

crucibl

A field guide for AI-augmented course design

The AI-Ready Course

10 research-grounded principles for designing courses where students actually learn with AI

A free guide from Crucibl Methodology, LLC

By Chris Wasden, EdD · Founder

v2 · May 2026

Quick start

If you only have five minutes: higher education is in the cat-and-mouse phase of AI. Students use AI to assist with assignments. Faculty respond with detection tools, integrity policies, and AI-use statements that don't change what students do — they just move the activity underground. The detection vendors have plateaued. The integrity-committee workload is climbing. Nobody is teaching anyone how to use the tools well.

Bundled AI features in your LMS — Canvas IgniteAI, Copilot in Microsoft 365, AI assistants in Brightspace — extend the cycle rather than break it. They give faculty new buttons; they don't give faculty a method.

The core insight

The way out is the calculator-and-spellchecker arc. Faculty redesign assignments around the new tool, clarify permitted use, and explicitly teach prompt crafting, verification, and ethical use. That redesign is the work. Crucibl operationalizes it — through a research-grounded methodology, a multi-agent pedagogy stack, and a patent-pending audit infrastructure.

92%

Students using AI for academic work · HEPI 2025

17%

Performance drop on independent work · Bastani RCT

2.85×

More harm to novice learners · Lepine 2026

10

Research-grounded design principles

This guide presents 10 principles, the multi-agent architecture that operationalizes them, the four deliverables a Crucibl course produces, and the four target markets the methodology serves.

What you'll learn

SECTION 1

The cat-and-mouse era and the way out

Why detection failed, what Microsoft Copilot taught us, and the buyer-side rejection of bundled AI.

SECTION 2

Eleven jobs. Six traditional. Five new since 2023.

What faculty actually need to do in 2026, and which tool hires for which job.

SECTION 3

The foundation — Cognitive Load Theory

Three decades of research that grounds every Crucibl design choice.

SECTION 4

The 10 Principles

Each principle defined, with evidence indicators and a concrete action you can take this semester.

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The multi-agent architecture

Builder, Socratic Tutor, Critic-Coach, and Instructor Insight Agent — the runtime that makes the principles operational.

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What you walk out with

The four deliverables: Course Architecture Document, Constraint Set Library, Audit Trail Report, Before-and-After Outcome Package.

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Four target segments: Prisons, International, Academic, Professional Education.

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Crucibl Methodology, LLC. The research foundation. The founder.

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What to do next

Three paths forward, regardless of where your institution is today.

SECTION 1

The cat-and-mouse era and the way out

For the first time in higher education's history, the cost of academic dishonesty has dropped to essentially zero. A student can paste an assignment prompt into ChatGPT and receive a competent response in seconds, for free, with no risk of being caught by current detection tools.

The instinctive response — detect AI-generated work — has failed comprehensively. Detection tools produce false positives that disproportionately punish non-native English speakers, and false negatives that miss lightly edited or 'humanized' AI text. More fundamentally, detection answers the wrong question. Even a perfect detector would only tell you that a student used AI. It would tell you nothing about whether the student learned.

The real question

The question is not 'Did the student use AI?' The question is 'Did the student learn?' Course design determines the answer.

The Microsoft Copilot lesson

Microsoft bundled Copilot into 365 at \$30 per user per month for two years. The empirical answer is in the record: Gartner ROI studies show enterprise customers cannot justify the spend. Forrester named 'capability without workflow' the top failure mode. Microsoft itself has publicly experimented with non-OpenAI models because the current state isn't working.

Free AI bundled into your LMS will follow the same arc. Faculty bolting Canvas's bundled AI onto unchanged course designs replicate the Copilot experience: AI features turned on, outcomes unchanged, accreditors unimpressed. The methodology layer is what makes the capability useful.

April–May 2026: the buyer-side rejection

Five public events in a single fortnight marked the structural shift from 'deploy bundled AI and see what happens' to 'demand methodology and outcome evidence.' These are decisions buyers have already made — not Crucibl forecasts.

3,300+

Cal State faculty petition

California State University's \$17M ChatGPT Edu contract expires June 30, 2026. Faculty across the 23-campus system petitioned the Chancellor not to renew, calling it 'a general-purpose chatbot that is not designed, trained, or optimized for education.'

California Faculty Association · May 2026

67%

Cal State students on AI literacy

67% of CSU students said their professors don't teach them how to use AI effectively. 52% of CSU faculty reported AI having a negative effect on their teaching. The empirical artifact of bundled AI without methodology.

