

THE LEARN-IT-ALL EDUCATOR

A Guidebook for Training Brains, Not Replacing Them

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CHAPTER 4 FACULTY WORKSHEET

The Intelligent Simpleton: Professional Mindset for the Age of AI

PURPOSE

Each activity presents a core concept from Chapter 4, then directs you to apply it to your own professional identity, course, or institutional context. You will leave with a personalized Learn-It-All Action Plan grounded in the chapter's frameworks.

Name

Institution / Discipline

Course / Program

Date




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How to Use This Worksheet

This worksheet accompanies Chapter 4 of *The Learn-It-All Educator* (Machajewski, 2026). The previous chapters addressed the technical “how” of AI, what to delegate, how to prompt, how to assess. Chapter 4 addresses the “who”: the professional identity shifts required to remain relevant in a landscape where expertise without systematic humility has an expiration date.

SECTION A	The Ego Trap & Professional Identity (Activities 1–4): Interrogate the know-it-all identity, classify your resistance, build a systematic humility tool, and assess the shelf life of your current expertise.
SECTION B	The Neuroscience of Growth (Activities 5–8): Map discomfort as a biological signal, reframe struggle, reintroduce productive friction, and produce a personal learning transcript.
SECTION C	Navigating Barriers (Activities 9–13): Distinguish curation from labor, build your institutional argument, write a Permission to Learn letter, apply the STOP framework to your discipline, and audit your learning objectives.
SECTION D	The Intelligent Simpleton in Practice (Activities 14–19): Enter the judgment-free zone, build a deep-dive prompt sequence, design a Simpleton Moment for class, script Learning Live, find the non-obvious, and commit to a Learn-It-All pledge.

Each activity follows a consistent structure:

 CONCEPT	A brief definition of the framework or principle from the guidebook.
 DIRECTED TASK	A specific action tied to your own professional identity, course, or students.
 RESPONSE AREA	Space to write - use pencil, pen, or type directly in this document.

A

SECTION A: THE EGO TRAP & PROFESSIONAL IDENTITY

Interrogating the know-it-all identity and assessing what actually needs protecting

1

Deconstructing the Know-It-All Identity *What Does Your Professional Value Rest On?*

CONCEPT

Higher education rewards “know-it-alls.” Faculty are hired for expertise, promoted for publications, respected for command of their field. The entire professional identity is built on knowing things that others do not. This is not a flaw, it is the natural result of decades of disciplinary formation. But it creates a specific vulnerability: when a technology emerges that can simulate that knowledge, the first instinct is often to protect the identity rather than examine the threat. The diagnostic question is not “Is AI a threat?” but “Which of my professional claims to value are most exposed and which are genuinely irreplaceable by a probability engine?”

DIRECTED TASK

Step 1: List 3 ways your professional identity is currently tied to “knowing things others do not.” Be specific: name the knowledge, the audience that values it, and the professional context.

Step 2: For each one, assess its durability. Rate it on the scale below, then explain why.

My Professional Knowledge Claim	AI Durability: Low / Medium / High	Why, What Makes It Durable or Exposed?

Which of these three claims do you most want to protect, and is that about student outcomes or professional identity?

2 **The Ego Trap: Classifying Your Resistance** *Technical Concern vs. Identity Protection*

CONCEPT

When a disruptive technology emerges, the expert faces a choice: admit ignorance, which threatens the identity built over decades, or dismiss the technology as unimportant, preserving the identity at the cost of relevance. Most people choose dismissal. They find reasons why the new thing is overhyped, why it doesn't apply to their field, why real expertise can't be replicated by machines. These reasons may even be partially true, but they are also defensive. The diagnostic test is honest labeling: is each reason a genuine technical or pedagogical concern, or is it ego protection?

DIRECTED TASK

Identify one AI tool or capability in your discipline that you have dismissed, avoided, or decided is "not for my course." List three reasons for that position. Then label each reason honestly: is it a Technical / Pedagogical Concern (a legitimate professional judgment), or Ego Protection (discomfort with being a beginner, threat to expert status, or identity risk)?

