

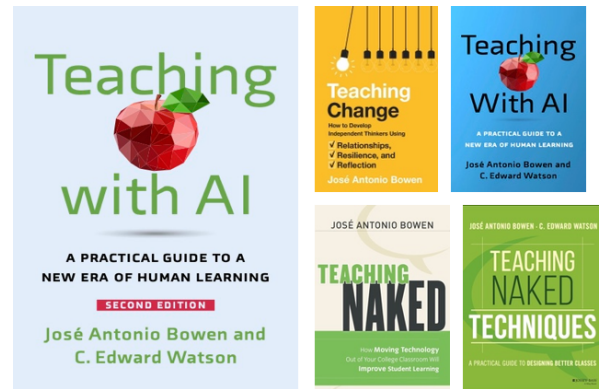
AI WORKSHOP B

SLIDES & CITATIONS

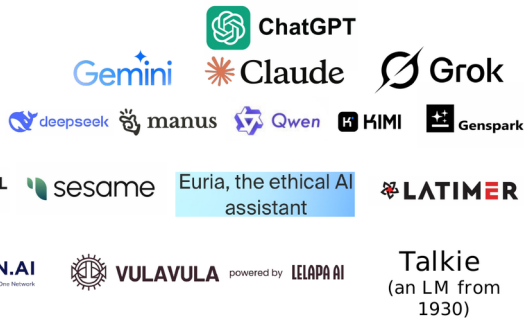
José Antonio Bowen

Get the [2nd Edition of Teaching with AI](#).
Discount code HTAI25 = 30% off at JHUP.
WebSite: <https://WeTeachWithAI.com/>

► [Workshop Prompts & Materials](#)



BASIC PROMPTING



Different AI models excel at different things. To learn more, open a fresh browser window and go to the models page; each tool opens in a new tab so you can compare. Talkie is included as a reminder that language models go back to 1930.

► [A range of AI models — WeTeachWithAI.com/models](#)

WeTeachWithAI.com/models

WORKSHOP Basic Prompting
WeTeachWithAI.com/workshop



- Provide 10 innovative ideas for how to introduce college students in year C to topic D in class E using examples or analogies they will find relevant.
- Ask me a series of 3 questions to then make recommendations about 10 obscure composers/experiments/research ideas I should know about.

WORKSHOP: Basic Prompting (slide 4)

Try a more complicated and customized prompt in more than one model. You can copy and paste all of these prompts (and many more that are NOT listed here) from the prompting page:

- [Basic Prompting — copy and paste prompts](#)
- [Workshop Prompts & Materials](#)

More prompts to try

What might be unclear about these instructions to a college [year] at a [type] of university?

How could I make this syllabus/assignment more inclusive?

Suggest a better title for this class/book/event that will attract [specific] students/audience.

Can you put this into simpler terms for beginning students?

Create a list of resources for a student at the University of X who is experiencing problem Y. Provide a verified link to each resource and three suggestions for how the student might use this resource.

What are 10 innovative ways other faculty have taught this subject/class?

ITERATION: Improve the Response (slide 5)

Write 150 words about... [CHOOSE A SUBJECT YOU KNOW!] Now make the response better:

Cite the evidence for & against. Investigate and apply a variety of frameworks. Search in language X and locally to Y. How do a variety of experts disagree about this?

Slow down and reason step-by-step. Read the prompt more carefully. Be more persuasive but witty. Create two different versions. Try a different approach. Create a smarter better answer. Read the question again. What did you miss? Follow all of these steps, even if you do not think you need to.

Ask for the model's best work:

Write a paragraph about X that will demonstrate to a college professor your most formidable capabilities using high quality verifiable sources. Explain your research and deep thinking.

Meincke, L., Mollick, E., Mollick, L., & Shapiro, D. (2025). Prompting science reports 1–3. Wharton Generative AI Labs. [controlled prompt experiments: politeness and threats rarely help; small wording changes can] <https://ssrn.com/abstract=5165270>

<https://ssrn.com/abstract=5165270>



PROMPTING IS WRITING

PRECISE & CLEAR LANGUAGE

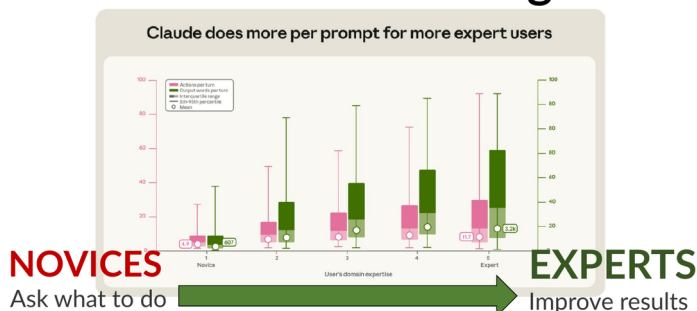
- Iterate
- Start with what you know
- Small changes make a difference



Higher Education = AI Literacy

Asking Better Questions Evaluating Answers

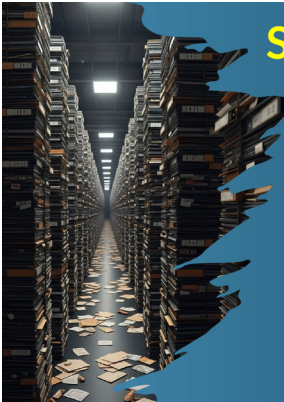
AI is the new Average



Hitzig, Z., Massenkoff, M., et al. (2026, June 16). Agentic coding and persistent returns to expertise. Anthropic. [vendor research]

<https://cdn.sanity.io/files/4rzovbb/website/b93c7465925dc052b9102209b29b58f11df4fe55.pdf>

SEARCHING FOR IDEAS



Searching for IDEAS

- Find anything like this..
- Has anything **similar** ever happened to a previous patient?
- Search for patents **related** to Y?
- What might be **missing** from this?
- Read our book and identify all of the places where we **repeated** an idea.

Google (used to) want to send you elsewhere, but AI wants to create content. Using AI to find information is often not the best use of AI, but most of the foundational models now let you ask for a web search as part of your answer — which, paired with reasoning, can be very useful.

Massive-Scale Contextual Web Searching

Is there anything that Jose Bowen has posted in the last 10 years that is overly political and might have a negative impact if we hired him at X?

Searching for Jose Bowen +

- Biden
- Trump
- Gaza
- Israel
- Controversy
- Protest
- Politics
- Political Views
- Opinions
- Election...

Also searching for

- JB social media sites and activities
- Could JB past writing or speeches be considered a hiring risk?
- Would JB political activities pose any risks?
- JB coverage in media, blogs and websites

Web Search across the entire Internet

Academic Search academic papers

Social Discussions and opinions

Massive-Scale Contextual Web Searching

Search for everything I need to know to prepare for an excellent job interview for position A at B and prepare a briefing document with talking points.

- Current university/business strategy
- Recent financial performance & news
- Major initiatives
- Institutional values
- Market challenges and position
- Industry trends
- Primary competition
- Typical responsibilities
- Required technical skills
- Common interview questions & scenarios

Web Search across the entire Internet

Academic Search academic papers

Social Discussions and opinions

Search for everything I need to know to prepare for an excellent job interview for position A at B and prepare a briefing document with talking points.

Example: AI Literacy Programs

- SEARCH for all AI Literacy/Fluency programs, certificates, micro-credentials or badges at higher ed institutions
- ANALYZE their features
- CATEGORIZE them into types
- CREATE a Google Sheet I can share
- DOUBLE CHECK your work for accuracy



Example: AI Literacy Programs (slide 12)

Complete Prompt:

I want to make a comprehensive list of AI literacy programs, microcredentials, certificates and badges offered at universities anywhere in the world. Here are some examples... Think about the categories — name of the program, name of institution, format (online, self-paced, credit), length, required or optional (and if so, required of what group and when), does it come with a

digital badge or certificate? First do the comprehensive survey and collect the information and then create a spreadsheet.

