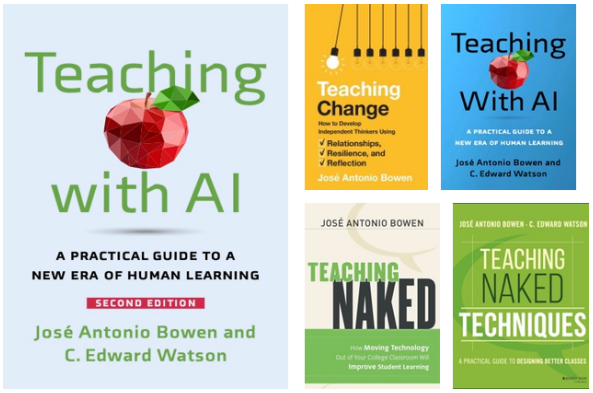
RE-DESIGNING LEARNING
In the Age of AI

SLIDES & CITATIONS

José Antonio Bowen



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Curious

AND

Skeptical

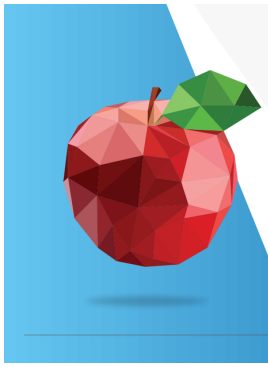
DOING & THINKING

AI as the new AVERAGE

COMMUNICATION & RELATIONSHIPS

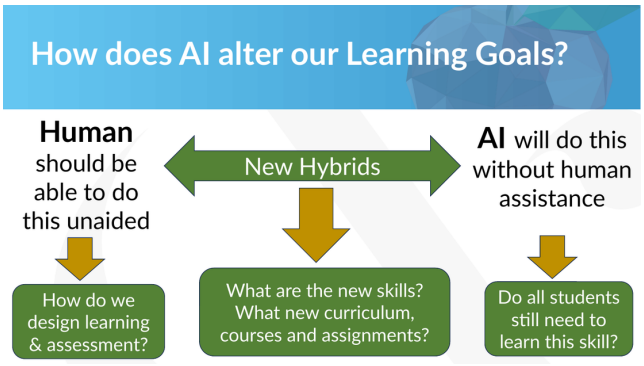
CREATIVITY

AI as LABOR



Re-DESIGNING LEARNING
In the Age of AI

A POLICY is not a SOLUTION





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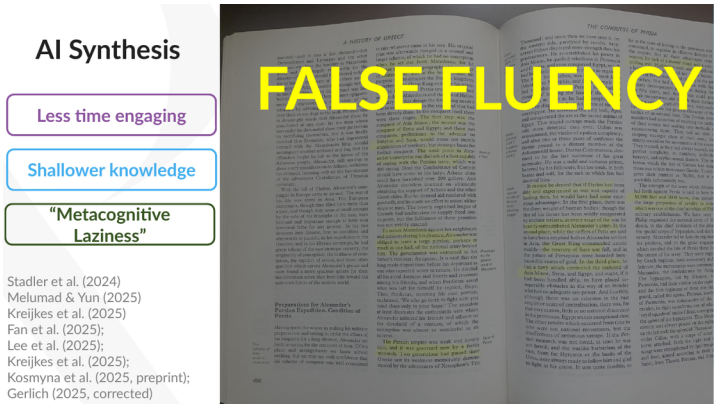
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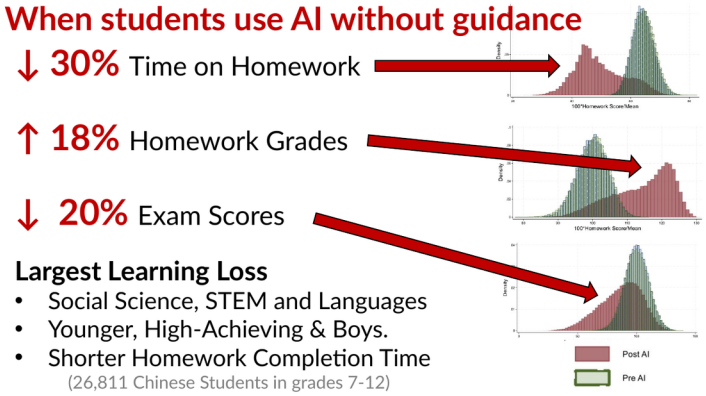


