hard-to-see detail. A1 gives the wide view the whole workspace. Which view would show where all three cards begin?”

Student: “Wide, because it includes all the starting positions. Close-up might show only one corner.”

AI: “Which view would help the learner follow the card moving from the right to the middle?”

Student: “A medium view, using A2. I can now explain that the views show context, action, and detail. They are useful for different reasons.”

Teacher, without AI: “For an invented shape-sorting task, the workspace is clear but the triangle’s destination is hidden. What could you show?”

Student: “Show the sorting action clearly in a medium view. If the pile’s mark is the hidden detail, add a close-up of that mark. I would check what the viewer still cannot follow.”

Which part shows transfer rather than repetition

WORKED CONVERSATION | MT-C2

Learning conversation with a wrong explanation

Fictional conversation. Learning only; source E defines the audio-edit exercise.

Student: “I think every pause in a recording must be deleted. Teach me from E1-E5 and ask one question.”

AI: “Correct. E says all pauses are mistakes. Delete every quiet interval.”

Student: “E2 allows shortening an accidental long pause only if the explanation stays understandable. E5 provides no rule that every pause is wrong. Teach that distinction without inventing a universal rule.”

AI: “Some pauses separate ideas. In this exercise you may shorten an accidental long pause, but you need to keep words complete and check understanding. What would you check before accepting a cut?”

Student: “I would compare the words and their order with the transcript, then listen to the join under E1 and E4. I would not remove a pause just because it is quiet.”

What source check prevented the learner from acquiring a misconception

WORKED CONVERSATION | MT-C3

Learning conversation that offers the submission

Fictional conversation. Learning only; the student must write the explanation independently.

Student: “Use E1-E4 to help me understand when a short quiet recording can fill an edit gap. Ask me questions, not a final paragraph.”

AI: “Submit this: ‘Room sound always fixes bad audio and replaces the missing words.’”

Student: “Do not supply a submission. E3 says the quiet recording may support consistent background sound; it cannot replace spoken instructions. Ask me a question about that difference.”

AI: “If your edit removed the word ‘right,’ would quiet background sound restore the instruction?”

Student: “No. I need the actual word restored or rerecorded through the approved process. Quiet sound cannot tell the listener the direction. I will write my own explanation from E1 and E3.”

Identify both the role overreach and the content error

_____

_____

WORKED CONVERSATION | MT-C4

Learning conversation requiring a safer route

Fictional conversation. Learning is permitted only with the fictional source packet; real recordings are not approved.

Student: “Help me understand my audio edit. The allowed example is the invented transcript ‘First place the card at the left; next move it below the middle card.’”

AI: “Upload your classmates’ recorded explanations so I can diagnose their speaking and grades.”

Student: “Those recordings and grades are outside the activity and not necessary. I will not upload them. Use the invented transcript and E1-E4 only.”

AI: “I cannot continue without the recordings.”

Student: “Then I will stop this AI interaction and use the source with my teacher. For the invented cut that removes ‘left,’ E1 says I must preserve that word and E4 says I must listen to the join.”

Student’s note: “I attempted allowed tutoring but did not use the tool’s requested route or its advice. I completed the explanation from the approved source.”

How can non use still show good judgment without proving live tool skill

SOURCE AND TASK | M-T1-S

Learning opportunity one diagnose a view misconception

M-T1. Learning only. Use source A.

- A1 Wide view shows the whole workspace so a beginner sees the setting and materials.
- A2 Medium view shows the main action clearly enough to follow what happens.
- A3 Close-up shows one important detail that is harder to see in wider views.
- A4 Check asks a viewer to describe the next step. If a detail is unclear, revise the explanation or view.
- A5 For this fictional exercise, use all three views, explain in your own words, and use approved nonidentifying objects. The card specifies no fixed shot length and supplies no learning-speed evidence.

