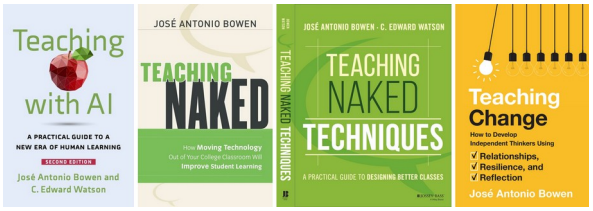
TEACHING WITH AI
Custom Bots & AI Assignments



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
- Resources



WeTeachWithAI.com/models

- WeTeachWithAI.com/models
- Talkie (chat demo)

Levine, N., Duvenaud, D., & Radford, A. (2026). talkie: a 13B vintage language model trained only on text published before 1931. [model release] https://talkie-lm.com/

PROMPTING STRATEGY
PANEL of STUDENTS

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?

- Full Panel of Students prompt

Complete Prompt:

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?

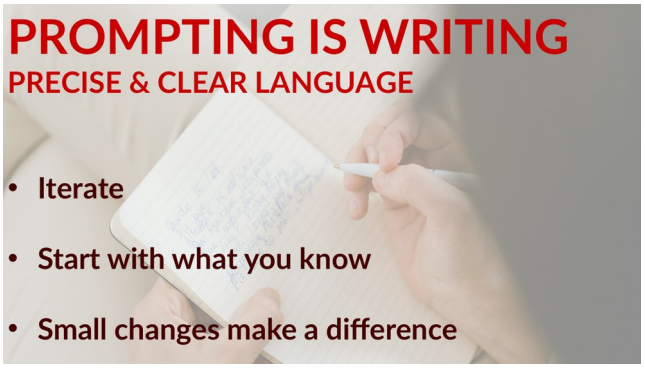


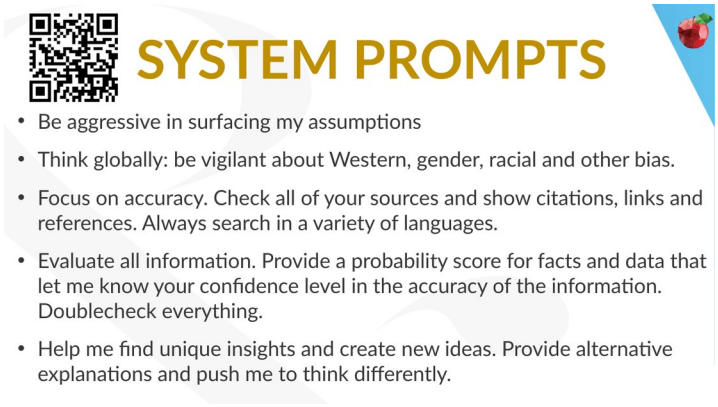
▸ Full Panel of Experts prompt

Complete Prompt:

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.







▸ WeTeachWithAI.com/system-prompts

Complete Prompt:

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.



- WeTeachWithAI.com/tools
- Consensus
- Elicit
- Undermind
- Edison Scientific
- STORM (Stanford)
- MyLens AI
- OpenEvidence
- PaperBanana

SIMULATIONS, ROLE-PLAYING & CUSTOM BOTS

- 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.

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.

WORKSHOP PROMPTS: COPY & PASTE (slide 11)

- Critical Thinking Support Prompt
- Feynman Learning Tutor Prompt

Custom Bots (Prompts) for Writing

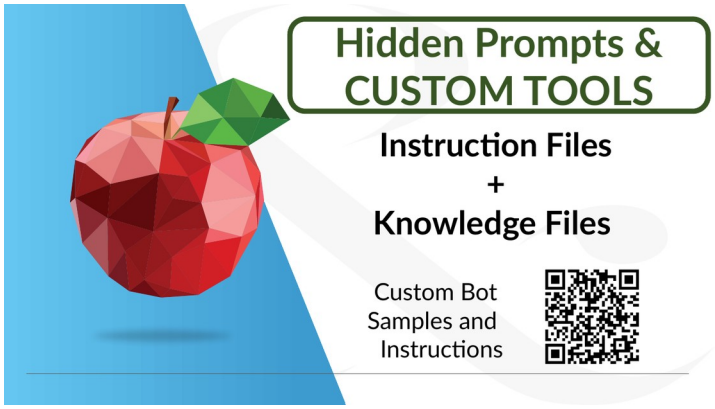
Thesis Nuance Navigator

Deep Reading a Meaningful Quote

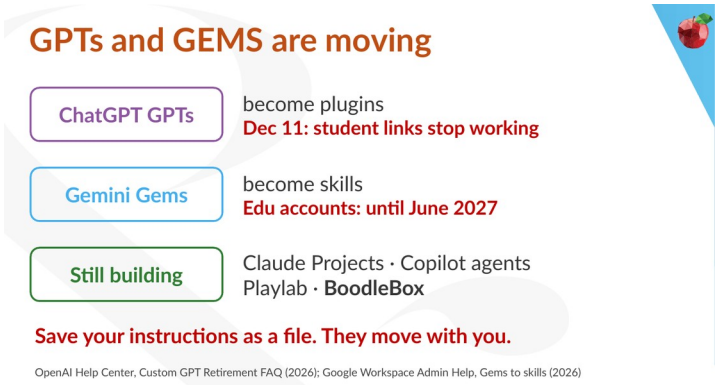
- Thesis Nuance Navigator (Playlab)