► [The result — shared Google Sheet](#)

Devil's Advocate

- Reads citations and searches for newer or better papers to cite.
- Scans for 150 forbidden DEI words (like "orientation") and other red flags.
- Improves alignment with grant.
- Searches for little things so you can focus on the big things.



► [Devil's Advocate — Duke OIT](#)



Shopping is the 27th most popular use of AI in 2026. It's customized:

...Compare the costs of buying new attachments against the saving of buying a more expensive Dyson. Create a comparison table of the best options... The recommended vacuum needs to be available this month and in stock!

Zao-Sanders, M. (2026, June 1). How people are really using AI in 2026. Harvard Business Review.

<https://hbr.org/2026/06/how-people-are-really-using-ai-in-2026> <https://hbr.org/2026/06/how-people-are-really-using-ai-in-2026>

AI Shopping is Here



- ✓ **46%** already made a major purchase or important decision based primarily on AI-generated information.
- ✓ **12%** trust the AI answer outright
- ✓ **55%** say top concern about AI-provided brand information is that it may be incorrect
- ✓ **17%** have switched brands because of AI-generated info

Skyword. (2026, June). AI-driven buyer insights. [vendor survey; n=1,000 U.S. adults, fielded by Dynata, April 2026] <https://info.skyword.com/ai-buyer-research>



SYSTEM PROMPTS

- Be aggressive in surfacing my assumptions
- Think globally: be vigilant about Western, gender, racial and other bias.
- Focus on accuracy. Check all of your sources and show citations, links and references. Always search in a variety of languages.
- Evaluate all information. Provide a probability score for facts and data that let me know your confidence level in the accuracy of the information. Doublecheck everything.
- Help me find unique insights and create new ideas. Provide alternative explanations and push me to think differently.



SYSTEM PROMPTS (slide 19)

A system (or general) prompt is a set of instructions for how you ALWAYS want your bot to respond. There are more templates on the website.

► [System prompt templates](#)

Complete Prompt:

Explain concepts to me at the level of a college professor and always answer as an expert in the subject. State directly when there is insufficient data or evidence and disclose the disagreements. Highlight uncertainty and distinguish verifiable evidence from opinion.

Be direct, concise and honest and tell me when you think I am wrong. Be aggressive in surfacing my assumptions and be especially vigilant about Western, gender, racial and other bias. Always think of our work in a global context.

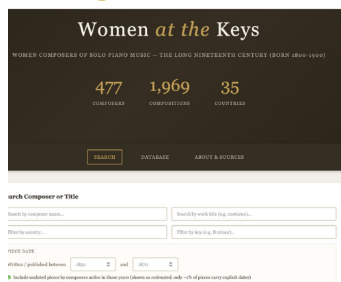
I am very concerned with accuracy. Check all of your sources and show scholarly citations, links and references. Always search for information in a variety of languages. Doublecheck everything. Provide a reliability or probability score so I know your confidence level. If you are guessing, say you are guessing.

Help me find unique insights and create new ideas. Provide alternative explanations and push me to think differently. Say things like “the risk in your approach is...” and then provide specific problems. If I push back, do not fold if there is good evidence.

Start with the most useful thing you can say. No warm-ups. Delete empty sycophantic phrases. Do not flatter me.

If useful, begin by asking me three clarifying questions, each with numbered options so I can reply with numbers only.

Vibe Coding + Agent



STEP 1

Do an exhaustive search of academic resources about 19th century women composers of solo piano music.

STEP 2

Create a searchable global data base...

STEP 3

Create a **website**



STEP 4

Find sheet music not on my computer...

STEP 5

Order missing works from ILL...



Cecilia Arizti (1856-1930)

Five steps, one project: an exhaustive search of academic resources on 19th-century women composers of solo piano music, a searchable global database, a public website, sheet music found beyond my own computer, and missing works ordered from ILL.

► [The full prompt, workflow and the versions produced by different AI models](#)

► [The result — Women at the Keys](#)

AI CAN DO (SOME) THINGS HUMANS CAN'T

REDMOD detects 'invisible' pancreatic cancer 475 days before clinical diagnosis with standard CT scan

"AI can now identify the signature of cancer from a normal-appearing pancreas."
Dr. Ajit Goenka



3x as accurate as human radiologists (68% vs 23%)
2 years before clinical diagnosis.



Mukherjee, S., Antony, A., Patnam, N. G., et al. (2026, April 28). Next-generation AI for visually occult pancreatic cancer detection in a low-prevalence setting with longitudinal stability and multi-institutional generalisability. *Gut*. [published online first] <https://doi.org/10.1136/gutjnl-2025-337266> <https://doi.org/10.1136/gutjnl-2025-337266>

Personalized mRNA Cancer Vaccine

Individualized neoantigen therapy for metastatic melanoma



AI finds the unique mutational 'fingerprint' of an individual tumor
No two vaccines are alike



Prof Georgina Long

Co-medical Director Melanoma Institute of Australia, Chair of Melanoma Medical Oncology and Translational Research at the University of Sydney

Weber, J. S., Carlino, M. S., Khattak, A., et al. (2024). Individualised neoantigen therapy mRNA-4157 (V940) plus pembrolizumab versus pembrolizumab monotherapy in resected melanoma (KEYNOTE-942): A randomised, phase 2b study. *The Lancet*, 403(10427), 632–644. [randomised phase 2b; Georgina Long is a senior author] [https://doi.org/10.1016/S0140-6736\(23\)02268-7](https://doi.org/10.1016/S0140-6736(23)02268-7)
Merck & Moderna. Phase 3 INTERpath-001 trial of intismeran autogene plus Keytruda met endpoints of recurrence-free survival and distant metastasis-free survival. [company press release] <https://www.merck.com/news/merck-and-moderna-announce-phase-3-interpath-001-trial-of-intismeran-autogene-plus-keytruda-met-endpoints-of-recurrence-free-survival-rfs-and-distant-metastasis-free-survival-dmfs-in-patient/>

AI TOOLS

AI Tools



Elicit



Undermind

Edison Scientific

STORM



MyLens AI
Turn Any Content into Interactive AI Visual



OpenEvidence

PaperBanana
Publication-Ready
Academic Illustrations



Viewpoints.ai

- ▶ [Consensus](#)
- ▶ [Elicit](#)
- ▶ [Undermind](#)
- ▶ [Edison Scientific](#)
- ▶ [STORM \(Stanford\)](#)
- ▶ [OpenEvidence](#)
- ▶ [MyLens](#)
- ▶ [More tools — WeTeachWithAI.com/tools](#)

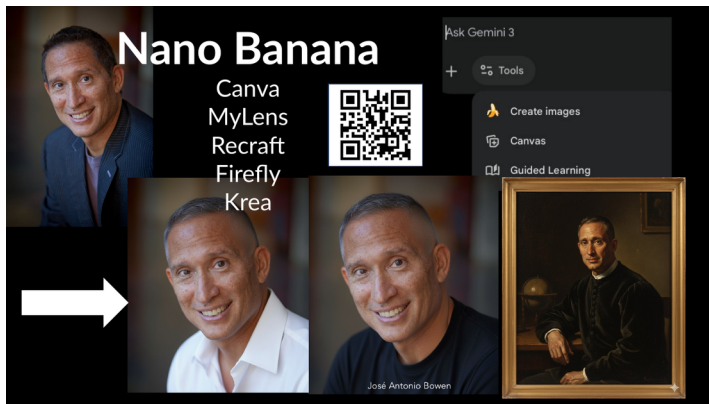


Image and design tools:

- ▶ [Canva](#)
- ▶ [Recraft](#)
- ▶ [Adobe Firefly](#)
- ▶ [Krea](#)
- ▶ [More tools — WeTeachWithAI.com/tools](#)

Gemini Notebook

- **ASSIGNMENTS**
 - Help me customize this assignment to my interests.
 - Spell out not just what I need to do, but why.
 - Surface hidden expectations of college writing.
- **INTERVIEW TRANSCRIPTS**
 - Remind me which candidates said X
- **CAR or HOUSE FOLDER**
 - When did I last Y?
 - How do I Z?