Finally: which label applies most, and what would you need to investigate to know for sure?

The AI tool or practice I have avoided:

My Reason for Avoidance	Label: Technical Concern or Ego Protection?	What Would Settle This: Evidence or Experience?

3 Systematic Humility: The Humility Checklist *Protecting Expertise by Externalizing It*

CONCEPT

Atul Gawande’s research demonstrated that even the most brilliant surgeons are limited by human working memory. A 19-item checklist, a deliberately “unintelligent” tool, reduced major surgical complications by 36% and deaths by 47% in WHO pilot hospitals (Haynes et al., 2009). The checklist did not replace expertise. It protected it, by offloading the cognitive overhead of remembering routine steps so that human judgment could focus on what only humans can do. The lesson for educators: the expert who refuses external systems because they “know this already” is the expert most at risk of preventable failure. Systematic humility is not a concession to incompetence. It is the professional standard of the highest-stakes fields.

DIRECTED TASK

Identify a complex, high-stakes recurring task in your course (e.g., final grading, lab safety protocol, clinical simulation setup, course revision before semester start). List 5 critical steps you currently keep in working memory, steps that, if missed, would create a real problem. Then draft the prompt you would use to give AI a “checklist partner” role for this task.

The task I am protecting:

#	Critical Step I Currently Hold in Memory	Consequence If Missed
1		
2		
3		
4		
5		

PROMPT TEMPLATE

Act as a quality-control partner for my [TASK NAME].

Before I proceed, run through the following checklist with me item by item. If I confirm each step, continue to the next. If I skip one, flag it and ask why. Do not assume I have completed any step until I confirm it explicitly.

CHECKLIST:

1. [Your Step 1]
2. [Your Step 2]
3. [Your Step 3]
4. [Your Step 4]
5. [Your Step 5]

4 The Expiration Date Stress Test *Assessing the Shelf Life of Your Current Expertise*

CONCEPT

“The expert who cannot become a beginner again is an expert with an expiration date.” This is the chapter’s central diagnostic claim, but it is most powerful when applied to your specific discipline rather than to AI in the abstract. Every field has knowledge areas that have changed significantly in the last five years: new standards, superseded techniques, revised evidence bases, emerging professional expectations. Mapping those changes reveals where your expertise is most current, where it is aging, and where the pace of change means that continuous learning is not optional but a professional obligation. This stress test works whether or not you accept AI as the driver of change, because the discipline itself is the domain, and AI accelerates what was already true.

DIRECTED TASK

Step 1: Identify the knowledge area in your discipline that has changed most significantly in the past five years. Be specific: name the concept, technique, standard, or evidence base.

Step 2: Project forward five years. For each of the three areas in the table below, estimate what percentage of your current expertise will still be accurate, current, and professionally relevant and what you would need to learn to stay current.

Step 3: Name the one thing you are most resistant to learning and ask honestly whether that resistance is professional judgment or expiration avoidance.

The knowledge area in my discipline that has changed most in the past 5 years:

Expertise Area	% Still Relevant in 5 Years?	What I Would Need to Learn to Stay Current
Core disciplinary content I currently teach		
Professional tools and workflows in my field		
Pedagogical methods and assessment practices		

The one thing I am most resistant to learning and my honest assessment of why:

B

SECTION B: THE NEUROSCIENCE OF GROWTH

Discomfort as signal, struggle as evidence, and producing a personal learning transcript

5

The Edge of Ability: Mapping Discomfort as Signal *Staying in the Learning Zone*

Rather Than Retreating

CONCEPT

Neuroplasticity, the brain's ability to form new connections and reorganize existing ones, does not happen when we are comfortable. It happens at the edge of ability: when we are making errors, feeling frustrated, working through confusion. Research from Harvard neuroscientist Sara Lazar has shown that deliberate engagement with challenging practice physically changes the brain: measurable increases in hippocampal gray matter, reductions in amygdala density related to stress (Hölzel et al., 2011). The feeling of being “awkwardly unsure” is not a sign of inadequacy. It is the neurological signature of growth. The expert who avoids this discomfort avoids the very process that built their expertise in the first place.