Martinsen, E. L. (2025, May 2). Playing seriously: Four AI apps I built to transform the writing classroom. Notes on Teaching Writing in the AI Era [Substack]. https://elmartinsen.substack.com/p/playing-seriously-four-ai-apps-i

Eric Lars Martinsen
Ventura County Community College



▸ Custom bot samples and instructions



OpenAI. (2026). Custom GPT retirement and migration FAQ. OpenAI Help Center. https://help.openai.com/en/articles/20001519-custom-gpt-retirement-and-migration-faq

Google. (2026). About the transition from Gems to skills. Google Workspace Admin Help. https://knowledge.workspace.google.com/p/gems-migration

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.

Complete 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.

Variations

faculty with different disciplinary/theoretical backgrounds

citizens with contrasting politics/religions/geographies

historical figures (using their texts as sources)



- PAIRR Bot (Playlab)
- Generate a sample essay (Playlab)
- Feedback sample
- PAIRR materials (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. [mixed-methods study] https://doi.org/10.1016/j.compcom.2025.102921

Custom Bot SIMULATION EXAMPLES

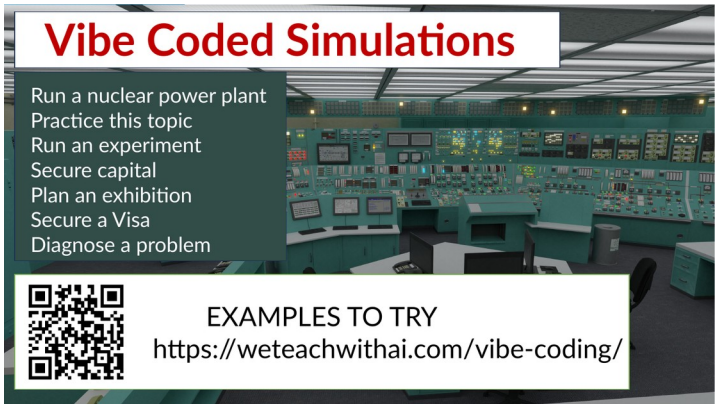
- English/Middlemarch Town Hall
- Computer Science
- Music Theory/Roman Numeral Analysis
- Telecom KPI Simulation
- Physics/Newton's Laws Graded Exam
- Anthropology/Multi-Informant Fieldwork
- Nursing/AACN Standard 2.5 Plan of Care
- History/Thomas Cromwell
- POTUS and the Economy

- Simulation examples (Workshop page)
- Middlemarch Town Hall (BoodleBox)

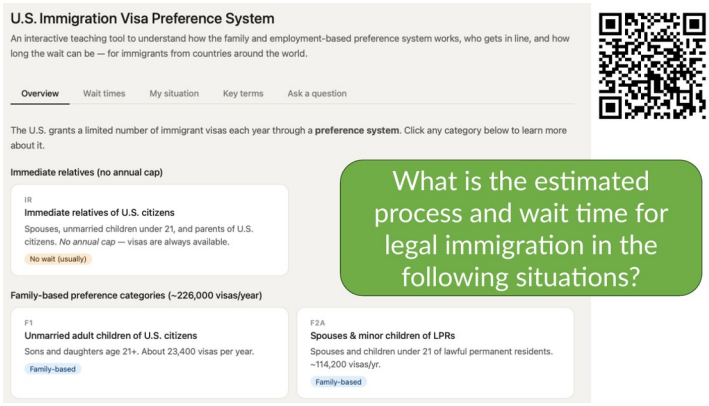
VIBE CODING: SIMULATIONS, ASSIGNMENTS & TOOLS