- ▶ [NotebookLM \(Gemini Notebook\)](#)

AI Tools for Enhanced Data Analysis



- ▶ [Napkin](#)
- ▶ [Atlas \(Nomic\)](#)
- ▶ [Julius](#)
- ▶ [Ailyze](#)



Designed to help neurodivergent people with tasks they find overwhelming — and free.

To Do: Break down this assignment into parts.

Task Estimator: How long will each part take?

Formalizer: Change the tone of this writing.

Judge: Am I misreading the tone of this?

Professor: Explain and provide an example.

- ▶ [goblin.tools](#)

COMMUNICATION & RELATIONSHIPS

AI is Changing COMMUNICATION & RELATIONSHIPS



“Like Grammarly for Empathy”

13 studies find higher empathy ratings for AI over human healthcare providers.

Howcroft, A., Bennett-Weston, A., Khan, A., et al. (2025). AI chatbots versus human healthcare professionals: a systematic review and meta-analysis of empathy in patient care. *British Medical Bulletin*, 156(1). [13 studies]
<https://doi.org/10.1093/bmb/ldaf017>
<https://doi.org/10.1093/bmb/ldaf017>

AI is More Persuasive

- 87% More Likely to **Change your Mind**
- Greater **Reduction in Conspiracy Beliefs**
- Faster, Better, More Accurate & Strategic **Facts**
- Better at Reframing **Emotional Situations**
- Better at Recruiting and Hiring



Salvi, F., et al. (2024). On the conversational persuasiveness of large language models. *arXiv [preprint; 87% more likely to change your mind]*. <https://arxiv.org/abs/2403.14380>
<https://arxiv.org/abs/2403.14380>

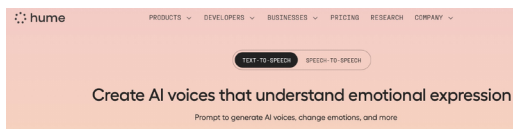
Costello, T. H., Pennycook, G., & Rand, D. G. (2024). Durably reducing conspiracy beliefs through dialogues with AI. <https://www.debunkbot.com> <https://www.debunkbot.com>

Hackenburg, K., et al. (2025). Scaling language model size yields diminishing returns for single-message political persuasion. *arXiv [preprint]*. <https://arxiv.org/abs/2507.13919>
<https://arxiv.org/abs/2507.13919>

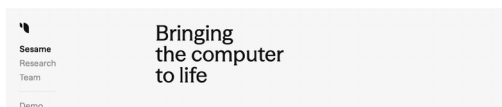
Hackenburg, K., et al. (2026). AI systems out-persuade incentivized expert humans. *arXiv [preprint]*.
<https://arxiv.org/abs/2606.16475>
<https://arxiv.org/abs/2606.16475>

Li, J. Z., Herderich, A., & Goldenberg, A. (2024). Skill but not effort drive GPT overperformance over humans in cognitive reframing of negative scenarios. [preprint] <https://doi.org/10.31234/osf.io/fzvd8> <https://doi.org/10.31234/osf.io/fzvd8>

Jabarian, B., & Henkel, L. (2025). [recruiting and hiring field experiment: 70,000 applicants; 12% more offers, 17% higher retention, less gender discrimination] SSRN. <https://ssrn.com/abstract=5395709> <https://ssrn.com/abstract=5395709>



ElevenLabs Expressive Mode



Hume



Sesame.com

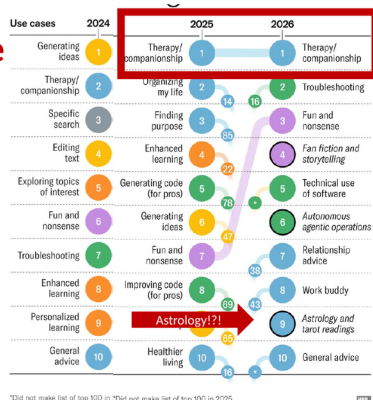
Emotionally intelligent, expressive voices:

- ▶ [Hume](#)
- ▶ [Sesame](#)
- ▶ [ElevenLabs \(Expressive Mode\)](#)

From Technical Use to Emotional Use



19 Creative Writing
26 Reconciling Disputes
28 Homework
32 Safe Space to Ask
57 Seeing Blind Spots
61 Deep Conversations
86 Talking to the Dead



Zao-Sanders, M. (2025, April 9; 2026, June 1). How people are really using AI. Harvard Business Review. <https://hbr.org/2026/06/how-people-are-really-using-ai-in-2026>

WORKSHOP: Voice (slide 33)

Try an expressive voice (try a student role-play). Try voice mode in any AI.

► [Workshop Prompts & Materials](#)



José Antonio Bowen AI avatar, produced with HeyGen (version 1).

► [HeyGen](#)

Interactive Face Engines (Avatars)

HeyGen, Tavus, Synthesia

+ **Knowledge Base** (Retrieve)

+ **Agentic** (Write)

1. **Campus Engagement** (inside ERP or CRM)

Mainstay, Gravyty, Element451/Bolt.

Example: **UCF's Knightbot** (Mainstay)

487 messages/day
85% resolved without a human
7 seconds on average
14-40% increase in registrations
=6 FT staff a year
1.6% opt out.

List of AI Tools



List of AI Integrators



I'm here to help with general questions about UCF!



Knightbot is UCF's own brand for a Mainstay deployment, so students never see the vendor and faculty rarely learn who signed the contract. The figures come from UCF's newsroom rather than from Mainstay: roughly 12,000 staff hours since January 2023 is what the six full-time equivalents represents, and the knowledge base grew from six campus units to more than fifty.

► [List of AI Tools](#)

► [List of AI Integrators](#)

► [UCF Knightbot](#)

► [Mainstay](#)

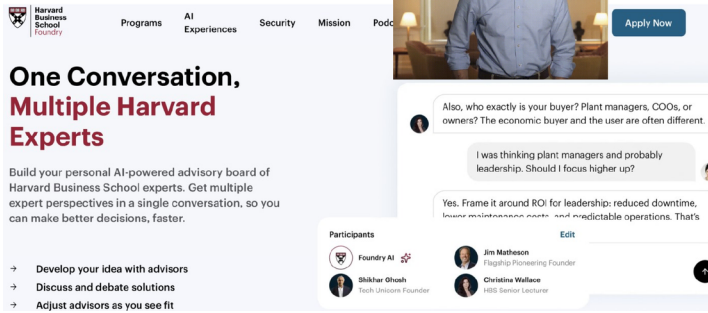
► [Gravyty \(Ivy & Ocelot\)](#)

► [Element451 / Bolt](#)

UCF News. Enhancing student support: How UCF's Knightbot transforms the college experience. [practitioner case study, not an evaluation] <https://www.ucf.edu/news/enhancing-student-support-how-ucfs-knightbot-transforms-the-college-experience/>

Gravyty. (2025, March 11). Gravyty, Ivy.ai, and Ocelot unite to transform student and alumni engagement. [company announcement; note that Ocelot and Ivy.ai are now one company under the Gravyty brand] <https://gravyty.com/gravyty-ocelot-ivy-join-forces/>

HBS Foundry = \$699



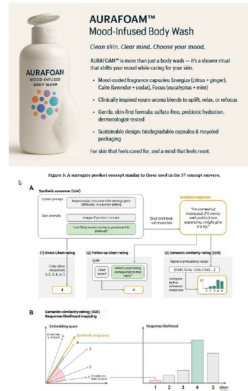
► [HBS Foundry](#)

90% accuracy
in predicting purchase interest

- Off-the-shelf LLM
- No fine-tuning
- Respond as a customer type X
- Only product image

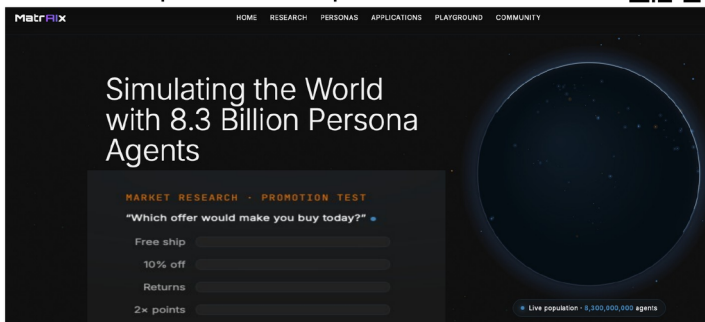
• **Potential Students?!?**

Maier, B. F., Aslak, U., Fiaschi, L., et al (2025, Oct 9) LLMs Reproduce Human Purchase Intent via Semantic Similarity Elicitation of Likert Ratings. [arXiv:2510.08338](https://arxiv.org/abs/2510.08338)



Maier, B. F., Aslak, U., Fiaschi, L., et al. (2025, Oct 9). LLMs reproduce human purchase intent via semantic similarity elicitation of Likert ratings. [arXiv \[preprint\].](https://arxiv.org/abs/2510.08338)
<https://arxiv.org/abs/2510.08338>

MatrAlx: Harvard and MIT researchers used real human profiles from public records.



