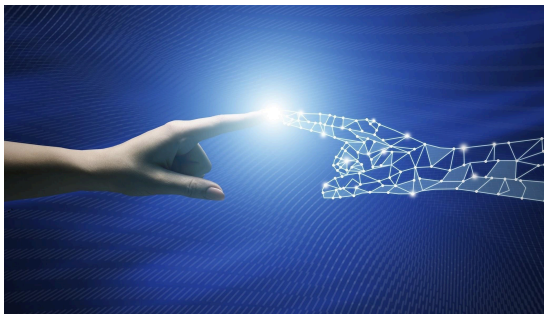
Teaching with AI OTEI Book Club Guide



The following guide is produced from various Clemson sources, including members of an AI and Teaching Faculty Learning Community led by Dr. Scott Brame; the staff from OTEI: Office of Teaching Effectiveness and Innovation; and with some help from Copilot AI to edit/format and occasionally brainstorm–identified below.

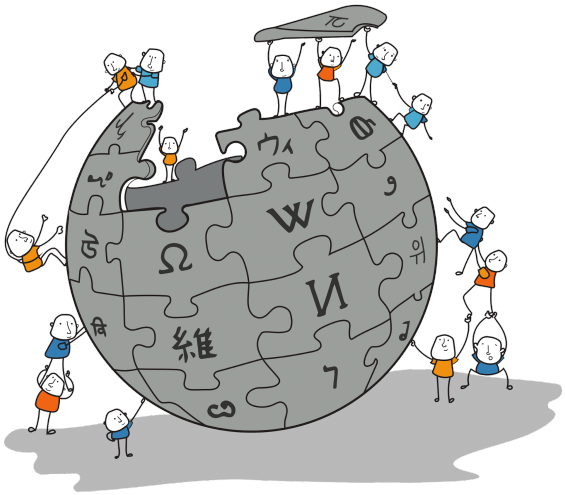
APA Citation for the book:
Bowen, J. A., & Watson, C. E. (2024). *Teaching with AI: A practical guide to a new era of human learning*. Johns Hopkins University Press.

Bit.ly link for this book club guide: http://bit.ly/3UcGFNu

Community Guidelines

As members of this book club, we agree to:

- Do our best to attend all book club meetings, understanding that there may be times when someone cannot attend.
  If we miss a meeting, we still agree to complete the reading.
- Differentiate between informed knowledge and opinions, and honor diverse perspectives, creating a safe space where disagreements come with grace.
- Assume the best intentions of other members and understand that we are here to grow.
- Strive for intellectual humility.
- Bring our teaching problems to the group; willingness to share problems and have an open dialogue should be encouraged.
- Respect privacy and confidentiality by not repeating members' comments or stories outside of the book club group. "Stories stay, lessons leave."
- Accept different levels of energy and understand that all levels of participation are valid.



- Acknowledge that participation may not always be verbal; there are a range of ways to respond, including thinking and writing to yourself.
- Honor silence, even if it feels uncomfortable, as it supports active listening and time to think.

Chapter Reflections

Chapter 1: AI Basics

Guiding Points:

This chapter introduces foundational concepts of artificial intelligence and its implications for higher education. It explores both the benefits (e.g., efficiency, personalization, access) and drawbacks (e.g., bias, overreliance, ethical concerns) of AI in teaching and research.

- The authors emphasize the importance of balancing AI use with human skills like critical thinking, creativity, and ethical reasoning.
- They also raise concerns about equity, questioning whether AI will bridge or widen existing educational gaps.
- Finally, they challenge educators to consider the ethical implications of automating tasks traditionally performed by humans, such as grading and feedback.
- Please be aware and search for current information about AI and GenAI as we move forward, recognizing the book is time-limited.

Meta-Reflection

AI is a powerful tool, but not a neutral one. As educators, we must critically assess how and when to use AI in ways that enhance—not replace—human learning. This means fostering both AI fluency and human-centered skills, ensuring that students are prepared not just to use AI, but to question and shape its role in society. Equity, ethics, intentionality as well as resource use must guide our integration of AI into education. As

we move forward, we must balance asking existential questions about function and need (“do I need to use AI?) with practical applications (AI and the Future of Work and Learning: “what skills do I and my students need right now to make better decisions?)

Reflection Questions

1. What are the biggest opportunities and risks of using AI in your teaching?
2. How can we ensure AI supports, rather than replaces, essential human skills?
3. In what ways might AI widen or reduce educational inequities?
4. What ethical concerns arise when automating tasks like grading or feedback?
5. How can we model thoughtful, responsible AI use for our students?

From: Dr. Taimi Olsen using CoPilot

Chapter 2: AI and the Future of Work and Learning

Guiding Points:

Workforce Shift: AI will transform—not just replace—jobs. Students must be ready to adapt.

- Discipline-Specific Tools: Different fields benefit from tailored AI tools. Faculty should explore these.
- Soft Skills Matter: As AI handles tasks, human connection and empathy grow more important.
- Equity & Engagement: AI can boost learning for less experienced students and increase enjoyment.
- AI as Partner: AI complements human strengths—it’s a collaborator, not a substitute.
- Career Readiness: Students must show how they use AI and apply human skills effectively.
- Responsible Use: Teach students to use AI critically and ethically.
- Industry Alignment: Partner with employers to align AI literacy with workforce needs.
- Classroom Integration: Embed AI in coursework through real-world tasks and peer learning.