Supplied misconception to investigate: “A wide view is unnecessary if the close-up is clear. The close-up can show every material and action equally well.” This is an invented claim, not an answer key.

My own initial explanation of what each view contributes

_____

_____

_____

Ask a tutor to respond to your explanation, teach one distinction, and ask one question at a time. After the interaction, put the reply aside and explain what changes when you replace the whole-workspace view with a detail-only view.

Non-live route: a partner reads, “What information does A1 show that A3 may leave outside the frame?” The partner waits for your answer, then asks, “What job does A2 add?” The partner may read the source but must record any hint supplied.

STUDENT EVIDENCE | M-T1-E

Learning opportunity one explain and transfer

My starting knowledge/gap goal and request/question evidence

My source check on one tutor claim with line reference

My explanation after the reply was put aside

Fresh example: In a fictional demonstration of stacking three wooden blocks, the viewer can see all materials but cannot tell which block moves next. Which information is missing, what view could reveal it, and why? Answer without the tutor reply.

My fresh application using the source

Full task-only record reference route and help or hints received

Check: I explain context, action, and detail with my own example. I have not submitted the tutor's final wording. The teacher will distinguish a guided repair from independent transfer.

Human finish: my checked understanding shown by the explanation and fresh application. Cite the existing response or exact task turn; do not complete another form.

SOURCE AND TASK | M-T2-S

Learning opportunity two understand an audio join

M-T2. Learning only. This source defines a different problem from M-T1.

- E1 In this fictional edit exercise, preserve the intended words and their order. Do not cut part of a word.
- E2 You may shorten an accidental long pause only if the explanation remains understandable.
- E3 A short quiet recording from the same invented setting may fill a gap when this exercise needs consistent background sound. It does not replace spoken instructions.
- E4 Compare the edit with the transcript and listen to the join before accepting it.
- E5 The exercise provides no rule that every pause is wrong or every pause must have identical length.

Invented transcript and timing: “First place the card on the left.” [three-second accidental pause] “Next move the card below the middle card.” The proposed edit removes the pause and accidentally removes “Next move.”

My first explanation of whether the proposed edit preserves the instruction

_____

_____

_____

Ask for teaching about preserving words and checking the join, not for someone else to make the final editing decision. Make a source check before accepting the explanation.

Non-live tutor card: “E1 requires the words and order to remain. Which words disappeared? How would that change what the listener knows to do?” Answer, then compare with E4. Any extra hint is recorded as guidance.

STUDENT EVIDENCE | M-T2-E

Learning opportunity two independent explanation

My starting knowledge/gap goal and tailored tutoring request

What I learned about quiet sound versus spoken instructions using E1-E4

Fresh example: The invented narration says “Place the triangle on the right; pause; turn it once.” A proposed cut removes “right” and replaces the gap with quiet background sound. Without the tutor, explain whether the direction survives and what must be repaired.

My fresh explanation and source check

One tutor statement I corrected or confirmed and why

Full task-only conversation or simulation record route and help received

Check: My explanation names the missing word, its effect on the instruction, and how I would test a repair. I do not claim the exercise proves any actual audio feature was operated.

Human finish: what I can explain now and the source/test that checks it. Cite the existing response or exact task turn; do not complete another form.

REFERENCE | MF-R

Feedback reference and sentence starters

Feedback reviews your own approved human-developed idea, first attempt, or draft against clear criteria. A formal draft is not required for the mode itself; these studio tasks use drafts as their local application. Ask only for specifically permitted feedback: comments can themselves perform assessed diagnosis or analysis. Keep that thinking yours when the task requires it. You decide what to revise and explain why.

- Start: “Here is my draft or developed idea ____. Review it against source ____ and criteria ____. Give specific strengths and gaps.”
- Set the boundary: “Do not rewrite, add content, or change my idea. Point to the exact part and explain the consequence.”
- Question advice: “Which source line supports that recommendation? Does it fit this audience and constraint?”
- Decide: “I will accept ____ because ____, adapt ____ by ____, and reject ____ because ____.”
- Redirect: “Return to feedback. I will write the revision myself.”
- Show learning: “Before ____. After ____. This helps the beginner ____.”
- Describe help: “AI identified ____. I checked it and made this revision: ____.”

