

WORKED EXAMPLES

RAFT™ in action

See how independent thinking, bounded AI assistance, verification, and your own decisions fit together in three different assignments.

Before you begin

These are fictional classroom examples with simulated source material. They are not real research findings. In every example, the instructor allows the limited AI support described. Your own assignment rules may differ.

A research recommendation

Task: recommend whether a campus library should pilot later study hours. The instructor is assessing your use of evidence and the limits of your conclusion.

The supplied evidence

A voluntary survey: 46 of 80 respondents want later hours. A three-night count: 18, 22, and 20 of 24 quiet-room seats were occupied at 8 p.m. A staffing estimate: two extra hours cost \$40 per hour. These sources describe one location and a small sample.

R Research Independently First

You read the three sources and write an initial view: “The library should stay open later every night.” You record the survey result, seat counts, and staffing cost before opening AI.

A Augment Your Work

You ask: “What limitations or alternative explanations should I investigate? Do not write my recommendation or add sources.” AI suggests checking whether volunteers represent all students and whether three nights show typical demand.

F Fact-Check Everything

You return to the packet. The survey is $46 \div 80 = 57.5\%$ of respondents, not all students. The room was observed on only three nights. Two extra hours cost \$80 per night. The packet does not establish campus-wide demand.

T Transform Into Your Own Work

Your own recommendation: “Pilot two extra hours on three evenings, at an estimated staffing cost of \$240, and record attendance. Current evidence suggests interest but is too limited to justify a permanent change.”

Retain: your initial notes, source checks, and the reason you chose a pilot. The learning is in weighing the evidence and explaining the limits, not making a polished paragraph.

A quantitative problem

Task: find the break-even sales volume for a student fundraiser and explain your reasoning. AI may ask tutoring questions, but the model and calculations must be yours.

The supplied data

Fixed cost: \$120. Selling price: \$8 per item. Variable cost: \$3 per item sold. For this exercise, every item produced is sold, prices stay constant, and there are no other costs.

R Research Independently First

You first calculate $120 \div 8 = 15$ items. Before asking for help, write down what the 8 represents and why you used it. Your uncertainty is whether the \$3 cost matters.

A Augment Your Work

You ask: “Here is my attempt. Ask one question that helps me check the model. Do not calculate the answer.” AI asks how much each sale contributes after paying its variable cost.

F Fact-Check Everything

You use the original data and calculate $\$8 - \$3 = \$5$ per item toward fixed costs. Break-even is $\$120 \div \$5 = 24$ items. You check the result without AI.

Items sold	Revenue	Total cost	Profit
23	\$184	\$189	-\$5
24	\$192	\$192	\$0
25	\$200	\$195	\$5

T Transform Into Your Own Work

You explain: “Profit is $8q - (120 + 3q)$, or $5q - 120$. At 24 items, revenue covers all modeled costs. My first attempt ignored the variable cost. This answer depends on the stated assumptions.”

Check your independence

Close the AI tool. Explain why dividing by the full selling price gives the wrong result. If you cannot, practice that explanation before submitting.

Retain: the initial attempt, corrected model, and boundary check. A correct number alone does not show that you understand the model.

A creative communication task

Task: design a poster inviting commuter students to a study meetup. The instructor is assessing your audience choices, concept, and visual decisions. AI may critique your own draft but may not generate the final artwork or copy.

The supplied brief

Friday, 4–5 p.m., Library Room 2. Free to attend. No registration required. The brief does not promise food, transport, or extra opening hours. This event is fictional.

R Research Independently First

You sketch a poster and write your own headline, “Find your study crew.” You place the date and room below it and note that commuters need the details quickly.

A Augment Your Work

You ask: “Review this draft for unclear information or audience barriers. Do not invent event details, write slogans, or redesign it.” AI notices that the time is too small. It also suggests adding “Free pizza.”

F Fact-Check Everything

You check each event detail against the brief. You accept the concern about time visibility after examining your draft. You reject the pizza suggestion because the brief does not support it. You also check text contrast and reading order in your design.

T Transform Into Your Own Work

You retain your headline and redraw the hierarchy yourself: headline, date and time, room, then “Free to attend · No registration required.” Your explanation connects the layout to commuters’ need to judge whether they can attend.

What makes the work yours

You originated the concept, checked the facts, chose which critique mattered, and executed the final design. Merely changing a generated poster’s colors would not demonstrate those same decisions.

Try the pattern on your next assignment

- What will I produce independently before asking for help?
- What narrow kind of feedback would support the skill being assessed?
- What will I verify, and what evidence will I keep?
- Which final decision will I need to explain in my own words?

Course, assignment, and institutional rules take priority. Document or disclose AI assistance in the format your instructor requires.