DIRECTED TASK

Recall the last time you felt genuinely “awkwardly unsure” while using AI or navigating a new technology. Instead of framing this as failure, design a structured 15-minute re-entry protocol using the questions below. The goal is not to have stayed in discomfort randomly, but to have extracted something specific from it.

The scenario where I felt awkwardly unsure (describe specifically):

EDGE PROTOCOL QUESTION	MY ANSWER
What specific thing did I not understand that caused the frustration?	
What single question, if answered, would have advanced my understanding?	

What would I accept as evidence that I had learned something (not just persisted)?	
What would I do differently in the next 15 minutes if I returned to this edge deliberately?	

6 The Biological Signature of Growth *Reframing Struggle as Evidence of Learning*

CONCEPT

The discomfort of not-knowing is not an obstacle to learning, it is the biological condition for it. When we feel frustrated, confused, or incompetent with a new tool, we are experiencing exactly the state the brain requires to build new neural pathways. The problem is not the discomfort. The problem is the narrative we attach to it: “I’m bad at this,” “This isn’t for me,” “I’m too old for this.” A Growth Reframe replaces that narrative with a biologically accurate one. Practiced deliberately, it changes behavior: instead of retreating to the comfortable workflow, you recognize the frustration as a signal that growth is available, if you choose to stay.

DIRECTED TASK

Return to the discomfort scenario from Activity 5 or identify a new one. Complete the three-step reframe below. Then write one sentence you will actually say to yourself (or to students or colleagues) the next time this kind of discomfort appears publicly.

Reframe Step	My Response
The original narrative (What I said or felt about the struggle)	
The biological reframe (What Lazar’s research says is actually happening in my brain)	
The behavioral implication (What I will do differently next time I feel this)	

The one sentence I will use publicly when struggle is visible for myself, students, or colleagues:

7 Reintroducing Productive Friction *Returning a Mastered Workflow to the Edge of Ability*

CONCEPT

The expert’s greatest invisible risk is the workflow they can do “in their sleep” because the sleep is the problem. Tasks that require no effort produce no learning. Over time, the instructor whose entire professional practice lives in the comfortable zone is not demonstrating mastery: they are demonstrating plateau. Productive friction deliberately reintroduces difficulty into a familiar task. The distinction from pointless inefficiency: productive friction has a learning target. You know what you are trying to build, you know the task will develop it, and you have a criterion for knowing when something was learned rather than just slower.

DIRECTED TASK

Identify a part of your teaching you could currently do without thinking. Then propose one specific way to reintroduce productive friction using AI, something that forces you back to the edge of ability. Complete all three columns: the task, the friction you will add, and the evidence that would tell you learning occurred rather than just inefficiency.

The Mastered Task (what I can do “in my sleep”)	The Productive Friction I Will Add Using AI	Evidence That Learning Occurred (not just slowed down)

What is the difference between productive friction and pointless inefficiency in your specific context?

8

The Simpleton Interview, Learning Transcript *Practicing Non-Knowing on Paper*

CONCEPT

Writing about the simpleton mindset is not the same as practicing it. This activity requires faculty to actually conduct a structured AI tutoring session on a concept they feel they “should” know but don’t, and document the experience with reflective annotations. The deliverable is not a statement of intent but a learning transcript: the actual questions asked, including the ones that felt uncomfortable to ask, the moment when understanding shifted, and the one question that remains unanswered. Faculty who complete this activity consistently report that documentation is more revealing than the AI interaction itself. Seeing your own questions on paper, in sequence, is different from asking them in private.