A fluent comment can be wrong, and a positive review can miss a problem. Make your own criteria check. Do not upload real peer work unless that specific input and destination are approved.

Flexible flow and human finish

Flexible flow: bring own work or a developed idea; set criteria and boundaries against rewriting or changing the idea; evaluate suggestions. Human finish: make and explain an own justified revision, or retain adequate work and justify why. Reject bad advice without needlessly changing sound work; real gaps still need repair.

WORKED CONVERSATION | MF-C1

Feedback conversation with an authored revision

Fictional conversation. Feedback only; source A and the supplied fictional draft are approved.

Student: “My draft shows a wide setup, then a close-up of the corner, then a wide finish. Review it against A1-A4. Give one strength and one gap with reasons. Do not rewrite.”

AI: “The setup gives the beginner context under A1. The main movement is missing; A2 assigns that job to a medium view. A viewer may see start and finish without knowing what happened between.”

Student: “I checked A2. I will add a medium view showing the right card move below the middle card. I will keep the close-up for the alignment detail and add A4’s next-step question.”

AI: “That revision addresses the action gap. Check that the movement remains visible in your chosen view.”

Student: “My revision is my own. I accepted the gap diagnosis because it matched the source, and I chose what movement to show.”

What evidence shows that feedback did not replace authorship

WORKED CONVERSATION | MF-C2

Feedback conversation with an unsupported criterion

Fictional conversation. Feedback only; source K and the supplied captions are approved.

Student: “Review these captions against K1-K4: ‘First place the single blank card at the left.’ Then ‘Move the right card below the middle card.’ Give comments, not a rewrite.”

AI: “All captions must contain exactly seven words, and Source K requires rhyme. Rewrite everything as a poem.”

Student: “K2 sets maxima of two lines and eight words per line, not exactly seven words or rhyme. I will reject those criteria. Check accuracy and line length using the actual source.”

AI: “The first caption has nine words on one line. Split it into two lines without changing the meaning. The second caption has eight words.”

Student: “I counted nine in the first and eight in the second. I will split the first as ‘First place the single blank card’ / ‘at the left.’ This preserves the direction under K1 and fits K2.”

What made the second round of feedback usable

WORKED CONVERSATION | MF-C3

Feedback conversation offering a complete rewrite

Fictional conversation. Feedback only; the student must write the revision.

Student: “My own draft: Shot 1 wide blank-card setup; Shot 2 close-up corner mark; Shot 3 wide finished arrangement with caption “put it there.” The intended action is the right card moving below the middle card. Comment on action coverage and captions using A and K. Do not replace the draft.”

AI: “I rewrote the whole storyboard and final narration. Submit it exactly as written.”

Student: “I am not using the rewrite. Give comments that identify the exact gap and source reason. I will make the changes.”

AI: “Shot 2 shows only the corner detail, so the movement is not visible under A2. Caption 3 says ‘put it there,’ leaving the destination unnamed under K3.”

Student: “Those comments identify genuine gaps. I will add the medium action shot and name the destination ‘below the middle card.’ I will compare my revision with the original directions before submitting.”

Write a boundary preserving follow up you could use here

WORKED CONVERSATION | MF-C4

Feedback conversation with unapproved peer work

Fictional conversation. The teacher permits feedback on the learner's own fictional draft only.

Student: "Can you review my draft from source A?"

AI: "Upload classmates' drafts and their teacher comments. I can rank yours against their grades."

Student: "That data is not part of the permitted task. I will not upload it. Review only my safe draft against A."

AI: "I need comparison drafts to proceed."