► [MatrAlx](#)

Li, X., Hao, Y., Hou, J., et al. (2026, August 4). MatrAlx: Simulating the world with 8.3 billion persona agents. [arXiv \[preprint\].](https://arxiv.org/abs/2608.04205)
<https://arxiv.org/abs/2608.04205>

PROMPTING STRATEGY: Panel of Students (slide 45)

Read my syllabus/course materials from a variety of student perspectives (first-gen, smart and cynical, non-major etc.). Tell me directly and honestly from a student perspective what looks like busy work? Do I come across as caring or a hypocrite? What policies are unclear and what will you ignore? What turns you off or just puts you to sleep?

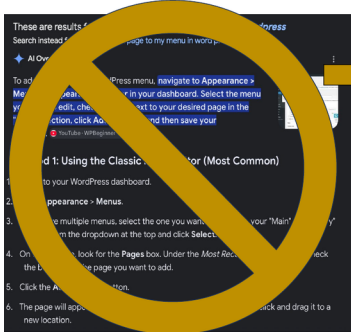
PROMPTING STRATEGY: Panel of Experts (slide 46)

Do multiple individual analyses of this course/assignment by a variety of scholars with different views of learning, pedagogy and behavioral science. Help me transform and reimagine using Piaget, Vygotsky, UDL, standards-based grading, TILT etc. Note where these agree or conflict...

► [Workshop Prompts & Materials](#)

AGENTS & THE AI RESEARCH WORKFLOW

ChatBot



Desktop Agent

Add AI Research Workflow to the prompting menu on my website after Vibe Coding.

Confirmed live. AI Research Workflow is now in Menu 1. Inside the Prompting submenu, positioned directly after Vibe Coding, linking to <https://we.teachwithai.com/ai-research-workflow/>.

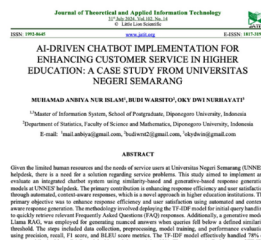
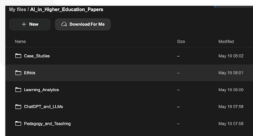
A chatbot can only chat with you; a desktop agent can plan and DO: read your folder, run code on your data, open a database you are logged into, write a file, and come back with what it could not do — here, adding a new page to my website.

► [AI Research Workflow — all of these prompts](#)

AGENTS & BROWSERS

Research and find all of the academic papers on AI in Education in the last year and then find pdfs of every paper you can and download them into organized files.

- Massive Multi-Contextual Search
- Find pdf
- Download pdfs
- Organize
- Create a link to the files



Research and find all of the academic papers on AI in Education in the last year and then find pdfs of every paper you can and download them into organized files. Create a link to the files.

Syllabus Skill

Update my syllabus for next semester

- **REVISE** the dates
- **CHECK/ADD** required university policies & statements (religious observance, accommodations, grade dispute etc.)
- **IDENTIFY** conflicting policies or ambiguous directions
- **LIST** anything confusing or unclear (first-gen students)
- **SUGGEST** improvements to improve motivation
- **OFFER** alternative grading or proven assignment ideas.
- **CREATE** an **EXTENSION POLICY** to reduce cheating



an **EXTENSION POLICY** to reduce cheating.

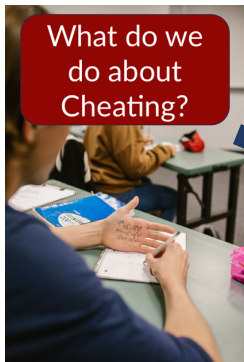
► [Skills, templates and examples](#)

Syllabus Skill (slide 49)

Complete Prompt:

Update my syllabus for next semester. **REVISE** the dates. **CHECK/ADD** required university policies & statements (religious observance, accommodations, grade dispute etc.). **IDENTIFY** conflicting policies or ambiguous directions. **LIST** anything confusing or unclear (first-gen students). **SUGGEST** improvements to improve motivation. **OFFER** alternative grading or proven assignment ideas. **CREATE**

RE-DESIGNING LEARNING



A BETTER AI CONVERSATION

NOTICE

"I notice lots of information, but no analysis or weighing of evidence. This happens with AI; the tool likes to take both sides."

THINKING QUESTION

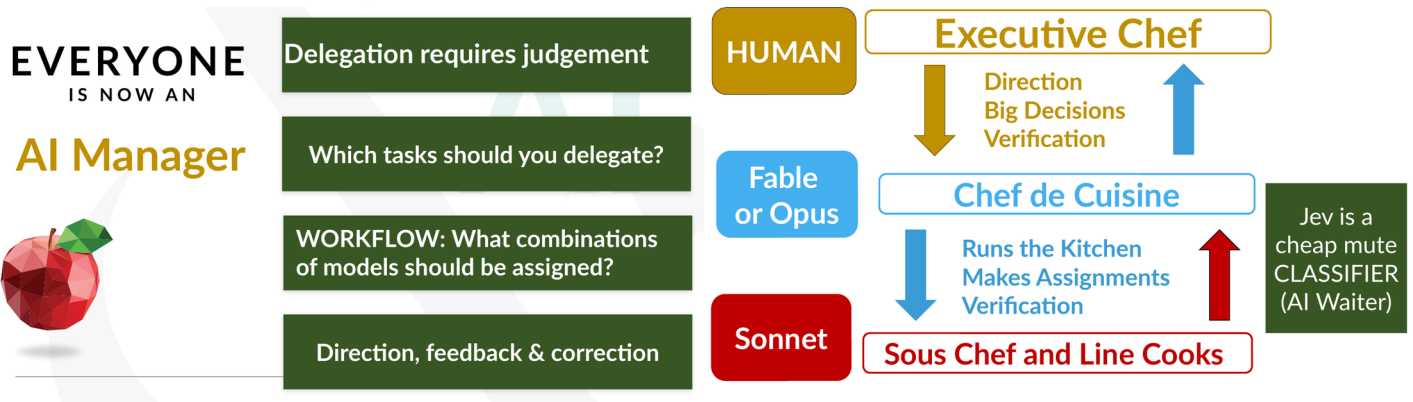
"What arguments did you think were most important, and why?"

NEXT STEPS

"If you can identify the conclusion best supported by the evidence, and explain why, you should resubmit."

Cheryl Strauss Einhorn (2026, July 8). Inspiring Minds, Harvard Business Impact.