DIRECTED TASK

Conduct a 15-20 minute AI tutoring session on a concept in your field or in AI technology that you feel you should understand but don’t. Use the “explain like I’m 10” or “assume I know nothing” framing. Document the transcript using the four fields below.

PROMPT TEMPLATE

I want to understand [CONCEPT] – something I feel I should already know. Please explain it to me assuming I know nothing about it. Start with the simplest possible version. I will tell you when I am ready to go deeper. Do not use jargon until I ask for it. If I ask a question that reveals a misconception, tell me – don’t just work around it.

Documentation Field	My Notes
The opening prompt I actually used	
Three follow-up questions I was uncomfortable asking (write them exactly as asked)	
The specific moment when understanding shifted, what did the AI say or ask that changed something?	

Documentation Field	My Notes
The one question I still cannot answer after the session	

C

SECTION C: NAVIGATING BARRIERS

Authenticity, institutional strategy, permission, and the STOP framework

9

Curation as Value: The Chef’s Judgment Test *Where Does Your Authentic*

Professional Voice Actually Live?

CONCEPT

Many faculty fear that AI diminishes their authentic voice. But authenticity does not reside in manual execution. A chef is authentic because of their palate and curation, not because they chopped every onion by hand. A musician using a digital audio workstation is not less authentic than one who records on tape. Authenticity lies in the judgment, the taste, the selection of what stays and what goes. The test: if you took an AI draft of something from your course and made changes, the changes you made, and why you made them, are exactly where your authentic professional voice lives. That is the SPARK; the draft it replaced was the FLUFF.

DIRECTED TASK

Use AI to draft a real artifact from your current course, a section of a lesson plan, an assignment description, a feedback template, a weekly announcement. Then make the changes that make it genuinely yours. For each change, write the rationale: what disciplinary judgment, local knowledge, or pedagogical philosophy did this change reflect that AI could not provide?

The course artifact I asked AI to draft (describe the prompt and the course context):

THE CHANGE I MADE	WHY: THE PROFESSIONAL JUDGMENT IT REFLECTS

Where, specifically, does your authentic professional voice live in this artifact, after the changes?

10 **The Student-Centered Institutional Argument** *Building a Case That Aligns AI Use with What Institutions Value*

CONCEPT

Institutional uncertainty about AI often reflects discomfort, not opposition. Most institutional policies are still forming, and the educator who can articulate clear principles about when and how they use AI, in terms of student outcomes, not personal convenience, has more influence over emerging policy than they realize. The framing that works: AI handles the administrative FLUFF so that human attention can go to the high-impact pedagogy that institutions actually claim to value: equity, student success, and efficiency. The argument that fails: “It saves me time.” Time saved is only defensible when what you do with it demonstrably serves students.

DIRECTED TASK

Build a complete institutional argument for one specific AI practice you use or want to use. Answer all three questions in the table. Then draft the three-sentence version you would actually say to your Dean or department chair, one that leads with student outcomes, names a specific evidence-based benefit, and acknowledges the concern it addresses.

Question	My Answer
What specific student outcome will improve and by what observable measure?	
What is the cost (to students) if I do NOT adopt this practice?	
What evidence would demonstrate that the benefit actually occurred?	

My three-sentence Dean justification (leads with student outcome, names a specific benefit, addresses the concern):

11 The Permission to Learn Letter *Writing Yourself Permission to Be Publicly Incompetent*

CONCEPT

Many faculty do not hide their AI experimentation because they lack conviction, they hide it because they lack permission. Permission to be publicly uncertain. Permission to experiment visibly. Permission to change their mind about tools they have previously dismissed. Permission to bring students into their uncertainty rather than protecting them from it. This activity draws on self-compassion research (Neff, 2003) and professional resilience writing: a letter from yourself to yourself, explicitly granting the permissions required to be a learn-it-all in practice, not just in theory. Faculty who read these letters in a workshop setting consistently report it as the most personally affecting activity in the series, for AI skeptics and enthusiasts alike.