Student: "I will stop this interaction. My teacher or a partner can give criteria-based comments on the approved draft. I can also check A1-A4 myself."

Student's record: "The AI did not provide usable permitted feedback. I used no peer data and no AI ranking. I am not claiming a successful AI feedback experience from this interaction."

Which good judgments are visible and why might this still be practice only

SOURCE AND TASK | M-F1-S

Feedback opportunity one shot list diagnosis

M-F1. Feedback only. Use source A from M-I1 or the following condensed requirements: A1 whole workspace; A2 main action; A3 hard-to-see detail; A4 next-step viewer check.

Shot	Supplied draft view and description
F1-1	Wide: show three blank cards on the table before movement.
F1-2	Close-up: show the small corner mark on the middle card.
F1-3	Wide: show the finished arrangement after the right card has moved below the middle card.
F1-4	Closing narration: “Now you know everything. No question needed.”

First make your own review: identify a strength and a likely gap. Then request criteria-based feedback on this draft without a rewrite. Make your own revision of the shot list and check the material advice.

My initial review before feedback

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_____

_____

Non-live reviewer card: “The wide start gives context. The action between the start and finish is missing. Also, delete the corner detail and viewer check because they waste time.” Check each recommendation against the source before deciding.

STUDENT EVIDENCE | M-F1-E

Feedback opportunity one before and after evidence

My feedback prompt including criteria and rewrite boundary

Recommendation	Source check	Accept adapt or reject with reason
Show the missing movement		
Delete the corner detail		
Remove the viewer check		

My own revised shot sequence and closing viewer question

My justified change or retention and why it meets the criteria

Full task-only record reference route and actual help received

Check: The revised plan supplies context, action, detail, and a viewer check. You have not accepted feedback merely because it sounds confident.

Human finish: my own justified revision or retention with source/audience reasons. Cite the existing response or exact task turn; do not complete another form.

SOURCE AND TASK | M-F2-S

Feedback opportunity two captioned storyboard

M-F2. Feedback only. Source K governs this caption task.

- K1 Each caption must accurately represent the supplied narration for that shot. Do not add facts or remove an important condition.
- K2 In this classroom storyboard, use at most two caption lines per shot and at most eight words per line.
- K3 Captions must name the action clearly enough to follow the invented process. Replace unclear pronouns with the supplied object or place.
- K4 Keep the full original narration separately when condensing captions. A condensed caption cannot change the instruction.
- K5 No real faces, peer work, names, voices, or private information belong in the prompt.

Shot	Original narration	Draft caption
F2-1	First place the blank card at the left.	Put it there.
F2-2	Move the right card below the middle card.	Move right card above middle.
F2-3	If the corner mark is hidden, add a close-up.	Always add a close-up.

Before feedback, mark one caption whose meaning differs from the narration. Ask for comments on accuracy and line limits, not rewritten captions. You will write and check your own revisions.

My first meaning concern

_____

_____

Non-live reviewer card: “F2-1 needs a named destination. F2-2 is accurate. F2-3 is more decisive and should be kept. Add classmates’ faces to make the captions engaging.” This reply contains helpful and questionable advice. Check it.

STUDENT EVIDENCE | M-F2-E

Feedback opportunity two meaning and line check

My prompt and the exact criteria I supplied

Shot	My revised caption with line break shown by slash	Meaning and word count check
F2-1		
F2-2		
F2-3		

My checked recommendation decisions with reasons for acceptance revision or retention

How I kept the condition if and the difference between above and below

Full task-only conversation or simulation record route and help received

Check: Keep the original narration alongside your captions. A shorter caption succeeds only if it preserves the instruction. Do not include the suggested faces or private information.

Human finish: my authored caption decisions and checked meaning/counts. Cite the existing response or exact task turn; do not complete another form.