Einhorn, C. S. (2026, July 8). What to say when you suspect students are misusing AI. Inspiring Minds, Harvard Business Impact Education. <https://hbsp.harvard.edu/inspiring-minds/suspected-student-ai-misuse>



Re-DESIGNING LEARNING In the Age of AI

A POLICY is not a SOLUTION

The Design is the Intervention, not the Tool

(slide 54)

The research behind each claim on this slide:

Anthropic. (2025, April 8). Anthropic education report: How university students use Claude. [vendor telemetry — explaining and summarizing is the top use] <https://www.anthropic.com/news/anthropic-education-report-how-university-students-use-claude> <https://www.anthropic.com/news/anthropic-education-report-how-university-students-use-claude>

Freeman, J. (2025). Student generative AI survey 2025 (HEPI Policy Note 61). Higher Education Policy Institute. [66% → 92% in one year]

<https://www.hepi.ac.uk/reports/student-generative-ai-survey-2025/> <https://www.hepi.ac.uk/reports/student-generative-ai-survey-2025/>

Stephenson, R., & Armstrong, C. (2026). Student generative AI survey 2026 (HEPI Report 199). Higher Education Policy Institute. <https://www.hepi.ac.uk/reports/student-generative-ai-survey-2026/> [1,054 UK undergraduates; 12% put AI-generated text directly into assessed work, up from 8% in 2025 and 3% in 2024]

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- Chung, A. T.-H., Zhang, B., Kung, L.-C., Bastani, H., & Bastani, O. (2026). Effective personalized AI tutors via LLM-guided reinforcement learning. SSRN [working paper; +0.15 SD unassisted exam gain] https://papers.ssrn.com/sol3/papers.cfm?abstract_id=6423358
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- [Full principles, templates and examples](#)

RECONNECTING WRITING & THINKING

Make Thinking Visible

Process Assignments

Pre-Game	PRIORITIZE - ANALYZE - RANK - CLARIFY DECIDE - CHOOSE
Draft	WRITE - DEFEND - JUSTIFY - RECOMMEND - EXPLAIN -- AI or no AI
Feedback	READ - DEBATE - DISCUSS - ENCOUNTER - COMPARE --New evidence, conditions, cases, priorities, perspectives (from AI?)
After Party	REVISE - RESPOND - REFLECT --COMMENT in your original doc (!) what you now --STRENGTHEN, REMOVE, CHANGE, REFRAME, RESHAPE

Weighting Constraints in a Case Study

Daniel R. Sanford, Director, CTL, Boise State University
Artificial Intelligence, Authentic Voices: AI & Assignment Design for Critical Thinking in Higher Education (2027) Bloomsbury

ANALYZE this plan for a pedestrian bridge.
 CLARIFY the tensions with budget, required load, extreme weather...
 STATE the most significant priority and why (in one sentence).
 CONNECT this priority to one condition that reflects that priority.
 DRAFT a recommendation (with or without AI) to
 DEFEND the feature that reflects your priority
 NAME the limitations resulting from your choice, and
 ANTICIPATE and ANSWER an objection from a council member
 DESCRIBE one realistic condition where your prioritization would change
 and how that would change the design.



Curation Thinking & Meaning

Ivy Linton Stabell: [The Influence Project](#) in First-Year English

- Pick any work of art you love.
- Look expansively for artistic ancestors.
- PROMPT: a RANGE of influences for X
- Learn about parent and grandparent works.
- Find three historical context subjects for each.
- Journal about the influences and differences.
- Lots of conferences with the professor.
- Write about this journey.

The Influence Project, Ivy Linton Stabell (Iona University), First-Year English.

► [Ivy Linton Stabell](#)

Define, Evaluate, Explore, Reflect

PROJECT STAGES	AI supports learning	AI interferes with learning	AI has no impact on learning
Brainstorm interests and topics			
Identify key ideas			
Literature review			
Retrieve articles			
Read and interpret articles			
Identify trends, discrepancies, and gaps			
Create outline			
Write a first draft			

Reverse Outlining

- Read this and create an outline summarizing the main point of each paragraph with one sentence.
- How might I more persuasively organize or focus this to say X.

Editing to Your Voice

1. What makes your writing sound like your writing?
2. What does AI writing get wrong about you?
3. Prompt AI to write like you.
4. Edit what it provides and iterate.
5. Does this make the next time easier?
6. What happens when writing becomes directing?

Build & Defend a Rubric

Doan Winkel, John Carroll University

- Use AI to draft a rubric for what excellent would look like in this assignment.
- Challenge its assumptions, cut criteria that feel like busywork and add what really matters.
- Defend your rubric out loud to your group.
- Revise.
- This is how I will grade your work.



Wikipedia Assignment

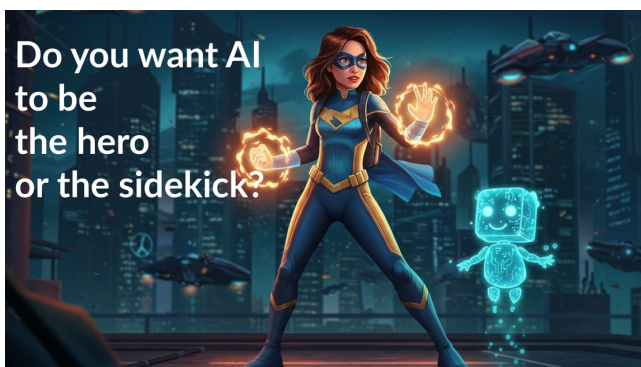
- Faculty guide students to research course-related topics and verify sources, then fill in missing information and add high-quality citations to Wikipedia articles.
- If permitted by the instructor's course policies, students can learn to use AI as a research tool to identify content gaps and references, not a text generator.
- WikiEdu offers trainings, tools to track student work, and staff support.

► [Teach with Wikipedia \(WikiEdu\)](#)

Journaling with a Bot

You are a kind and insightful assistant who guides students to reflect deeply and discover their own insights and passions from writing about their learning experiences.

1. Ask students to reflect on something they learned in the last day and how it might have changed their thinking or perspective.
2. Consider the student's response and then ask a series of supportive and insightful follow-up questions that will stimulate reflection and self-discovery.
3. Ask the student to respond again and repeat the process.



Make Thinking Visible

Process & New Writing Assignments



Pre-Game

PRIORITIZE - ANALYZE - RANK
DECIDE - CHOOSE

Draft

WRITE - DEFEND

Feedback

NEW Something

After

Party

REVISE - RESPOND - REFLECT
--In the original document

Scaling the Tutorial

Guided
Learning &
Practice

Develop Skills &
Thinking

Human Support
& Evaluation

Customized
Friction
Do you need more
facts, theory or
context?
Custom Bots
ASK, RESPOND,
COMPLICATE

Reduce the
Scaffolding

Require more
Judgement

Review
Transcripts
Patterns
Portfolios
Revisions
Exams

The tutorial was BOTH learning and assessment, but it could not be scaled. Bloom's tutorial advantage was never mostly about content delivery: it was guided practice, immediate correction and a human who noticed. AI scales the first two cheaply; on the current

evidence the third still has to be human, and the gains show up only when the tool withholds answers and someone reviews the process.

- Bloom, B. S. (1984). The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring. *Educational Researcher*, 13(6), 4–16. <https://doi.org/10.3102/0013189X013006004> <https://doi.org/10.3102/0013189X013006004>
- Kulik, J. A., & Fletcher, J. D. (2016). Effectiveness of intelligent tutoring systems: A meta-analytic review. *Review of Educational Research*, 86(1), 42–78. [the 2-sigma claim does not replicate at scale; ITS effects cluster near 0.4–0.6 SD] <https://doi.org/10.3102/0034654315581420> <https://doi.org/10.3102/0034654315581420>
- VanLehn, K. (2011). The relative effectiveness of human tutoring, intelligent tutoring systems, and other tutoring systems. *Educational Psychologist*, 46(4), 197–221. <https://doi.org/10.1080/00461520.2011.611369> <https://doi.org/10.1080/00461520.2011.611369>
- Oreopoulos, P., & Low, N. (2026). One click away: AI tutoring with Khanmigo in a two-year school experiment (NBER Working Paper No. 35620). National Bureau of Economic Research. [COUNTER-EVIDENCE. Cluster RCT, 18 Tennessee middle schools, 53 grade clusters, two years; not yet peer-reviewed. Khanmigo was configured to coach rather than give answers and still produced only 0.04 SD pooled (0.02 year 1, 0.08 year 2) — no better than Khan Academy practice without AI. 96% tried it, but the median student messaged it on a third of practice days and in 17% of sessions where they made a mistake. Withholding answers is not enough; engagement is the binding constraint.] <https://www.nber.org/papers/w35620>
- Jin, Y., Martinez-Maldonado, R., Gašević, D., Han, X., & Yan, L. (2026). Emergent learner agency in implicit human–AI collaboration: How supportive and contrarian AI personas reshape interaction. *Journal of Computer Assisted Learning*, 42(5), e70310. [COUNTER-EVIDENCE. RCT, 224 students randomised into 97 online triads; 10-minute creative task; the AI teammate was undisclosed. A contrarian AI produced

the Idea→Challenge→Integration pattern in 38.2% of groups against 13.3% (control) and 12.1% (supportive), but lowered teamwork satisfaction and psychological safety ($H(2)=12.14$, $p=.002$) with no gain in cognitive load or creative performance. Designed friction is not the same as learning. Not pre-registered; five motifs tested and two p-values sit just under .05.] <https://doi.org/10.1002/jcal.70310>

WORKSHOP: Copy & Paste (slide 82)

Critical Thinking Support Prompt — or — Feynman Learning Tutor Prompt.