DIRECTED TASK

Write a one-page Permission to Learn letter from yourself to yourself. The letter must explicitly grant the four permissions below in your own voice, in your specific professional context. This is not an institutional document. It is a private professional contract.

Required Permission	In My Specific Professional Context, This Means:
Permission to be publicly incompetent about new tools	
Permission to experiment visibly, including failing in front of students	
Permission to change my mind about tools I have previously dismissed	
Permission to bring students into my uncertainty rather than protect them from it	

My Permission to Learn letter (full version use your own voice):

12 The STOP Assessment: AI in My Discipline *Distinguishing Lasting Change from Temporary Trend*

CONCEPT

Not every AI development requires an immediate response. The educator who treats every new capability announcement as an urgent professional development obligation will exhaust themselves without building genuine competence. The STOP framework distinguishes four categories of change: Systemic changes affecting the discipline’s infrastructure and professional standards (act now); Tactical shifts affecting workflow but not fundamentals (monitor and adapt); Opportunities providing a temporary advantage for early adopters (evaluate and decide); Passing trends likely to be superseded within two to three years (observe and wait). This framework is the professional judgment version of the learn-it-all mindset: knowing what to learn, when to learn it, and what to intentionally defer is as important as being open to learning.

DIRECTED TASK

Identify three AI developments currently affecting (or likely to affect) your specific discipline. Apply STOP to each one: classify the type of change, provide your evidence or reasoning, and state the specific professional response that classification implies.

AI Development in My Discipline	STOP Category	Evidence or Reasoning for This Classification	My Professional Response

STOP KEY	Definition
S — Systemic:	Affects the discipline’s infrastructure, professional standards, or licensing expectations. Act now.
T — Tactical:	Affects workflow or delivery but not fundamental disciplinary competencies. Monitor and adapt.
O — Opportunity:	Temporary advantage for early adopters that will normalize. Evaluate and decide.
P — Passing:	Likely superseded within 2–3 years. Observe and wait. Intentional non-adoption is a valid choice.

13 **The AI-Resistant Audit: Rewriting Learning Objectives** *Shifting from Knowledge-Based to Judgment-Based Outcomes*

CONCEPT

As AI commoditizes Unit 1 technical knowledge, recall, summary, definition, basic application, the objectives that ask students to “identify,” “list,” or “describe” are objectives a well-prompted AI can satisfy without student learning. The objectives that cannot be AI-satisfied are the ones involving judgment under uncertainty, creative intuition, emotional intelligence, and servant leadership. Rewriting even two learning objectives per course toward these outcomes is not a concession to AI, it is a reclamation of what higher education has always been for, now made explicit by a technology that forces the question.

DIRECTED TASK

Review your syllabus. Identify 2 learning objectives that are currently “knowledge-based”, objectives a student could satisfy by asking AI rather than by developing a new capability. Rewrite each one to focus on an AI-resistant skill. Use the criteria in the table to check whether the rewrite passes the test.

Criterion	Objective 1	Objective 2
Original (knowledge-based) version		
Rewritten (AI-resistant skill) version		
AI-resistant skill targeted (judgment / creative intuition / EQ / servant leadership)		
Could a student satisfy this by asking AI without developing the capability? (Y/N)		

D

SECTION D: THE INTELLIGENT SIMPLETON IN PRACTICE

Entering the judgment-free zone and modeling continuous learning for students

14

The Judgment-Free Zone: Confessing a Knowledge Gap *Asking the Questions an Expert Is Embarrassed to Ask*

CONCEPT

A significant barrier to faculty AI adoption is Social Evaluative Threat: the fear of looking incompetent in front of peers, students, or administrators. AI provides a unique judgment-free zone. It has no ego. It will not gossip to colleagues about your knowledge gaps. It will patiently explain, re-explain, and explain again until you understand. This is not a replacement for human learning, it is a supplement that removes the social barriers that prevent adults from asking the foundational questions that lead to genuine understanding. The catch: a prompt that describes the gap vaguely will produce a generic explanation. The most useful private learning happens when you can name exactly what you do not understand, which requires more honesty than most experts are in the habit of applying to their own knowledge.