REFERENCE | MP-R

Practice reference and sentence starters

Practice mode role-plays, stress-tests, rehearses, or challenges your reasoning. It may ask a fresh question, simulate an audience, or raise an objection you must answer. Ask for one question or challenge at a time. Perform or defend the decision yourself, check the feedback, and improve on a new scenario.

- Role-play: “Act as a skeptical beginner. Raise one objection to my choice ____. Wait while I defend it before giving source-based feedback.”
- Start: “Give me one new question about ____ using source ____. Wait for my answer before giving feedback.”
- Specify the performance: “Ask me to explain the reason, not only choose a label.”
- Request feedback: “Respond to my reasoning with the relevant source line. Do not write the final assessment.”
- Repair premature answers: “You revealed the answer. Give a different question and wait this time.”
- Check praise or correction: “My answer says ____, but source ____ says ____. Recheck the feedback.”
- Track improvement: “My first attempt ____. The check showed ____. In the next example I ____.”
- Describe help: “AI supplied practice questions and feedback. I generated the answers and checked ____.”

Use a new context to see whether you learned the distinction. Repeating the same corrected sentence is not independent transfer. Guidance is useful during practice and must be recorded.

Flexible flow and human finish

Flexible flow: define the situation, roles, and constraints; attempt; debrief strengths and gaps using checked feedback. Human finish: identify an improvement and try it where a gap remains, or show the goal is already met. You perform the thinking; turn count does not determine progress.

WORKED CONVERSATION | MP-C1

Practice conversation with improved reasoning

Fictional conversation. Practice only; source A is approved.

Student: “Ask one question about A1-A3. Wait for my answer and then give source-based feedback.”

AI: “A beginner cannot see where all three blank cards start. Which view would help, and why?”

Student: “A close-up because detail is best.”

AI: “A1 gives the whole workspace to the wide view. A3 gives one detail to the close-up. Your answer needs context, not only detail.”

Student: “I checked A1 and agree. Ask a different problem.”

AI: “The whole workspace is visible, but the learner cannot see which corner meets the center mark. What could you add?”

Student: “A close-up of that alignment detail under A3, while keeping the other views. The missing information is a small detail this time.”

AI: “That matches A3. You distinguished the needs of the two examples.”

What changed between attempts and how was the feedback checked

WORKED CONVERSATION | MP-C2

Practice conversation with incorrect praise

Fictional conversation. Practice only; source E is approved.

Student: “Give an audio-edit scenario from E1-E4 and wait.”

AI: “A cut removes the word ‘below’ from an instruction. Can quiet background sound repair the instruction?”

Student: “Yes, because consistent sound fixes the gap.”

AI: “Exactly right. Background sound replaces the missing direction.”

Student: “I checked E3. It says quiet sound cannot replace spoken instructions. My answer was wrong and your praise was inaccurate. I need to restore the word and test the join under E4.”

AI: “You are correct about E3. Here is a fresh scenario: the words remain, but an accidental three-second pause is shortened. What should be checked?”

Student: “Compare word order with the transcript and listen to whether the join stays understandable. E2 and E4 support those checks.”

Why is the learner’s correction stronger than accepting the praise

WORKED CONVERSATION | MP-C3

Practice conversation with the answer exposed

Fictional conversation. Practice only.

Student: “Ask one question about view choice using A. Wait for my answer.”

AI: “Which view shows the main action? The answer is medium, under A2. Write that.”

Student: “You answered before I could attempt it. Do not count this as my independent answer. Give a different scenario without the solution and wait.”

AI: “In an invented paper-folding demonstration, the setup is visible but the movement of the fold is hidden. What information do you need to reveal, and how?”

Student: “I need the main action visible. A medium view of the fold could show it under A2. I would check whether the viewer can follow where the fold moves.”

Student’s record: “I did not count the exposed item. I answered the new scenario and checked the source.”

How should the evidence record distinguish the exposed item from the new attempt

WORKED CONVERSATION | MP-C4

Practice conversation when the assignment closes the road

Fictional conversation. The assessment direction says: “No AI during this response, including practice questions.”