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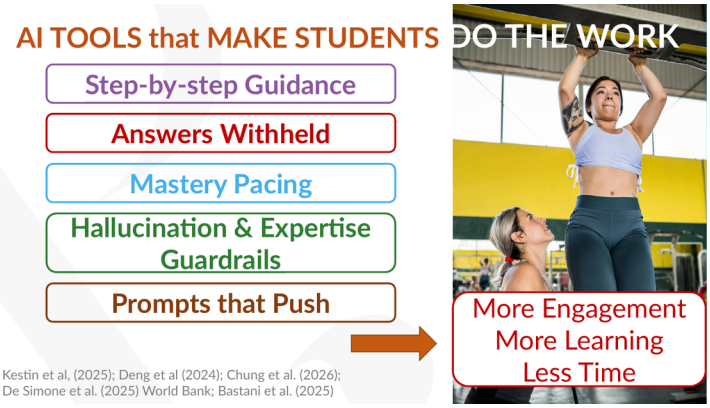
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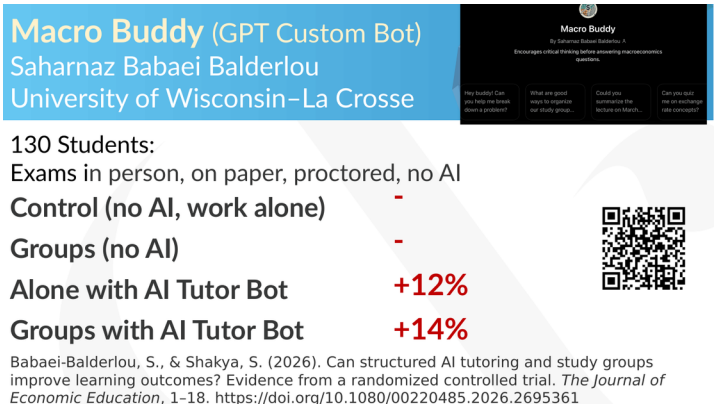
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Saharnaz Babaei-Balderlou, University of Wisconsin–La Crosse.

- Macro Buddy (GPT custom bot)

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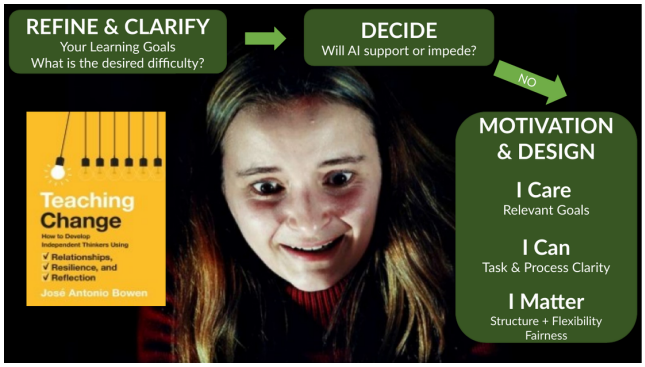
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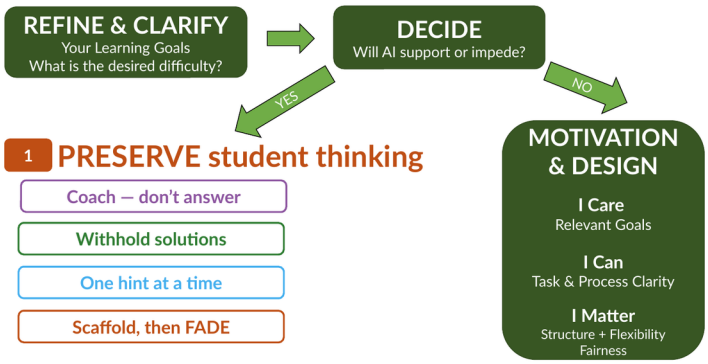
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LIMITS. The strongest evidence of harm comes from secondary students outside the United States (China, Turkey, Germany, the U.K.); the strongest evidence of benefit comes from elite, high-structure settings such as Harvard. The typical university classroom sits in the understudied middle, where age, selectivity and design are confounded. Most of these studies measure exam scores; we still lack long-term evidence about durable, transferable learning.