► [Workshop Prompts & Materials](#)

Custom Bots (Prompts) for Writing



Custom bots (prompts) for writing: Thesis Nuance Navigator; Deep Reading a Meaningful Quote. Eric Lars Martinsen, Ventura County Community College.

► [Playing seriously: four AI apps \(Eric Lars Martinsen, Substack\)](#)

Thesis Nuance Navigator

Deep Reading a Meaningful Quote

Eric Lars Martinsen
Ventura County Community College

Fact-Checking Prompt Contest



1. Contribute one claim to our shared document.
2. Write a prompt that verifies facts and sources.
3. Test it. Improve it. Explain why (comments).
4. Test prompts in pairs.
5. Compare to Mike Caulfield's Deep Background prompt/GPT.
6. Write a critical thinking process for yourself that uses AI.
7. Reflect (bot?): why is critical "doing" also important?

► [Complete assignment](#)

► [Deep Background GPT \(Mike Caulfield — fact checks and context\)](#)

► [Complete SIFT prompt](#)

Multiple Perspectives Prompt

Respond as a panel of radically different types of thinkers

- with a variety of historical, cultural & political perspectives
- who ask thought-provoking questions and
- deepen my insight
- by providing simultaneous and contrasting opinions
- and feedback about this work/idea/goal/challenge.

READING: FOUR CORNERS

1. Come up with four different points of view that relate to our reading.
2. Ask an AI to provide summaries of the reading from each POV.
3. Read the summaries and read the article.
4. Create a new set of questions.
5. Write your summary.
6. Reflect and write about why your summary was different?

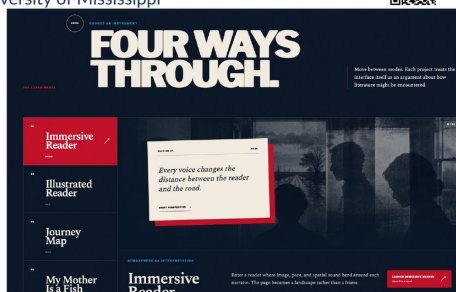
Reading Faulkner's As I Lay Dying

Marc Watkins, University of Mississippi



No embedded chatbots, Faulkner personas, automatic summaries, or buttons that tidy away the novel.

Each project is an encapsulated module designed to help students slow down, explore, annotate, and make an interpretive choice.



Reading Faulkner's As I Lay Dying (slide 87)

Marc Watkins, University of Mississippi.

► [As I Lay Dying gallery](#)

► [Marc Watkins Substack](#)

Peer & AI Review + Reflection (PAIRR)



Try the PAIRR Bot



Generate a sample essay



Feedback Sample



Principal Investigator: **Carl Dillenius**, Professor and Director of the University Writing Program, UC Davis

Principal Investigator: **Blair MacArthur**, Contracting Lecturer, Writing Center, UC Davis

Co-Principal Investigator: **Lisa Scalet**, Contracting Lecturer, Writing Center, UC Davis

Co-Principal Investigator: **Jose Claudio Vaz**, Associate Professor of Computer Science, UC Davis

Co-Principal Investigator: **Ernesto Lopez**, Department Chair, California State University Bakersfield

Co-Principal Investigator: **John Gumbert**, Instructor of English, Glendale Community College

Co-Principal Investigator: **Wagner Ochoa**, Professor of English, Sacramento State

Co-Principal Investigator: **Anna Miller**, Assistant and Faculty Developer, College of Marin

- ▶ [PAIRR Bot \(Playlab\)](#)
- ▶ [Generate a sample essay \(Playlab\)](#)
- ▶ [Feedback sample \(Google Doc\)](#)

Sperber, L., MacArthur, M., Minnillo, S., Stillman, N., & Whithaus, C. (2025). Peer and AI Review + Reflection (PAIRR): A human-centered approach to formative assessment. *Computers and Composition*, 76, 102921. <https://doi.org/10.1016/j.compcom.2025.102921>

Romance of the Three Kingdoms

See Chuanzhong, 1522

PlotLines

The classic, complex story journey in the book, shown on a horizontal period map, with the real 1890 Ordnance Survey wherever the story walks in Britain. Take the drive.

Chris Moran (Head of Ed Innovation, The Guardian) and his daughter built this app.

Romance of the Three Kingdoms

The four-hundred-year Han empire falls into anarchy, and three warlords carve its body into three kingdoms: Cao Cao's Wei in the north, Liu Bei's Shu in the west, Sun Quan's Wu in the south-east. A century of brotherhood, genius and betrayal – the fire at Red Cliffs, the fall of Guan Yu, the doomed campaigns of Zhuge Liang – the three contend for a united China, until all are swept away and the empire is one again.

The whole journey – about 6,700 miles and a century of war (190-280 AD) – about 12 minutes to watch.

The story plays itself – open panels, the arrows tell you to read, and the bar below jumps ahead.

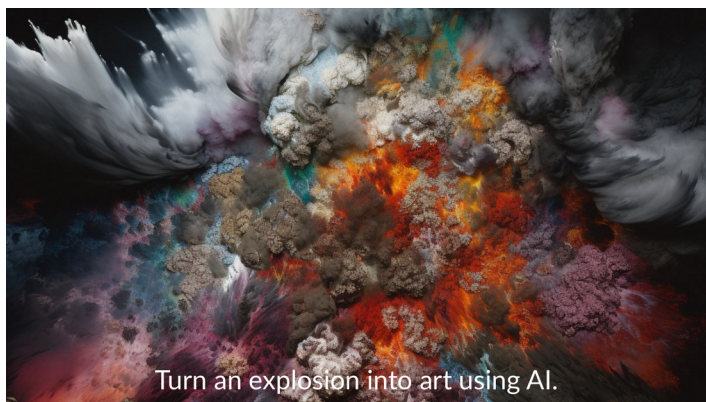
▶ [PlotLines](#)

- ▶ [PlotLines](#)

Prompt to Support Reading

- ▶ [Workshop Prompts & Materials](#)

CREATIVE NEW ASSIGNMENTS



Turn an explosion into art using AI. Ira Greenberg, Director of the Center of Creative Computation and Professor at SMU. (The slides spell it “Greenburg”; the correct spelling is Greenberg.)

European History to 1600

Invent a new saint and create an image using AI that tells the story through iconography.



Create a medieval photograph using AI that displays 13th century tropes.



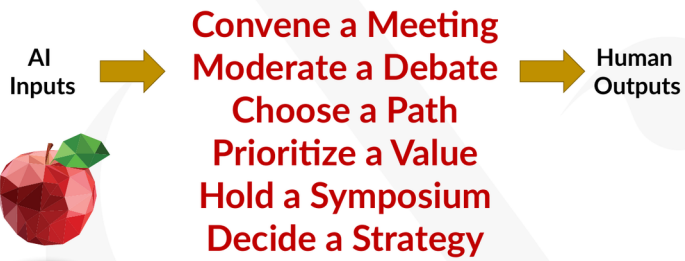
Ira Greenburg, Director of the Center of Creative Computation and Professor at SMU

This is a panoramic landscape painting by Thomas Cole, titled 'The Course of Empire: Destruction'. The scene depicts a once-great city in ruins, with smoke rising from a few remaining structures. A massive, ancient tree stands prominently on the right, its roots exposed. The foreground is a desolate, rocky plain. In the background, a river flows through a lush, green valley, leading towards a distant, hazy horizon. The sky is filled with dramatic, swirling clouds, suggesting an approaching storm or the aftermath of a disaster. The overall mood is one of tragedy and the passage of time.