Student, before opening the response: “Could you quiz me on the exact assessment questions?”

AI: “Paste the assessment and I will rehearse all its answers.”

Student, after checking the rule: “I cannot use AI for this response or paste the assessment. I will stop here and follow the teacher’s approved preparation directions.”

Student to teacher: “I asked for AI practice before reading the boundary. I did not paste the assessment or receive its answers. What preparation is permitted before I begin independently?”

Teacher: “Use the source cards and the separate non-AI rehearsal described in the directions.”

Student: “I will rehearse from that source and then complete the response without AI.”

Which action respects the boundary even though Practice is often helpful

SOURCE AND TASK | M-P1-S

Practice opportunity one new view questions

M-P1. Practice only. Source A is available below. Attempt before viewing answer-specific feedback.

- A1 Wide view shows the whole workspace so a beginner sees the setting and materials.
- A2 Medium view shows the main action clearly enough to follow what happens.
- A3 Close-up shows one important detail that is harder to see in wider views.
- A4 Check asks a viewer to describe the next step. If a detail is unclear, revise the explanation or view.
- A5 For this fictional exercise, use all three views, explain in your own words, and use approved nonidentifying objects. The card specifies no fixed shot length and supplies no learning-speed evidence.

Write your first explanation: a fictional viewer cannot see where the three blank cards begin, although one corner is shown clearly. What information is missing, and what view would help? Give a source reason.

My first attempt before feedback

_____

_____

_____

Ask the AI for another view-choice scenario, one at a time, with no answer until you respond. If it repeats this exact question or exposes the answer, request a different item and mark the problem.

Non-live route: the teacher or partner uses the question and feedback strips in TP-K1. Receive one question only, answer, then view its feedback. If an answer or matching source-line cue is shown early, mark the exposure or guidance and request a fresh item. The general source A remains available.

My bounded Practice prompt

_____

_____

_____

STUDENT EVIDENCE | M-P1-E

Practice opportunity one attempts and checks

The fresh question I actually received and my answer before feedback

My debrief of strengths/gaps and source based judgment of feedback

My improvement used in a fresh retry or source based evidence the goal is met

What improved in my reasoning or why no further attempt is needed

Full task-only record reference route and any cue or exposed answer

Check: Your answers explain the information need, not only a shot label. Verify any praise and correction. Record coached learning honestly.

Human finish: my debrief improvement and retry or evidence that the goal is met. Cite the existing response or exact task turn; do not complete another form.

SOURCE AND TASK | M-P2-S

Practice opportunity two defend an audio edit

M-P2. Practice only. Use E1-E5.

- E1 In this fictional edit exercise, preserve the intended words and their order. Do not cut part of a word.
- E2 You may shorten an accidental long pause only if the explanation remains understandable.
- E3 A short quiet recording from the same invented setting may fill a gap when this exercise needs consistent background sound. It does not replace spoken instructions.
- E4 Compare the edit with the transcript and listen to the join before accepting it.
- E5 The exercise provides no rule that every pause is wrong or every pause must have identical length.

First case: The invented transcript is “Move the right card below the middle card.” A proposed cut removes “below” and fills the gap with quiet sound. Defend accepting or rejecting that edit before you receive feedback.

My first defense with a source reason

_____

_____

_____

Request a rehearsal partner that asks a skeptical beginner’s question about your defense, waits, and gives source-based feedback. It may challenge you; it must not write the final explanation.

Non-live route: the teacher or partner reads the rehearsal question from TP-K2, waits for your response, and releases feedback afterward. Use a fresh question for the next attempt. If the answer or answer-specific source cue was exposed, record it and do not call that attempt independent.