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CUSTOM BOTS = HIDDEN PROMPT + KNOWLEDGE BASE (slide 17)

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 and interact with students using only free models.

- Examples, templates and instructions for building simulations and custom bots





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- Touchnote
- Scarlett Panda



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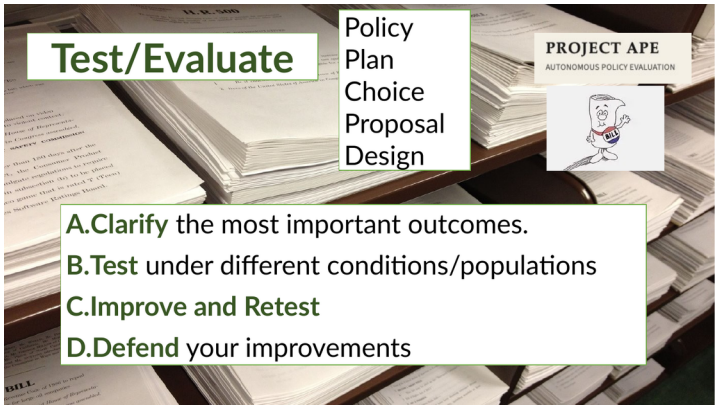


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- Project APE: Autonomous Policy Evaluation (Social Catalyst Lab)

Slide 25: VIDEO

- Video embedded in this slide (YouTube): https://www.youtube.com/watch?v=odtw7E1KPMY

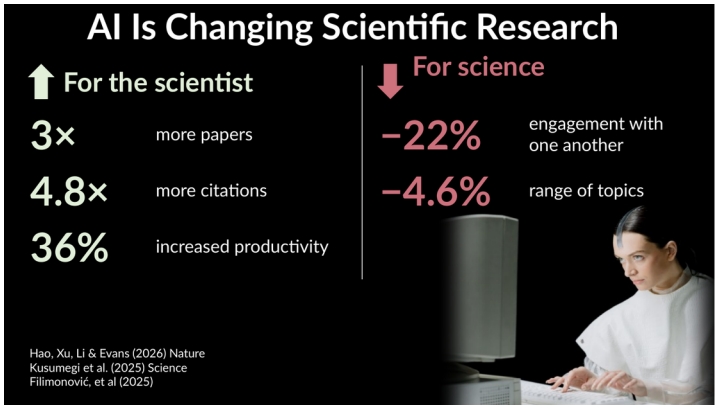


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- Stanford Agentic Reviewer (paperreview.ai)
- Project APE: Autonomous Policy Evaluation (Social Catalyst Lab)