Cal State systemwide AI survey · 94,000+ respondents

Multi-vendor

Harvard FAS pivot

Harvard's Faculty of Arts and Sciences announced it is phasing out ChatGPT Edu and expanding access to Anthropic's Claude — explicitly framed as ongoing, multi-vendor governance. The most prestigious U.S. university publicly refused single-vendor commitment.

Harvard Crimson · April 28, 2026

Walked back

ASU 'Atomic' course-builder

Arizona State soft-launched a consumer-facing AI course-builder that scraped faculty content without consent. President Michael Crow walked it back: 'wasn't really ready for prime time...hadn't been evaluated yet.' The exact failure mode Crucibl is built to prevent.

Inside Higher Ed · April 28–29, 2026

"For many students it was a non-event."

— Sal Khan, Founder/CEO, Khan Academy · Chalkbeat, April 9, 2026 · on the impact of Khanmigo

The strongest possible refutation of 'deploy AI tutoring and see results' — delivered by the most credible AI-education evangelist himself. When buyers across faculty, institutional administration, and the most-credible operators in the category all reach the same conclusion in a single window, the question stops being 'is methodology over capability the right thesis?' and becomes 'what does the methodology layer look like, operationalized?'

The way out

Calculators were once banned in math classrooms. Spellcheckers were once derided as crutches that would destroy student writing. Both were eventually normalized — not by faculty surrendering on rigor, but by faculty redesigning what they were teaching and how they were assessing it.

*The AI arc is the same, accelerated. The work is concrete: redesign assignments, clarify permitted use, explicitly teach prompt crafting, verification, and ethical use. That redesign is the work. **Crucibl operationalizes the work.***

"The trend this year should be toward reframing AI as a literate, bounded tool — similar to how calculators and spellcheckers were eventually normalized — by redesigning assignments, clarifying permitted use, and explicitly teaching prompt crafting, verification, and ethical use. Strategically, institutions should expect to invest in faculty and staff development so AI augments work rather than simply adding a new compliance burden."

— Nick Swayne, President, North Idaho College · Tech Outlook 2026, Campus Technology

This is what Crucibl does, in the words of a sitting college president who has no relationship to the company. Crucibl was designed to operationalize exactly this work — before Swayne wrote his quote.

SECTION 2

Eleven jobs. Six traditional. Five new since 2023.

Most education software talks about features. The clearer question — borrowed from Clayton Christensen — is: what jobs are faculty hiring a tool to do? Eleven jobs make up teaching a course in 2026. Six have always existed. Five are new since 2023, because students now arrive with an AI tutor in their pockets.

Six traditional jobs

These existed long before AI

- 01 *Design what students should learn and how it should build*
- 02 *Design assessments that prove learning*
- 03 *Deliver the learning experience week to week*
- 04 *Help students who struggle*
- 05 *Evaluate student work and give feedback*
- 06 *Manage administrative overhead — gradebook, deadlines, accommodations*

Five AI-era jobs

These barely existed three years ago

- 07 **Move from detecting AI use to designing AI use into the assignment**
- 08 **Teach students to use AI as a bounded, literate tool**
- 09 **Protect students' learning from AI's extraneous cognitive load**
- 10 **Document defensible evidence of mastery that survives external review**
- 11 **Maintain pedagogical confidence in an AI-saturated classroom**

The five AI-era jobs are why faculty are exhausted. They are real jobs faculty are now being asked to do. They have no historical playbook. Until very recently, no tool was built to hire for them. The cat-and-mouse era — detection tools, integrity policies, AI-use disclosures — was the first attempt to address them, and it has failed comprehensively.

The five AI-era jobs in detail

Each of the five AI-era jobs traces to a documented failure mode in the current AI-in-education research record.

07. Move from detecting AI to designing AI

Detection has failed comprehensively. The tools produce false positives that disproportionately punish non-native English speakers, and false negatives that miss lightly edited output. Even a perfect detector would tell you only that a student used AI — nothing about whether the student learned. The job is to stop the arms race and design AI use into the assignment.

08. Teach students to use AI as a bounded, literate tool

67% of California State University students in 2026 reported that their professors don't teach them how to use AI effectively (94,000+ respondents). That's not a faculty failing — it's a tooling failing. Until recently, no method, curriculum, or software supported faculty in actively teaching prompt crafting, verification, and ethical use.