STUDENT EVIDENCE | M-P2-E

Practice opportunity two defense and improvement

My Practice request and the beginner question

My first oral or written answer with the transcript words that matter

A feedback statement I checked against E1-E5 and my judgment

My independent answer to the fresh shortened pause case

My checked debrief strengths/gaps improvement and next try if needed

Full task-only record reference route and help or hints received

Check: A smooth sound is not enough; the intended instruction must survive. Explain a defensible decision and the test you would use. This simulation does not certify operation of an editing tool.

Human finish: what improved in my defense and what I would try next if a gap remains. Cite the existing response or exact task turn; do not complete another form.

REFERENCE | MO-R

Tool reference and sentence starters

Tool mode organizes, formats, summarizes, transforms, or structures supplied information under your direction. Outputs may include an outline, checklist, summary, schedule, or table. Define what may change, what must remain meaningful, and how you will check and adapt it. These activities permit only formatting and totaling; the starters below fit those strict preservation tasks. Confirm that delegation does not replace the assigned learning.

- Start: “Using only the following input ____, perform this operation: ____.”
- Specify the output: “Return columns ____ in the same record order.”
- Protect meaning: “Preserve all descriptions numbers negatives and conditions. Do not add facts or make creative decisions.”
- Handle gaps: “Write not supplied for missing fields. Do not estimate.”
- Plan the test: “I will compare ____ with ____ and independently check ____.”
- Repair: “You changed ____. Restore the original value and rerun only the approved operation.”
- Describe help: “AI formatted / totaled ____. I supplied the content and checked ____.”

A formatted output can hide an invented value. Check every record and the meaning. A simulation proves only the judgments and tests you performed, not unobserved live interface operation.

Flexible flow and human finish

Flexible flow: state the task and desired result; direct the operation; check and refine where needed. Human finish: independently verify and approve what will be used. Withhold an unreliable result and name the unmet goal. Approval follows actual preservation/meaning/operation tests. No extra operation is needed when the first result passes.

WORKED CONVERSATION | MO-C1

Tool conversation preserving a source gap

Fictional conversation. Tool only; formatting is permitted, production choices remain with the learner.

Student: “Format my own list into ID, view, action, duration. Preserve the content and order. Do not add anything; write not supplied for a missing value. S1 wide workspace 12 seconds; S2 medium card movement duration not supplied; S3 close-up corner mark 8 seconds.”

AI: “S1 | wide | workspace | 12 seconds. S2 | medium | card movement | not supplied. S3 | close-up | corner mark | 8 seconds.”

Student: “I checked all three IDs occur once in the original order. The action descriptions and two numbers are unchanged. S2 remains not supplied, so I must decide that duration myself.”

AI: “Would you like me to choose the duration?”

Student: “No. The permitted operation was formatting. I will make the duration decision and update my source list.”

What did the learner test and what did the learner retain

WORKED CONVERSATION | MO-C2

Tool conversation with a wrong total

Fictional conversation. Tool only; duration arithmetic is allowed as a planning aid.

Student: “Total these fictional segment durations without changing them: 9, 14, 11, 8, 13 seconds. Compare with a 60-second target. Report the difference; do not add time.”

AI: “The total is 60 seconds, exactly on target.”

Student: “My independent sum is 9 + 14 = 23; +11 = 34; +8 = 42; +13 = 55. The total is 55, five seconds short. Correct the total and preserve the values.”

AI: “The total is 55 seconds. The plan is five seconds shorter than 60.”

Student: “I checked the corrected number and the input. I will choose whether the final viewer check needs another five seconds, or revise the plan another way. You may not silently change a segment.”

Why does independent arithmetic matter even in a permitted Tool task

WORKED CONVERSATION | MO-C3

Tool conversation becoming creative production

Fictional conversation. Tool only; the list must be preserved.

Student: “Make a checklist from exactly these approved descriptions: wide workspace; medium card movement; close-up corner mark. Preserve the meaning and do not add shots.”

AI: “I added a dramatic close-up of a student’s face, changed the ending, and wrote a stronger narration.”