DIRECTED TASK

Identify one concept in your field or in AI technology that you feel you should understand but don't. Name it specifically. Then write the private tutor prompt you will actually use this week. Finally, anticipate three follow-up questions you will need to ask, including at least one that feels uncomfortable to admit you need to ask.

The concept I am embarrassed not to understand fully (name it specifically):

PROMPT TEMPLATE

I want to understand [CONCEPT], and I'm embarrassed to admit I don't fully grasp it.
 Please explain it to me assuming I know nothing.
 Start with the most basic version possible. Use a concrete analogy from everyday life.
 Do not use technical terminology until I tell you I'm ready for it.
 After your explanation, ask me one question to check whether I actually understood it
 - not just whether it sounds familiar.

Three follow-up questions I anticipate needing to ask (include at least one uncomfortable one):

What do I expect to understand after this session that I could not explain clearly before it?

15 **The Simpleton’s Deep-Dive Prompt Sequence** *From Total Ignorance to Functional Understanding*

CONCEPT

A single prompt rarely produces mastery. Genuine understanding of a new concept or tool requires a sequence: an entry point (what is this, in the simplest possible terms), a deepening pass (how does this actually work), and an application move (how does this change what I do). Each prompt builds on the previous one, and each requires more from you than the last. The sequence is also a self-diagnostic: if you cannot construct the application prompt before completing the deepening pass, you have not understood enough to know what to apply. The concept selection matters: this should be something you genuinely need, not the most interesting topic, but the most pressing gap in your current professional practice.

DIRECTED TASK

Select a specific concept or tool in AI or your discipline that you currently need to understand better to do your job well. Design the three-prompt sequence below, anchored to that specific topic, and write what you expect to know after each prompt that you do not know now.

The specific concept or tool I need to understand (choose the gap most urgent for your current work):

Stage	My Prompt (written for my specific topic)	What I Expect to Know After This Prompt That I Don't Know Now
Prompt 1 Entry (What is this, in the simplest possible terms?)		
Prompt 2 Deepening (How does it actually work? What are its limits?)		
Prompt 3 Application (How does this change what I do in my course?)		

16 **Normalizing Non-Knowing: The Simpleton Moment for Class** *Designing a Specific Protocol for Public Uncertainty*

CONCEPT

If students see their professors confidently admitting ignorance and actively seeking understanding, they learn that expertise is not a fixed state but a continuous process. This is not a vague aspiration, it is a specific classroom behavior that can be designed, scripted, and repeated. A Simpleton Moment is a structured protocol: the faculty member encounters something they do not know or cannot explain, names it explicitly, and invites students into the investigation. The key design principle: the moment must be genuine, not performed. Fabricated ignorance is immediately visible to students and destroys the trust the moment is intended to build. Genuine uncertainty, handled with confidence and curiosity, is one of the most powerful teaching behaviors available.

DIRECTED TASK

Design a specific Simpleton Moment protocol for your course. Identify the genuine area of uncertainty, script what you will say, and describe how students will participate in the investigation. The scenario must be real, something you actually do not know or cannot fully explain in your discipline, an AI output, or a new tool behavior.

The genuine area of uncertainty I will use (AI tool behavior, disciplinary development, or pedagogical question):

Protocol Component	What I Will Say or Do
Opening framing (Signal that uncertainty is intentional, not a lapse)	
The admission (Name exactly what I don't know, using my own words)	
Student invitation (How students will participate in investigating the answer)	
Debrief (What I will say after, what we learned about learning from this moment)	

17

Learning Live: The Scripted Simpleton Classroom Moment

Converting Vulnerability into a Designed Pedagogical Event

CONCEPT

The chapter argues that modeling the learn-it-all mindset is the most effective way to normalize it for students. But modeling is only effective when it is deliberate, not accidental. A Learning Live segment is a scripted 10-minute classroom protocol where the faculty member uses AI in front of the class, narrates their reasoning aloud, and deliberately demonstrates uncertainty, error, or correction. Scripting reduces the anxiety of public experimentation: it converts a vulnerability moment into a designed pedagogical event with a specific learning target for students. The three required components, framing, interaction, debrief, ensure students witness a complete learning cycle, not just an interesting demonstration.