09. Protect students from AI's cognitive-load displacement

Lepine et al. (2026) showed that unstructured AI introduces roughly 3× more extraneous load than the underlying task. Bastani et al. (2024) showed unconstrained GPT-4 access produced 17% worse independent performance once AI was removed. The job is to engineer the learning so AI augments rather than displaces the productive struggle.

10. Produce documentation that survives external review

When the dean asks 'did your students actually learn?' — have a real answer. When a tenure committee asks 'what's the evidence?' — have it. When an accreditor asks 'how is your AI strategy aligned with your learning outcomes?' — produce documentation that holds up. Faculty need artifacts that survive curriculum committee, accreditation review, and tenure-and-promotion files.

11. Maintain pedagogical confidence

This isn't a feature you ship. It's the felt sense of trust a faculty member has that their AI tools aren't quietly hollowing out their courses. It is earned through constraint, transparency, and audit — and lost through detection theater and unstructured chatbot adoption. The job sounds soft but is real. Faculty who don't have it leave the profession.

Which tool hires for which job

Three tools, three different scopes. Steel-manned honestly: Canvas does what Canvas does well. IgniteAI extends Canvas into productivity assistance. Neither hires for the five AI-era jobs.

Canvas, on its own

Canvas is the system of record for your course — modules, gradebook, discussion, file uploads, administrative envelope. About 40% of US higher education runs on it. Built to be the system of record, not the system of pedagogy.

Hires for jobs 3, 5, 6

Canvas + IgniteAI

IgniteAI is Canvas's productivity layer — generates rubrics, summarizes discussions, drafts image alt text, reorganizes course materials. Real productivity value out of the box: less administration, more time with students.

Hires partially for 1, 2, 4 plus faster 6

Crucibl

A research-grounded 10-Principle Framework, a multi-agent pedagogy stack, and a patent-pending audit-trail infrastructure. Runs alongside Canvas as a Canvas LTI Advantage tool. Faculty walk out with four documented artifacts.

Hires for jobs 7, 8, 9, 10, 11 — plus a deeper version of 1, 2, 4 for AI-mediated work

Two systems, two scopes

Canvas runs your course. Crucibl runs the part of your course that involves AI.

Crucibl ships as a Canvas LTI Advantage integration. Faculty and students stay in their Canvas workflow. Crucibl is the engine running underneath the AI-mediated parts.

Everything else stays in Canvas.

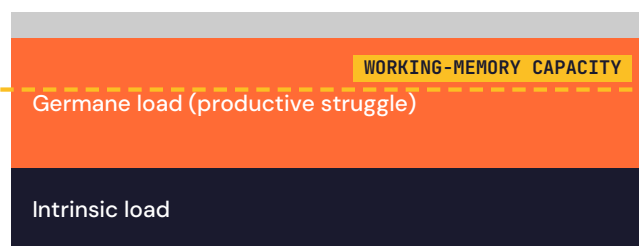
SECTION 3

The foundation: Cognitive Load Theory

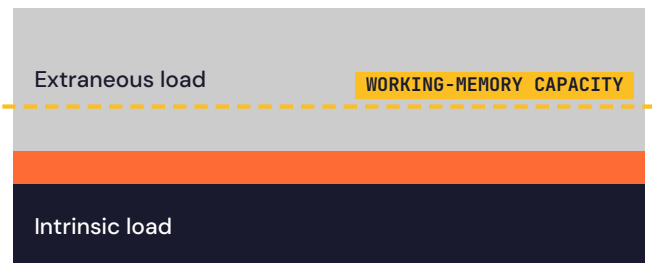
The bedrock of the Crucibl framework is John Sweller's Cognitive Load Theory, originally formalized in 1988 and developed across four decades of replication. The core finding: human working memory has hard capacity limits. Learning depends on managing the load — distinguishing intrinsic load (the irreducible difficulty of the material), extraneous load (the load imposed by poor instructional design), and germane load (the load that builds long-term schemas).

Unstructured AI assistance reliably increases extraneous load. Lepine et al. (2026) demonstrated that AI introduces approximately three times more extraneous cognitive load than the underlying task complexity itself when deployed without scaffolding. The harm falls 2.85x more heavily on novice learners than on advanced learners — the population schools are most responsible to protect.

WELL-DESIGNED INSTRUCTION



UNSTRUCTURED AI USE



Sweller (1988, 1998) · CLT establishes that learning depends on managing the load. Unstructured AI displaces germane load with extraneous load.