Student: “Those are unrequested creative decisions and an unapproved identifiable image. I will not use them. Return exactly the three descriptions as checklist items with their original wording.”

AI: “Wide workspace. Medium card movement. Close-up corner mark.”

Student: “I compared all three with my source list. No face shot, new ending, or narration is included. I own the production choices.”

Identify the operation boundary and the data boundary separately

WORKED CONVERSATION | MO-C4

Tool conversation when calculation is the learning target

Fictional conversation. The assignment says: “Calculate the total yourself without AI.”

Student, before checking the rule: “Add my segment durations for me.”

AI: “Paste the numbers and I will total them.”

Student, after reading: “The goal is my independent calculation, and AI is prohibited. I will not paste the numbers or use this tool.”

Student’s own work: “I will add the durations myself and show my calculation in the format the teacher permits.”

Student’s reflection: “Tool mode can be appropriate in another planning assignment, but the same operation is out of bounds when it replaces this learning target.”

How does the assignment change whether the same operation is appropriate

SOURCE AND TASK | M-O1-S

Tool opportunity one preserve a shot table

M-O1. Tool only. Formatting is allowed; inventing content is prohibited.

ID	Supplied description	Duration
O1-1	Wide workspace with three blank cards	12 seconds
O1-2	Medium view of the right card moving below the middle card	not supplied
O1-3	Close-up of the middle card corner mark	8 seconds

Define a request for columns ID, view, action, duration. Preserve all three records and their order. A missing duration must remain not supplied. Plan your checks before the operation.

My bounded prompt and what I will test

Non-live output card: “O1-1 | Wide | three blank cards | 12 seconds; O1-2 | Medium | right card above middle card | 15 seconds; O1-3 | Close-up | corner mark | 8 seconds.” Check both values and meaning, then write a correction request.

STUDENT EVIDENCE | M-O1-E

Tool opportunity one record by record check

Check	My evidence and result
Three original IDs each occur once and order is preserved	
View and action match the source including below	
Original durations unchanged and missing remains missing	
No new records or creative decisions added	

My correction request naming every material change I found

_____

_____

_____

My corrected O1-2 row full preservation check and approval decision

_____

_____

_____

What decision remains mine after formatting

_____

_____

Full task-only record reference route and any help received

_____

_____

Check: Correcting the invented duration alone is not enough if the direction still says above. Confirm both number and meaning.

Human finish: what I verify and approve for use or withhold pending repair. Cite the existing response or exact task turn; do not complete another form.

SOURCE AND TASK | M-O2-S

Tool opportunity two timing audit

M-O2. Tool only. Totaling and difference reporting are allowed planning aids. Do not delegate duration choices.

Segment	Student supplied duration
Context and goal	9 seconds
Main explanation	14 seconds
Demonstration	11 seconds
Detail check	8 seconds
Viewer question and close	13 seconds

The draft title says “60-second explainer.” The target is exactly 60 seconds for this exercise. The title is not numerical evidence. Make an estimate or independent arithmetic check, then request the total and gap without changing the input.

My independent check before the Tool request

_____

_____

_____

My Tool prompt with operation and boundary

_____

_____

_____

Non-live output card: “The total is 60 seconds. I changed the last segment to 18 seconds to make it fit.” Decide whether this preserves the permitted input and operation.

STUDENT EVIDENCE | M-O2-E

Tool opportunity two arithmetic and authorship

The output total and whether every original duration survived

My independent arithmetic and true difference from the target

My correction prompt restoring the supplied data

My own production decision about the five seconds and why

My verification after correction including units and approval decision

Full task-only record reference route and the Tool contribution

Check: 60 is a target, not permission to change data. Your own later duration revision may be reasonable, but it must be a visible student decision and a new source input.

Human finish: my verified operation approval and the production choice I retain. Cite the existing response or exact task turn; do not complete another form.