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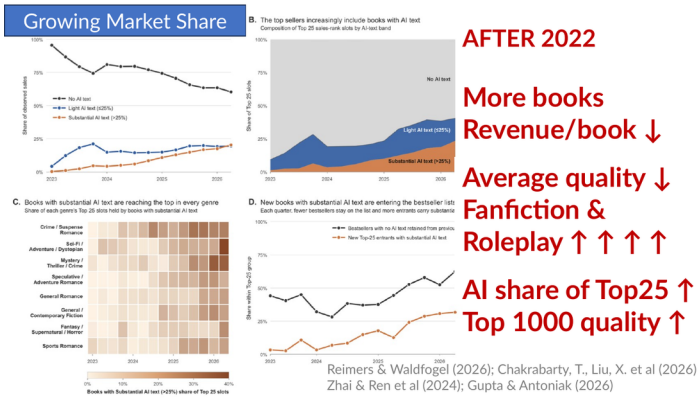
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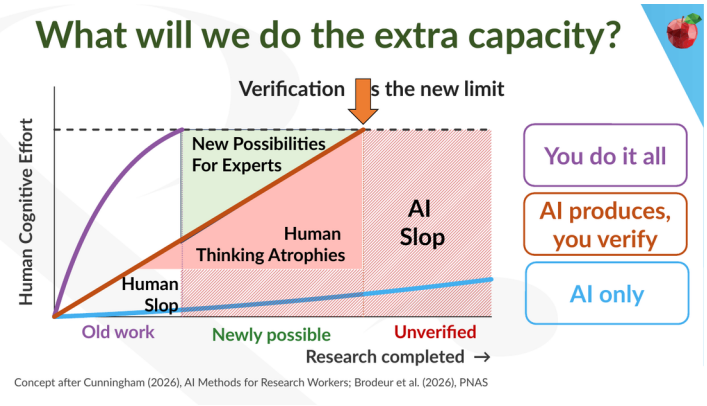
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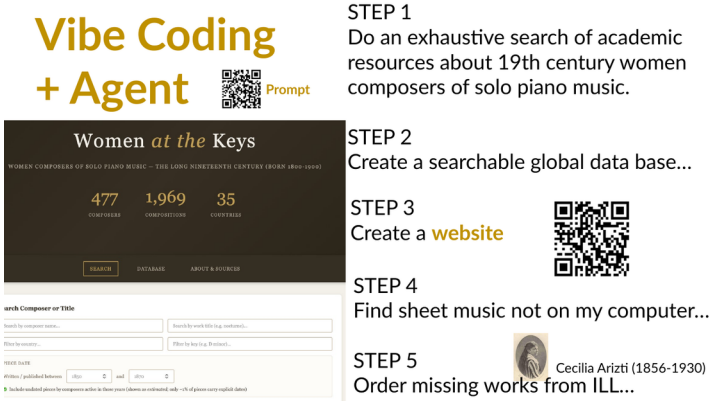
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- The full prompt, workflow and the versions produced by different AI models
- The result — Women at the Keys







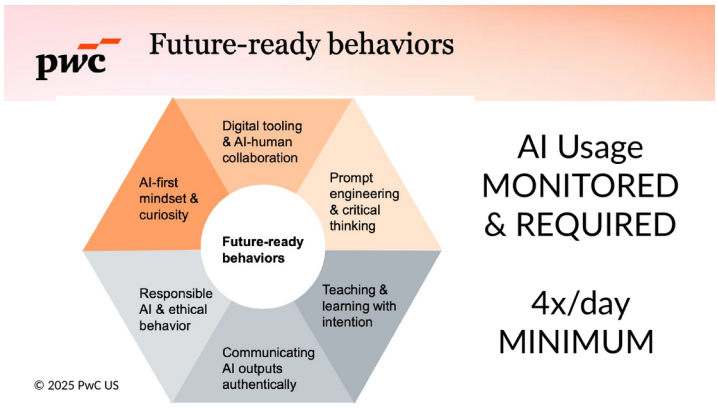
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Make Thinking Visible

Fewer Artifacts - More Process & Judgement

Pre-Game PRIORITIZE – ANALYZE – RANK - CLARIFY
DECIDE – CHOOSE

Draft WRITE - DEFEND - JUSTIFY - RECOMMEND - EXPLAIN
-- AI or no AI

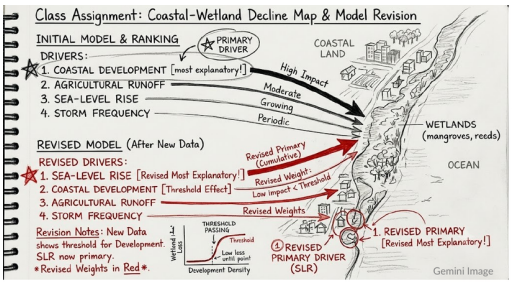
Feedback READ – DEBATE – DISCUSS – ENCOUNTER - COMPARE
--New evidence, conditions, cases, priorities, perspectives (from AI?)