DIRECTED TASK

Script a complete 10-minute Learning Live segment for your course. All three components are required. The AI interaction must include at least one moment of genuine uncertainty, error, or unexpected output, and your scripted response to it.

Component	My Script (write in the words you would actually use)
Opening Framing (2 min) “Today I’m going to try something I’m not sure will work...”	
AI Interaction + Narration (6 min) Use AI live; narrate reasoning aloud; script response to uncertainty, error, or surprise	
Student Debrief (2 min) “What did you notice about how I used this tool?”	

What learning objective for students does this segment serve? (Not for you, for them.)



18 **Sourcing the Non-Obvious: Creative Intuition in Practice**
Where the Human Edge Lives in Your Discipline

CONCEPT

AI predicts the probable. It generates the most statistically likely response to any query, which by definition is the most common, most expected, most consensus-aligned take. Creative intuition is the ability to sense patterns, contradictions, and opportunities that sit outside the data, the non-obvious insight that a decade of practice produces but that no training dataset can capture. Michael Crow launched ASU Online against all enrollment projections because he sensed a shift toward accessible education for non-traditional students. The data said it would fail. His insight transformed a regional institution. The human edge is not sentiment, it is pattern recognition built from experience that a probability engine has not been trained on.

DIRECTED TASK

Step 1: Ask AI for the consensus view on a significant current trend in your discipline. Let it produce its most statistically average summary.

Step 2: Write a paragraph that contradicts, complicates, or reveals what the consensus view misses, drawing on your own disciplinary experience, local knowledge, or emerging pattern recognition that has not yet reached statistical significance in the literature.

Step 3: Identify exactly what experience, observation, or knowledge gave you this insight.

The trend I asked about and the AI's consensus summary (paraphrase it):

My non-obvious take, the contradiction, complication, or gap the consensus misses:

What specific experience, local knowledge, or pattern observation gave me this insight?

19 **The Learn-It-All Pledge: Syllabus Mindset Statement & Action Plan**
Committing to the Mindset in Writing

CONCEPT

The true master is a student for life. This is the chapter's closing claim, but claims without commitments are aspirations, not actions. Two things close the loop. First: a Syllabus Mindset Statement, a brief section faculty add to their actual syllabus, tells students that the instructor is a learn-it-all and what that means for how uncertainty, AI, and knowledge gaps will be handled together. This is the most lasting behavioral change in the worksheet, faculty who write this statement into their syllabus change how they show up for an entire semester. Second: a three-commitment action plan converts everything from this worksheet into specific, dated professional actions.

DIRECTED TASK

Part 1: Write your Syllabus Mindset Statement, a brief section that tells students you are a learn-it-all, what that means in practice, and how you will model continuous learning this semester. Write it in the voice you actually use in your syllabus.

Part 2: Complete the three-commitment action plan below.

SYLLABUS MINDSET STATEMENT (draft for your actual syllabus, write in your own voice):

1 The Ego Trap I Will Address First

The tool or practice I dismissed: _____

My honest label (Technical Concern / Ego Protection): _____ *Next step:* _____

2 The Learn-It-All Behavior I Will Model First

Activity I will implement: _____ *Course:* _____ *By (date):* _____

3 The Simpleton Moment I Will Run This Semester

Format (Learning Live / Simpleton Moment / Transcript): _____

Topic: _____ *Week:* _____

Notes, Questions, and Ideas for Further Exploration:

“Have the courage to play the simpleton today so you can be the genius tomorrow.

The true master is a student for life.”

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