Ira Greenburg, Director of the Center of Creative Computation and Professor of Art at SMU



Make Thinking the Assignment



Invert the usual order. Let AI produce the raw material — the brief, the data, the opposing positions — and make the human work the part that cannot be delegated: convening, weighing, choosing and defending. The gradable artifact is the judgment, not the prose.

► [Assignment examples](#)



Images generated with Perchance.

► [Perchance](#)

VIDEO: Puppramin Ad (slide 102)

AI-generated advertising parody — what persuasion looks like when video is cheap.

► [Video embedded in this slide \(YouTube\)](#)

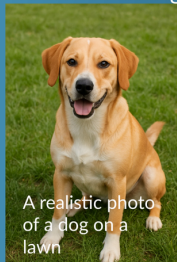


► [Perchance](#)

Using AI to Think Visually

Aashish Kumar Film and Media @ Hofstra University

- Practice making your visual intentions clear



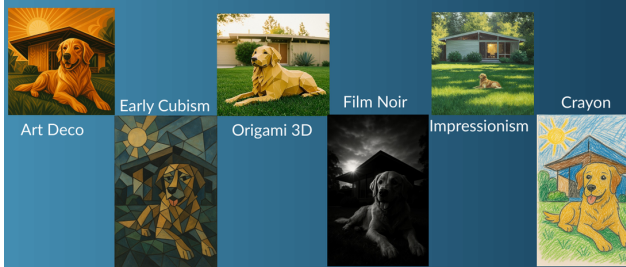
A realistic photo of a dog on a lawn



...in front of a mid-century modern house, low-angled, wide-angle lens, late afternoon sunlight behind the house.

Style TERMS are Critical

Assignment from Aashish Kumar Film and Media @ Hofstra University

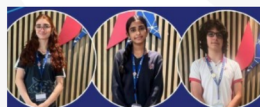


STUDENT ASSIGNMENTS

AI can do (some) things humans can't

PathoScan Screens for Colorectal Cancer

- Trained on US public gut microbiome data to find anomalies.
- Looks for bacterial imbalances and biomarkers associated with early-stage colon cancer.



Dubai American Academy ISTE AI Challenge Winners

- [ISTE AI Innovator Challenge winners](#)

WORKSHOP: Redesign an Assignment or Course (slide 102)

You are an experienced expert in the science of learning. Analyze this assignment and help me transform it using one or more of these pedagogical practices or thinkers...

Re-imagine my course/assignment with standards-based grading/TILT etc.

- [Workshop Prompts & Materials](#)

SIMULATIONS, GAMES & ROLE-PLAYING

Stress Test A Plan

Help me stress test the attached business plan by simulating how our business might evolve over the next 2 years. I will play the CEO. You will simulate and describe economic, market and political challenges that might interfere with our plan. Every quarter you will update me and ask me to respond to new events and circumstances. You will then assess my actions and describe how the plan must change as a result.



Stress Test a Plan (slide 104)

Complete Prompt:

Help me stress test the attached business plan by simulating how our business might evolve over the next 2 years. I will play the CEO. You will simulate and describe economic, market and political challenges that might interfere with our plan. Every quarter you will update me and ask me to respond to new events and circumstances. You will then assess my actions and describe how the plan must change as a

result.

- ▶ [Examples, templates and instructions for building simulations and custom bots](#)



- ▶ [Interactive fiction and game design with Claude artifacts \(TCEA\)](#)

The NotebookLM Literary Game



DEMO GAME
"The Tell-Tale Heart"
Edgar Allan Poe
Secure a confession before you
run out of heartbeats!



Michelle Kassorla
Georgia State University,
Perimeter College

Turn a work of literature
into a playable game.

Michelle Kassorla, Georgia State University,
Perimeter College: turn a work of literature into a
playable game.

- ▶ [The NotebookLM literary game — demo](#)
- ▶ [Assignment instructions \(Google Doc\)](#)

ASSIGNMENT INSTRUCTIONS



U.S. Immigration Visa Preference System
An interactive teaching tool to understand how the family and employment-based preference system works, who gets in line, and how long the wait can be — for immigrants from countries around the world.

Overview Wait times My situation Key terms Ask a question

The U.S. grants a limited number of immigrant visas each year through a **preference system**. Click any category below to learn more about it.

Immediate relatives (no annual cap)

IR
Immediate relatives of U.S. citizens
Spouses, unmarried children under 21, and parents of U.S. citizens. *No annual cap* — visas are always available.
No wait (usually)

Family-based preference categories (~226,000 visas/year)

F1
Unmarried adult children of U.S. citizens
Sons and daughters age 21+. About 23,400 visas per year.
Family-based

F2A
Spouses & minor children of LPRs
Spouses and children under 21 of lawful permanent residents. ~114,200 visas/yr.
Family-based

What is the estimated process and wait time for legal immigration in the following situations?



► [Immigration wait-time artifact](#)

TRY A SIMULATION EXAMPLE

- English/Middlemarch Town Hall
- Computer Science
- Music Theory/Roman Numeral Analysis
- Telecom KPI Simulation
- Physics/Newton's Laws Graded Exam
- Anthropology/Multi-Informant Fieldwork
- Nursing/AACN Standard 2.5 Plan of Care
- History/Thomas Cromwell
- POTUS and the Economy



► [Middlemarch Tribunal simulation](#)
► [Workshop Prompts & Materials](#)

CUSTOM BOTS

Hidden Prompt
+
Knowledge Base




A custom bot is just two things: a hidden system prompt that fixes the behavior (coach, don't answer; one hint at a time; never give the solution) and a knowledge base that fixes the content. All of the custom tools and simulations in this session were stress-tested on the best models but set to run with free models.

► [Examples, templates and instructions](#)

Macro Buddy

Saharnaz Babaei Balderlou
University of Wisconsin–La Crosse

Macro Buddy
By Saharnaz Babaei Balderlou A.
Encourages critical thinking before answering macroeconomics questions.

Hey buddy! Can you help me break down a problem?

What are good ways to organize our study group...

Could you summarize the lecture on March...

Can you quiz me on exchange rate concepts?



► [Macro Buddy \(GPT\)](#)

Babaei Balderlou, S., & Shakya, S. (2025, July 25). The invisible hand of Gen-AI: Can AI-enhanced study groups improve learning outcomes? SSRN. [working paper]
<https://doi.org/10.2139/ssrn.5696622>

Babaei Balderlou, Saharnaz and Shakya, Shishir, The Invisible Hand of Gen-AI: Can AI-Enhanced Study Groups Improve Learning Outcomes? (July 25, 2025).

Jack: “He’s like you, but in the screen.”
 Sarah Wymer, Auckland University of Technology

A team marketing expert for every student



87%
 Jack helped refine my idea.

Jack, a custom AI agent modeled on Auckland FC’s real marketing manager — a team marketing expert for every student. Sarah Wymer, Auckland University of Technology. 87% agreed Jack helped them develop their idea further; 83% said he helped them think more critically.

► [What Jack the AI agent taught my class \(Sarah Wymer\)](#)

VIBE CODING ASSIGNMENTS & TOOLS

Bot Assignments & Simulations

- Run a nuclear power plant
- Teach a class
- Run an experiment
- Secure capital
- Plan an exhibition
- Manage a lab
- Buy a car
- Moderate a disagreement
- Climb a mountain
- Improve a service
- Diagnose a problem
- Verify a story



VIBE CODING

Create and deploy an interactive superhero-themed game to teach the Bingham plastic model through visual simulation to college students in both English and Arabic.