The empirical bridge to Crucibl

The Bastani et al. randomized controlled trial (N≈1,000) showed that unconstrained GPT-4 access during practice produced 17% worse performance on independent assessment once AI was removed. When the same AI was constrained to provide structured hints rather than answers, the negative effects disappeared entirely. The intervention was pure design — not technology.

Crucibl's framework treats AI capability as the raw material of pedagogy rather than the product. The pedagogical work is in deciding what AI must not do at each phase of skill acquisition — and in

instrumenting the design so faculty can verify that the constraints held.

The research foundation

Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257–285. · Sweller, J., van Merriënboer, J. J. G., & Paas, F. G. W. C. (1998). Cognitive architecture and instructional design. *Educational Psychology Review*, 10(3), 251–296. · Lepine et al. (2026). · Bastani, H., et al. (2024).

SECTION 4

The 10 Principles

Ten design principles. Each one prevents a documented failure mode in the AI-in-education research record. Together they define what an AI-augmented course actually is — versus a traditional course with AI features turned on. The Crucibl diagnostic agent scores any uploaded syllabus against these ten on a 0-2 scale; this list is the production source of truth.

<p>P1</p> <p>Sequential Integrity</p>	<p>P2</p> <p>Fading Scaffold</p>	<p>P3</p> <p>Constraint Design</p>	<p>P4</p> <p>Multi-Agent Personas</p>	<p>P5</p> <p>Student Choice</p>
<p>P6</p> <p>Grading Inversion</p>	<p>P7</p> <p>Undelegatable Assessment</p>	<p>P8</p> <p>Peer/Market Assessment</p>	<p>P9</p> <p>AI Audit Trail</p>	<p>P10</p> <p>Socratic Calibration</p>

PRINCIPLE 2 • FADING SCAFFOLD

AI support decreases on a designed trajectory across the course arc. Y-axis: scaffold level. X-axis: course week.



P1 Sequential Integrity

What it is. *Outputs from one course phase become required inputs for the next. Work is cumulative — students cannot skip ahead or substitute AI-generated content without breaking the chain.*

Evidence indicators. *Multi-session projects where each phase builds on prior deliverables; student-selected cases that drive all subsequent work; cascading models where early decisions constrain later analysis.*

Try this. *Identify your three highest-stakes assignments. Restructure them so the output of assignment N becomes the required input of assignment N+1. The chain itself enforces engagement.*

P2 Fading Scaffold

What it is. *AI support systematically decreases across the course arc. Students begin with full AI guidance and progressively take ownership. Four levels: FULL → SHARED → LIGHT → NONE.*

Evidence indicators. *Documented scaffold levels per session; explicit progression from high AI support to independence; final assessments with zero AI assistance; student-visible independence tracking.*

Try this. *Map your semester into three phases — Guided (heavy AI scaffolding), Supported (students choose from a menu of AI strategies), and Independent (students design their own AI-assisted workflows and defend the choices).*

P3 Constraint Design

What it is. *Explicit, documented rules about what AI can and cannot do in each session or assignment. Not general guidelines — specific per-session interaction frameworks.*

Evidence indicators. *Per-session constraint documents; token budgets or response limits; defined AI roles ('can ask questions but cannot provide answers'); different constraints per assignment type.*

Try this. *For one assignment, write the AI instructions in two versions: 'Use AI to help you' and 'Use AI to generate three questions that test your understanding, then answer those questions without AI.' Compare student work.*

P4 Multi-Agent Personas

What it is. Multiple AI roles with distinct expertise, voice, behavioral constraints, and session-by-session activation rules. Not a single chatbot — specialized agents that mirror professional roles.

Evidence indicators. Named personas with distinct role descriptions; different active sessions per persona; persona-specific system prompts; behavioral constraints tied to discipline norms.

Try this. Configure one AI session as a Socratic tutor: 'Never give the answer directly. Instead, ask questions that guide the student toward discovering the answer themselves.' Test it with one of your real assignments.

P5 Student Choice

What it is. Students have meaningful agency in selecting their cases, teams, research focus, or analytical approach. These choices are consequential — they generate unique datasets and constrain all subsequent work.

Evidence indicators. Student-selected subjects that drive the entire semester; choices that produce different data for different students; selection criteria that make AI generation impractical (real companies, real data).