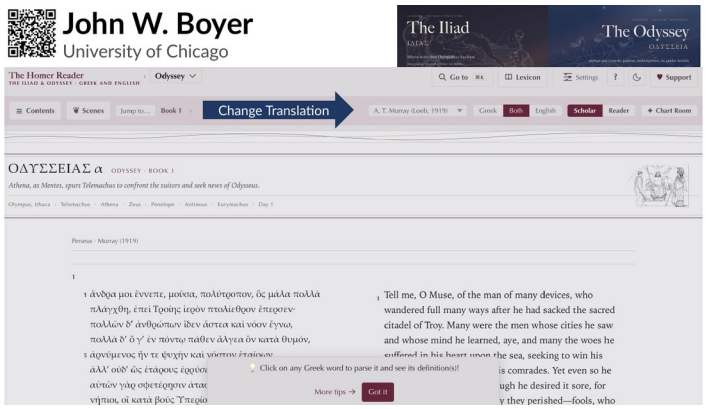
- Broad Street, 1854
- Three Mile Island, 1979



▶ [Vibe coding examples to try]



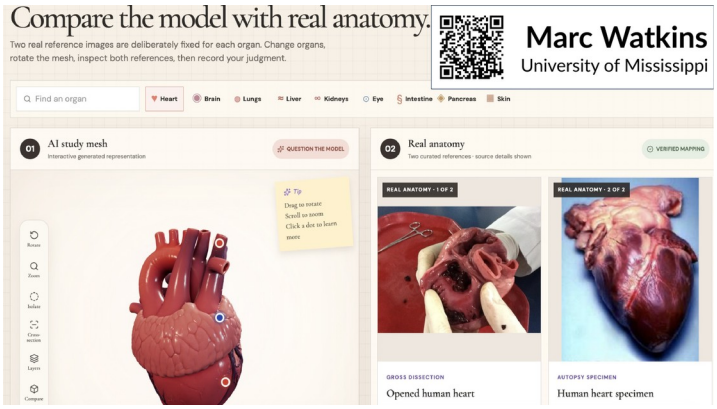
▶ [Immigration visa wait-time simulator (Claude artifact)]



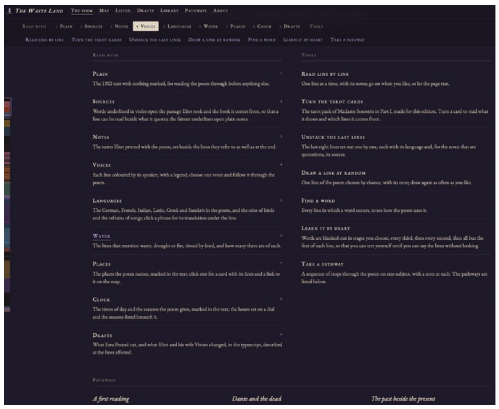
▶ [The Homer Reader]



- Bingham plastic game (Claude version)
- Bingham Hero (ChatGPT version)



- Anatomy Studio

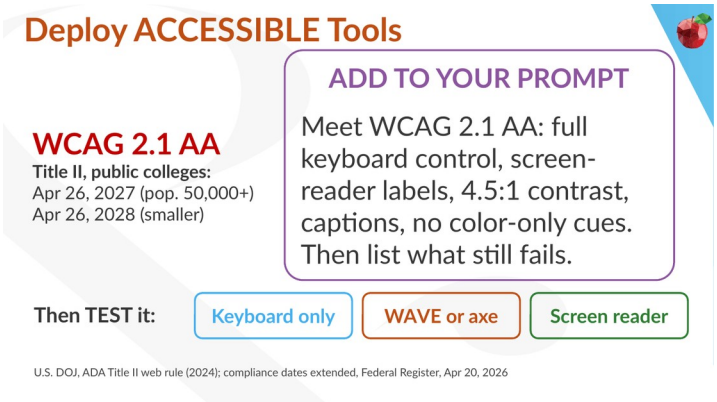


"Create an annotated guide to "The Waste Land," with multiple pathways through the poem, recordings, scholarship, etc."
Ethan Mollick

https://the-waste-land.netlify.app

- The Waste Land: an annotated guide

Mollick, E. [@emollick]. (2026). Post on X introducing the annotated guide. https://x.com/emollick/status/2102179283737158019



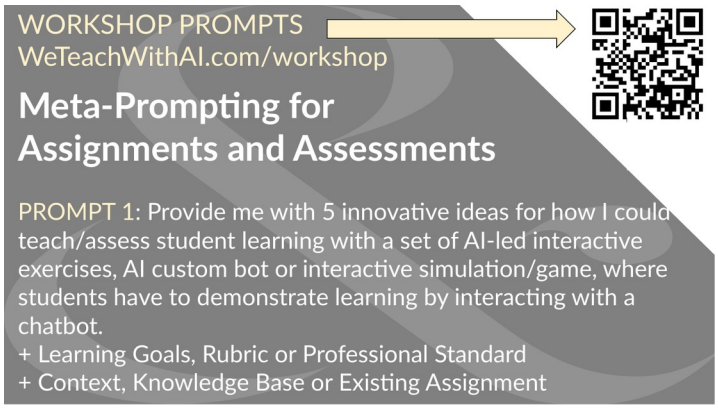
- WAVE (WebAIM)
- axe DevTools (Deque Systems)

Complete Prompt:

Meet WCAG 2.1 AA: full keyboard control, screen-reader labels, 4.5:1 contrast, captions, no color-only cues. Then list what still fails.