After Party REVISE – RESPOND - REFLECT
--COMMENT in your original doc (!) what you now
--STRENGTHEN, REMOVE, CHANGE, REFRAME, RESHAPE

Zimmerman, B. J. (2000). Attaining self-regulation: A social cognitive perspective. In Handbook of Self-Regulation (pp. 13–39). Academic Press.

Bjork, R. A. (1994). Memory and metamemory considerations in the training of human beings. In Metacognition: Knowing about Knowing (pp. 185–205). MIT Press.

This framework is heavily influenced by a new book: Sanford, D. R. (2027, forthcoming). Artificial intelligence, authentic voices: AI & assignment design for critical thinking in higher education. Bloomsbury.



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

BUILD a map with causal arrows explaining coastal-wetland decline
RANK all four drivers by how much explanatory work each does
MARK the driver you judge most explanatory.
CONSIDER (one week later) more data on the same region.
ADD new drivers and revise the weights on your original map. Use a new color.

This Coastal Wetlands example is from his new book. You can learn more at his website. Dan is the Director of the CTL at Boise State University.

- Daniel R. Sanford — Artificial Intelligence, Authentic Voices

EXAMPLES

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 (fact checks and context)
- Complete SIFT prompt

ART HISTORY FINAL: Teach an AI how to paint like John Constable. Create a new image and clarify what stylistic elements are visible.



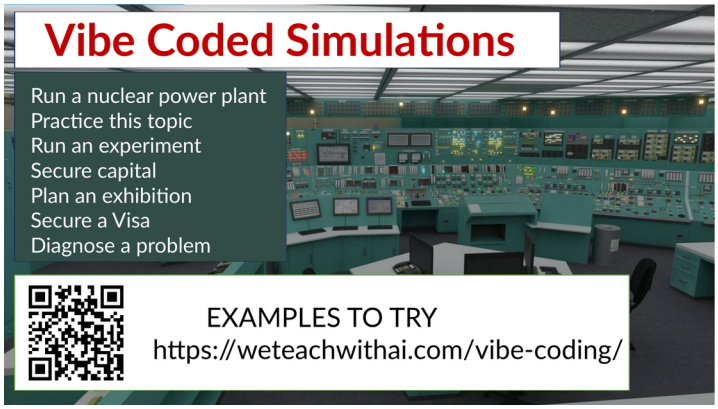
Ira Greenburg, Director of the Center of Creative Computation and Professor or Art at SMU

AI Disclosure

- Where did you use AI?
- What did you do without AI?

AI Literacy

- Where did AI make your work better or worse?
- What AI work did you alter?
- What would you have missed without AI?
- How did you know?



- Examples to try — WeTeachWithAI.com/vibe-coding

Broad Street, 1854

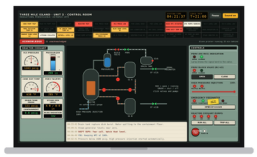
You are Dr John Snow. Find the killer.



On a laptop
josebowen.github.io/
BroadStreet1854/

Three Mile Island, 1979

You can stop the meltdown.