Try this. Give students choice in the subject of one major assignment. The constraint: every student's subject must be different. Real data, real companies, real cases. AI cannot pre-generate work it has no information about.

P6 Grading Inversion

What it is. AI-assisted work carries lower point values; independent, undelegatable work carries higher point values. The grading structure rewards human judgment, not AI output.

Evidence indicators. Point allocation showing higher weight on independent assessments; explicit documentation of AI-assisted vs. independent assignments; at least 60% of grade from undelegatable work.

Try this. Audit your point allocation. Tag each graded item as AI-assisted or AI-independent. If undelegatable work is below 60% of the grade, redistribute weight before next semester.

P7 Undelegatable Assessment

What it is. At least 70% of the total grade comes from assessments that require human judgment, live performance, or real-time thinking that cannot be delegated to AI.

Evidence indicators. Verbal Q&A; live presentations, timed in-class exercises, AI-examiner assessments with real-time questioning, portfolio defenses, capstone presentations.

Try this. Add one undelegatable component to your highest-stakes assignment: a 5-minute live verbal defense, a peer-evaluated pitch, or an oral exam segment. Grade it. Watch what happens to engagement upstream.

P8 Peer/Market Assessment

What it is. Students evaluate each other's work or face simulated market feedback. This adds a social accountability layer that AI cannot replicate and creates authentic performance pressure.

Evidence indicators. Peer evaluation rubrics; team-based competition with stakes; public presentation with audience feedback; capital allocation or voting mechanics; peer review protocols.

Try this. Run one assignment as a peer-market mechanism. Each student gets simulated capital to allocate across classmates' work. The allocation determines a portion of grade. Real audience, real stakes, no AI delegation.

P9 AI Audit Trail

What it is. Students document their AI interactions — specifically what they disagreed with, what they corrected, and how their independent judgment differed from AI recommendations.

Evidence indicators. Structured audit log requirements; grading criteria for AI interaction quality; documentation of corrections and disagreements; reflection on independent thinking versus AI suggestions.

Try this. Require a 7-field audit log on one AI-assisted assignment: prompt, response, edits made, time on task, scaffold level, verification step, learning objective. Grade on the corrections, not the use.

P10 Socratic Calibration

What it is. *A system of comprehension checkpoints (GREEN / YELLOW / RED) that determines when students need additional support before progressing.*

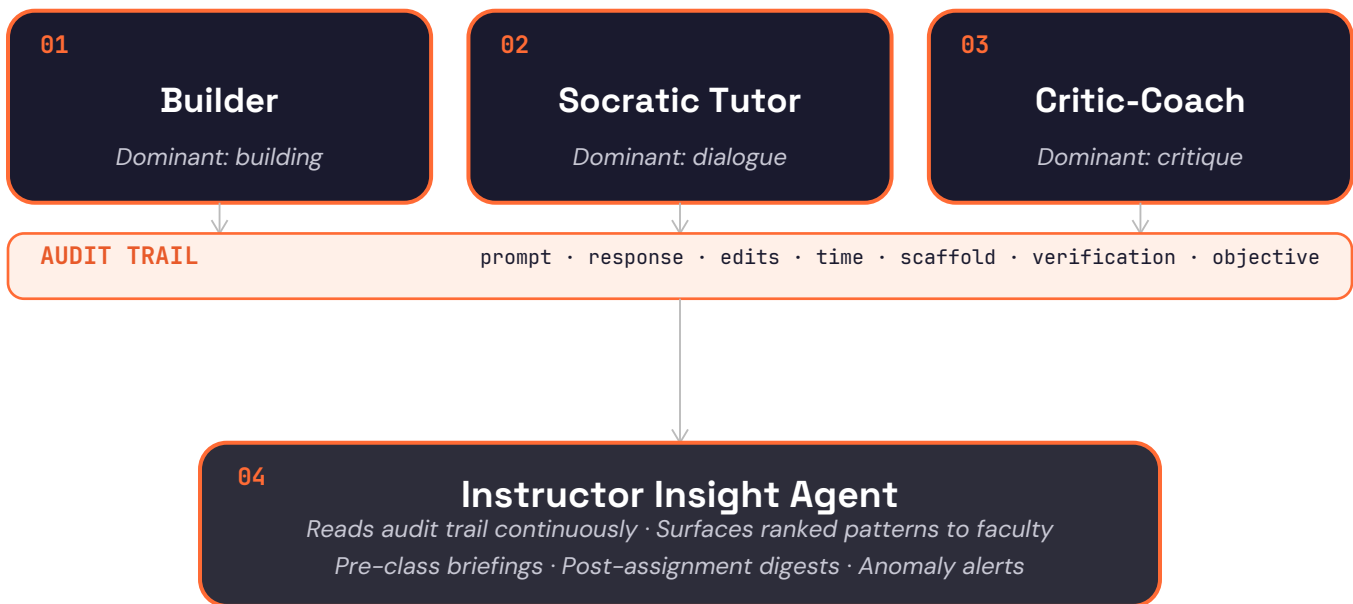
Evidence indicators. *Defined checkpoint criteria per session; escalation protocols; mini-lessons or remediation for gaps; documented thresholds; connection to scaffold progression.*