U.S. Department of Justice. (2026, April 20). Extension of compliance dates for nondiscrimination on the basis of disability; accessibility of web information and services of state and local government entities. Federal Register.

https://www.federalregister.gov/documents/2026/04/20/2026-07663/extension-of-compliance-dates-for-nondiscrimination-on-the-basis-of-disability-accessibility-of-web
UK Government Digital Service. (2017, February 24). What we found when we tested tools on the world's least-accessible webpage. [government audit of 10 automated tools] https://accessibility.blog.gov.uk/2017/02/24/what-we-found-when-we-tested-tools-on-the-worlds-least-accessible-webpage/
Deque Systems. (2021). Automated testing study identifies 57 percent of digital accessibility issues. [vendor-reported] https://www.deque.com/blog/automated-testing-study-identifies-57-percent-of-digital-accessibility-issues



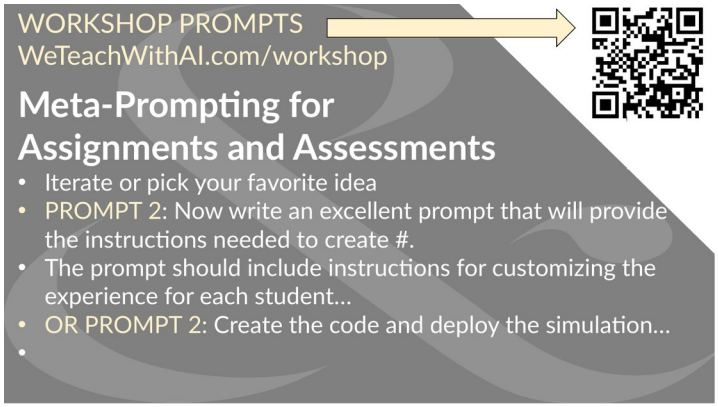
▸ Full meta-prompts (Workshop page)
▸ Example conversation (Claude)

Complete Prompt:

PROMPT 1: Provide me with 5 innovative ideas for how I could teach/assess student learning with a set of AI-led interactive exercises, AI custom bot or interactive simulation/game, where students have to demonstrate learning by interacting with a chatbot.

+ Learning Goals, Rubric or Professional Standard

+ Context, Knowledge Base or Existing Assignment



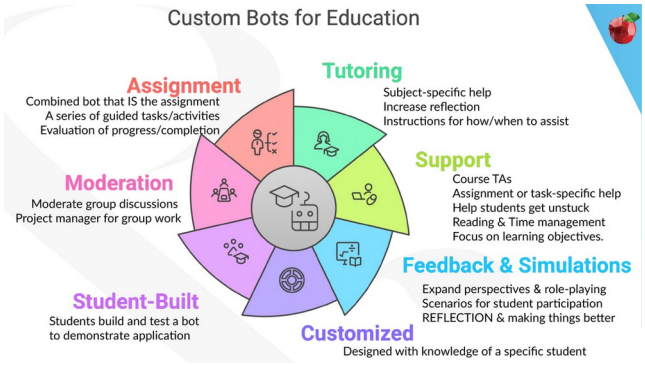
▸ Full meta-prompts (Workshop page)

Complete Prompt:

Iterate or pick your favorite idea.

PROMPT 2: Now write an excellent prompt that will provide the instructions needed to create #. 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.

OR PROMPT 2: Create the code and deploy the simulation.





- Touchnote
- Scarlett Panda



Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. Cognitive Science, 12(2), 257–285. https://doi.org/10.1207/s15516709cog1202_4

Clark, R. C., Nguyen, F., & Sweller, J. (2006). Efficiency in learning: Evidence-based guidelines to manage cognitive load. Pfeiffer.

Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive load theory and instructional design: Recent developments. Educational Psychologist, 38(1), 1–4. https://doi.org/10.1207/S15326985EP3801_1

Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. Journal of Educational Psychology, 88(4), 715–730. [experiment] https://doi.org/10.1037/0022-0663.88.4.715

Walkington, C. A. (2013). Using adaptive learning technologies to personalize instruction to student interests: The impact of relevant contexts on performance and learning outcomes. Journal of Educational Psychology, 105(4), 932–945. [experiment] https://doi.org/10.1037/a0031882

CITATIONS & RESOURCES

José Antonio Bowen

- Slides (with citations) & Resources: WeTeachWithAI.com
- Teaching with AI, 2nd ed. (Johns Hopkins University Press)
- Teaching with AI on Amazon