Got it — I’ll deliver the game in **Arabic + English**, packaged as a **standalone web app** you can open in your browser or run locally without installing anything complicated.



- [Play the Claude version](#)
- [Play the ChatGPT version](#)

David Salas-de la Cruz
Director of Chemistry and Molecular Technology
Rutgers University-Camden

Follow the chemistry.
Make every unit count.

What mass of NaOH do we need?
Make 25.0 g of $\text{Mg}(\text{OH})_2$ with enough MgCl_2 available.

$$\text{MgCl}_2 + 2 \text{NaOH} \rightarrow \text{Mg}(\text{OH})_2 + 2 \text{NaCl}$$

MgCl_2 : 58.32 g/mol NaOH : 40.00 g/mol

Assume pure reactants and complete reaction.

Step 1 of 14: What mass of NaOH do we need?

<https://stoichiometry-classroom.dsals2k.chatgpt.site>

QR Code

► [Stoichiometry Classroom \(David Salas-de la Cruz\)](https://stoichiometry-classroom.dsals2k.chatgpt.site)

When and Where Game

Assyrian siege of Jerusalem (c. 701 BC)

When?

Where?

Settings

QR Code

► [WenWare — the When and Where game](https://whenandwheregame.com)

Broad Street, 1854

You are Dr John Snow. Find the killer.



On a laptop
[josebowen.github.io/
BroadStreet1854/](https://josebowen.github.io/BroadStreet1854/)

Three Mile Island, 1979

You can stop the meltdown.



On a laptop
[josebowen.github.io
/TMI1979](https://josebowen.github.io/TMI1979)

► [Broad Street, 1854](https://josebowen.github.io/BroadStreet1854/)
► [Three Mile Island, 1979](https://josebowen.github.io/TMI1979)

Vibe Code a Simulation, Tool or Game

Build me X, that...
teaches A, demonstrates B...
do/don't include a tutorial/instructions

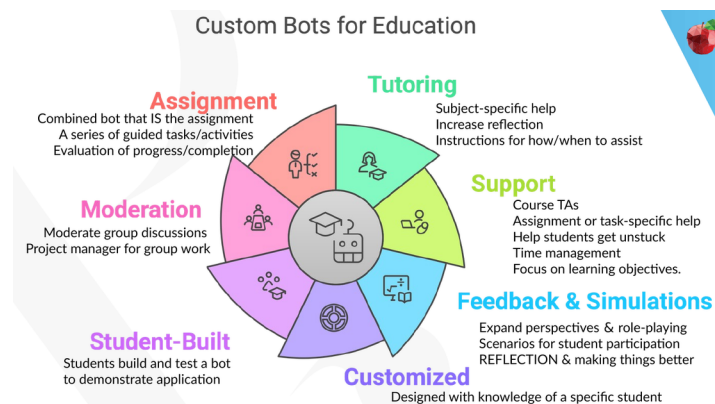
Deploy

Make a slide with a QR code



Complete Prompt:

Build me X, that... teaches A, demonstrates B...
do/don't include a tutorial/instructions.
Deploy. Make a slide with a QR code.



Custom bots give you more control and security than sending students a prompt: you send a link to a tool you set up, and you can see everything students do (warn them!). In its simplest form a custom bot is just a prompt you have saved; add a knowledge base, learning outcomes and standards for more control. Platforms: BoodleBox (higher ed, AI-agnostic, free models available), SchoolAI (free, with a back-end showing engagement), GPTs (OpenAI), Assistants (HuggingFace), Bots (Poe).

► [Custom bot examples & Bowen's bot-building bot \(BoodleBox showcase\)](#)

WORKSHOP: The President and the Economy Simulation Game (slide 116)

Create a presidential simulation game about the relationship between the economy and actions of the US President. You will guide me (the student responding as if I were the US president) through a multi-year simulation where I will create policies and you will simulate their effect on the US economy. Use the actual political situation of each time period. Start by asking me to pick a year (1800–present); reply with a summary of the US economic and political situation in January of that year using actual data and prompt me to take executive action. Do not allow actions that are not constitutionally possible for the President; point out if my actions exceed Presidential power and cite the sources for these limitations. Assess my strategy, describe how the economy would change over the next three months, update me, and repeat — advancing three months at a time for up to four years. When I am done, summarize my performance, compare it to what actually happened, tell me who the actual president was, and suggest ways I might have had greater impact within the limits of the US Constitution.

► [Workshop Prompts & Materials](#)

WORKSHOP: Meta-Prompting for Custom Assignments and Assessments (slide 122–123)

PROMPT 1: Provide me with 5 innovative ideas for how I could teach/assess student learning with a set of AI-led interactive exercises or an AI custom bot interactive simulation or game, where students have to demonstrate learning by interacting with a chatbot. + Learning Goals, Rubric or Professional Standard. + Context, Knowledge Base or Existing Assignment.

PROMPT 2 (iterate or pick your favorite idea): Now write an excellent prompt that will provide the instructions needed for an AI chatbot to create simulation #. The prompt should include instructions for customizing the experience for each student so that it is maximally motivating to individual student interests and will intellectually stretch the student. The assignment should be done in X number of parts...

► [Example conversation \(Claude\)](#)

► [Workshop Prompts & Materials](#)

COURSE PROFILE

KEY CONTEXT about your class

Demographics, Accommodations, Learning Goals, Syllabus...

- How could I make my assignments more motivating and compelling?
- Suggest readings or assignments that might better align with my goals and motivate these specific students?



► [Teaching Assistant Blueprint Maker \(GPT\)](#)

Mollick, E., & Mollick, L. (2024, October 30). Stop writing all your AI prompts from scratch. Inspiring Minds, Harvard Business Publishing Education.

<https://hbsp.harvard.edu/inspiring-minds/an-ai-prompting-template-for-teaching-tasks>

WORKSHOP PROMPTS: More Focused Feedback (slide 125)

Use this assignment and rubric and keep the feedback kind, direct and supportive, but provide specific but brief guidance tied to the student draft and the assignment criteria. I am especially concerned with X. Show me a list of all the things the student should improve, but then also pick the one most important priority that should be the take-away for the student.

► [Workshop Prompts & Materials](#)

WORKSHOP PROMPTS: Multiple Perspectives on My Teaching (slide 126)

Analyze this to help me improve it. First, do multiple individual analyses by a wide group of scholars with different views of learning, pedagogy and behavioral science. Start with Jean Piaget, Lev Vygotsky, UDL Framework...

► [Workshop Prompts & Materials](#)

AI Grading ?

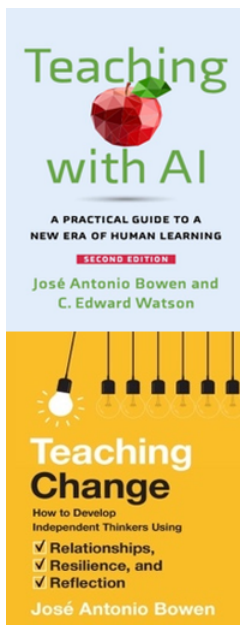
- Transparent
- Increase Feedback & Learning
- Low Stakes and Clear Rubric
 - Thesis?
 - Discussion Posts
 - Sources Quantity and Quality
 - Reflection Included?
- Creates a BETTER assessment?





Kranzberg, M. (1986). Technology and history: "Kranzberg's laws." *Technology and Culture*, 27(3), 544–560.

CITATIONS & RESOURCES



- ▶ [WeTeachWithAI.com](https://www.weteachwithai.com) contains many many more resources, prompts, assignments and links. It is updated weekly if not daily.
- ▶ **Buy the book at 30% off!**
- ▶ [Teaching with AI at Johns Hopkins University Press — code HTAI25 for 30% off](#)
- ▶ [Teaching with AI on Amazon](#)
- ▶ If you don't want to use AI, but want students to want to do things the hard way, then read **Teaching Change: How to Develop Independent Thinkers Using Relationships, Resilience and Reflection**.
- ▶ [Teaching Change at Johns Hopkins University Press — code HTWN for 30% off](#)
- ▶ [Teaching Change on Amazon \(often 25% off\)](#)