Try this. *Add a 60-second Socratic check at the end of one session: AI asks two questions, scores comprehension Green/Yellow/Red. Yellow triggers a targeted review; Red triggers a stop-and-address-gaps before continuing.*

SECTION 5

The multi-agent architecture

The 10 Principles become operational through a four-agent stack. Three of the four agents are student-facing — each with a dominant pedagogical mode (build, Socratic dialogue, or critique) but capable of all three when the task calls for it, the way a real analyst on a real desk operates. The fourth agent is faculty-facing. The orchestration layer enforces handoffs.



Three mentors, three dominant modes. All three use all three modes when the task requires — the way a working analyst on a real desk would. The persona names below describe the dominant mode each agent runs in by default, not a hard-line capability boundary.

01. Builder

Dominant mode: building. Constructs infrastructure when scaffolding is appropriate — builds models, validates data imports, demonstrates formula construction. Also Socratically pushes students to commit to claims and critic-coaches the work product when the task calls for it. Withdraws as scaffold level fades from FULL toward NONE.

02. Socratic Tutor

Dominant mode: Socratic dialogue. Probes understanding with calibrated questions. Refuses to give answers when hints suffice. Drives metacognition through the GREEN / YELLOW / RED checkpoint protocol. Also builds scaffolding and critic-coaches deliverables when the task calls for it.

03. Critic-Coach

Dominant mode: critique. Evaluates student deliverables against the rubric. Cites sources, flags unsupported claims, and surfaces gaps before submission. Not a grader — a reviewer. Also builds scaffolding and Socratically probes when the task calls for it.

04. Instructor Insight Agent

Faculty-facing layer. Reads the audit trail continuously and synthesizes ranked, actionable insights — pre-class briefings 24–72 hours before class, post-assignment digests within 24 hours, anomaly alerts when patterns deviate from baseline.

Patent-pending architecture

Three patent applications filed with the USPTO on May 1, 2026 cover the multi-agent pedagogy architecture, the constraint-set enforcement mechanism, and the audit-trail integrity protocol. Patents pending.

SECTION 6

What you walk out with

Crucibl is not a chatbot, a writing assistant, or another AI feature inside your LMS. Faculty who adopt Crucibl walk out with four documents they own and can defend at curriculum committee, accreditation review, and tenure-and-promotion. The software runs continuously in the background; what faculty hand to administrators is the documentation.



1. The Course Architecture Document

Your course redesigned around Crucibl's 10-Principle Framework — research-grounded in Cognitive Load Theory — in a format ready to defend at curriculum committee, accreditation review, and tenure-and-promotion. Faculty use this as their single source of truth for what AI is doing, where, and why.

2. The Constraint Set Library

Per-assignment, per-session AI rules a faculty member designs and owns. Permitted modes, forbidden modes, AI availability windows, prompt scaffolds — all configurable at design time and enforced at runtime. Faculty use this to make AI's role legible to students, parents, employers, and accreditors.

3. The Audit Trail Report

Every student-AI interaction logged in a 7-field structure: prompt, response, edits, time on task, scaffold level, verification step, and learning objective. Faculty use this for grading evidence, integrity review, and outcome analysis without manual reconstruction.

4. The Before-and-After Outcome Package

Student outcome evidence comparable to peer institutions and pre-Crucibl cohorts. Used in program review, accreditation self-studies, and external presentations. The Ensign College FIN 485 case study (currently in peer review, expected publication late 2026) is the archetype.

SECTION 7

Where Crucibl works

Four target segments. One methodology. The framework generalizes across higher-education contexts where AI capability is rising faster than the design discipline to use it well — from US correctional postsecondary education to international low-resource higher ed to mainstream academic institutions to professional and corporate training.