On a laptop
josebowen.github.io
/TMI1979

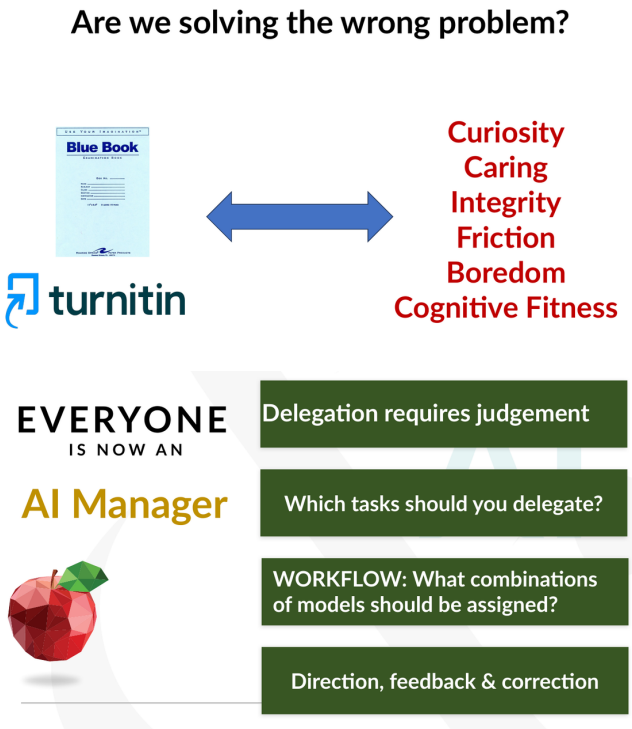
- Broad Street, 1854
- Three Mile Island, 1979



Marken, S. (2026, April 1). College students weigh AI's impact on majors and careers. Gallup. [Lumina Foundation–Gallup survey, October 2025] https://news.gallup.com/poll/704087/college-students-weigh-impact-majors-careers.aspx



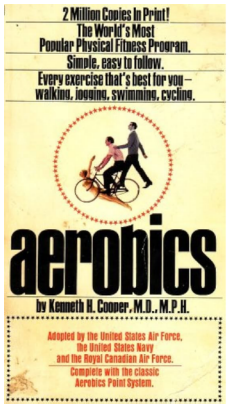
Blake, S. (2025, July 31). Half of students say AI is most important skill they'll learn in college. Newsweek. [reports a Grammarly/Talker Research survey of 2,000 U.S. college students, July 2025] https://www.newsweek.com/half-students-say-ai-most-important-skill-theyll-learn-college-2107250



COGNITIVE FITNESS



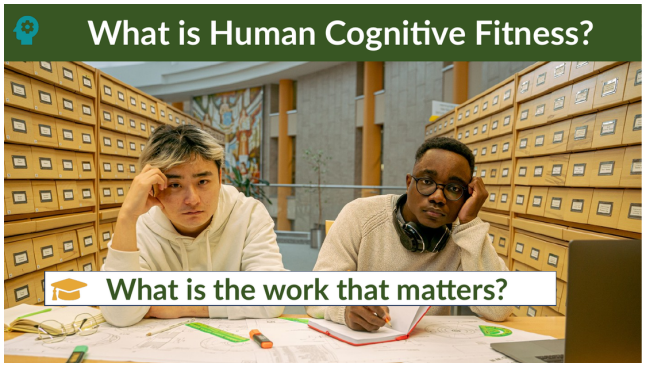
Kranzberg, M. (1986). Technology and history: "Kranzberg's laws." Technology and Culture, 27(3), 544–560.



Dr. Kenneth H. Cooper (1968)

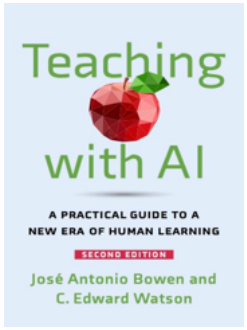
"The Streets Are Going to Be Full of Dead Joggers"

Cooper, K. H. (1968). Aerobics. M. Evans. [the "dead joggers" line is from a review from the period, not a quotation from the book]

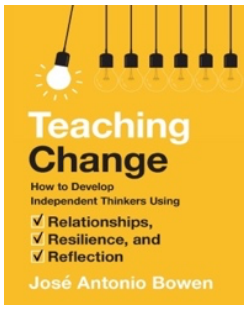




CITATIONS & RESOURCES



- 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)