Prisons

~30,000+ Pell-eligible students · growing 20-40% annually

US correctional postsecondary education. Federal Pell Grants for incarcerated learners were fully restored in 2023, ending a 30-year prohibition. Approved Prison Education Programs are scaling rapidly. The deployment context demands offline-first, self-hosted architecture — the focus of Crucibl's NSF SBIR Phase I research.

International

\$1B-\$10B addressable market · 180+ countries

Universities and continuing-education programs across Sub-Saharan Africa, South Asia, and Latin America face the same AI-pedagogy gap as US higher ed — with severe additional constraints on bandwidth, device profile, and language. Combined enrollment in international markets across Crucibl's primary partnership focus approaches 60,000 students.

Academic

Mainstream higher education · faculty-led adoption

Faculty teaching career-motivated adult learners at community colleges, teaching colleges, regional universities, and non-elite MBA and entrepreneurship programs. The buyer-side rejection of bundled AI happened here first — and the methodology demand is highest.

Professional Education

Regulated industries · on-premises deployment

Financial services, defense, healthcare, Big Four professional services, and continuing professional credentialing increasingly require AI tools deployed on-premises rather than cloud-hosted. The same self-hosted Crucibl architecture serves both correctional and corporate contexts without modification.

SECTION 8

About Crucibl

Crucibl Methodology, LLC is a Utah small business formed in May 2026, with three patent applications filed with the USPTO on May 1, 2026 covering the multi-agent pedagogy architecture, the constraint-set enforcement mechanism, and the audit-trail integrity protocol.

The methodology was first deployed at scale in the FIN 485 finance capstone at Ensign College, with results documented in the Wasden manuscript currently in peer review (expected publication late 2026). A second course — FIN 345 (Financial Institutions) — launched on May 5, 2026 as Crucibl's second production deployment. The methodology is currently being adapted for offline-first deployment using open-weight large language models — the focus of Crucibl's NSF SBIR Phase I research effort, supported by a Utah Technology Innovation Funding (UTIF) microgrant.

About the founder

Chris Wasden, EdD. *Founder, sole owner, and Principal Investigator of Crucibl Methodology, LLC. Past experience includes Chief Strategy Officer roles in digital health, Global Healthcare Innovation Leader at PwC (New York City), Executive Director of the Sorenson Center for Discovery & Innovation at the University of Utah, M&A practice at JPMorgan, and earlier work at Koch Industries and Azurix in the energy sector.*

Co-founder of Tympany, one of the earliest AI medical technology companies. Past advisory board member at QualcommLife. Current board member of the Center for Health System Innovation at Oklahoma State University. EdD in Human and Organizational Learning from George Washington University, with a dissertation on how tension creates energy in Complex Adaptive Systems. Conversational in Korean, has studied Mandarin in Taiwan, and has lived, worked, and traveled in 57 countries. Currently adjunct professor of finance at Ensign College, where two courses now run on the Crucibl methodology.

Co-author of Tension: The Energy of Innovation (2014) and Solving for Why (2018). A three-volume Tension Transformation Framework book trilogy is in development.

SECTION 9

What to do next

You now have the framework. The question is: where does your course — or your institution — stand today, and what's the right next move?

If you're a faculty member curious whether your course is vulnerable to AI in ways you can't see: *the methodology page on crucibl.tech is the most efficient walkthrough of the 10 principles. Read it, then run the 10 principles against your highest-stakes assignment. The result will be more actionable than a two-hour workshop.*

If you're a department chair, CTL director, or center director thinking about how your team will teach in an AI-bundled-into-everything world: *open a conversation. Crucibl is actively in discussions with academic institutions about pilot deployments. Email the founder directly.*

If you're a foundation funder, federal grant program officer, or strategic partner thinking about the methodology layer for AI in education: *the NSF SBIR Phase I research effort (offline-first deployment for correctional and international low-resource contexts) is where the empirical validation work is happening. Crucibl welcomes collaboration discussions.*

"The strongest examples of AI use won't necessarily be the campuses running the flashiest pilots, but those that can demonstrate responsible and broad, consistent adoption aligned with real outcomes."

— Ryan Lufkin, VP Global Academic Strategy, Instructure (the maker of Canvas) · Tech Outlook 2026

Get in touch

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Crucibl Methodology, LLC · Midway, Utah, United States

crucibl.tech · Where learning is forged.

Canvas runs your course. Crucibl designs it.