Meta-Reflection

AI is not just a tool—it’s a transformative force in education and the workplace. Faculty have a responsibility to prepare students for this reality by embedding AI literacy into their courses. This includes understanding the tools, fostering critical thinking, and aligning learning with real-world applications. By doing so, we empower students to thrive in a future where adaptability, analytical skills, and technological fluency are

essential.

From Dr. Kelli Seawall; final edits, Copilot

Reflection Questions

1. How do we set clear boundaries for responsible AI use?
2. How can we build AI skills while preserving critical thinking?
3. What class activities can show AI's role in future careers?
4. How can assignments promote critical evaluation of AI outputs?
5. How might we collaborate with industry to align AI literacy with job expectations?

Try it out!

Chapter 3: AI Literacy

Guiding Points

Critical Evaluation: Maintaining a skeptical attitude towards AI outputs and assessing the reasonableness of statements.

- Tool Selection: Choosing the appropriate AI tool for specific tasks or disciplines.
- Prompt Engineering: Mastering the art of crafting effective prompts. We need to articulate the problem clearly, directly, and explicitly, while providing positive instructions. We should understand that LLMs need more, better, and clearer context than humans.
- Risk Awareness:Recognizing the potential for AI hallucinations and other risks.
- Iterative Improvement: Valuing the importance of iteration in refining AI iterations.
- Capability Assessment: Avoiding the overestimation of AI capabilities.
- Lifelong Adaptation: Preparing students for continuous adaptation to evolving AI technologies.
- Ethical Considerations: Integrating ethical considerations into AI usage and development.

Meta-Reflection

AI is unavoidable in education, work, social interactions, and more. It can be both a productive and a misleading tool. Therefore, we should know how to use it effectively and understand what it involves:

    - Formulate the Problem Clearly: Define the problem directly and explicitly, using descriptive language and avoiding negative commands.
    - Context Matters: Large Language Models (LLMs) are contextual processors that require more, better, and clearer context than humans.
    - Iterate and Refine: Don't hesitate to refine your questions or perform multiple iterations to achieve the best results.

Faculty members must know how to use AI in their disciplines to enhance student learning. It involves finding the right AI for each discipline.

Reflection Questions

1. What strategies can we teach students to improve the clarity and effectiveness of their AI prompts?
2. How can we raise awareness of AI hallucinations and other risks without discouraging experimentation?
3. In what ways can we model and encourage iterative refinement when working with AI tools?
4. How do we prevent students from overestimating what AI can do, while still encouraging exploration?
5. What skills or mindsets should we cultivate to prepare students for continuous change in AI technologies?
6. How can we integrate ethical reflection into assignments that involve AI use?

From Dr. Lih-Sin The; final edits, Copilot

Try it out!

Chapter 4: Reimagining Creativity

Guiding Points

- AI as a Creative Partner: AI can augment human creativity by generating ideas, drafts, or prototypes across disciplines like writing, music, and design.
- Redefining Creativity: Traditional definitions of creativity are being challenged—creativity now includes the ability to collaborate with machines.
- Student Voice: It's essential to help students develop their own creative voices, even when using AI tools.
- Ethical Dimensions: Issues of authorship, authenticity, and misuse of AI-generated content must be addressed.

- Creative Risk-Taking: Classrooms should foster experimentation and exploration with AI to encourage innovation.

Meta-Reflection

AI doesn't replace creativity—it reshapes it. Educators must help students navigate this new landscape by encouraging originality, critical thinking, and ethical awareness in their creative processes.

Reflection Questions

1. How can we use AI to inspire, rather than replace, student creativity?
2. What classroom practices can support ethical use of AI in creative work?
3. How do we help students maintain ownership and authenticity in AI-assisted projects?
4. In what ways can AI expand the boundaries of what we consider “creative”?

Chapter 5: AI-Assisted Faculty

Guiding Points

- Efficiency and Support: AI can streamline administrative tasks, generate teaching materials, and assist with grading.
- Personalized Learning: AI tools can help tailor instruction and feedback to individual student needs.
- Faculty Roles: The role of educators may shift from content delivery to facilitation and mentorship.
- Data-Driven Insights: AI can analyze student data to identify learning trends and inform instruction.
- Maintaining Expertise: Faculty must balance AI use with their own professional judgment and disciplinary knowledge.

Meta-Reflection

AI can enhance faculty effectiveness, but it should not replace the human elements of teaching. Educators must remain critical users and thoughtful integrators of AI tools.

Reflection Questions

1. What AI tools could help you manage your teaching workload more effectively?

2. How can AI support differentiated instruction in your classroom?
3. What are the risks of over-relying on AI for pedagogical decisions?
4. How might your role as an educator evolve with AI integration?

Try it out! Chapter 5 has a lot of prompt suggestions. Try one and report back!

Chapter 6: Cheating and Detection

Guiding Points

- New Forms of Misconduct: AI introduces novel ways students might cheat, such as using AI to write essays or solve problems.
- Detection Challenges: Identifying AI-generated work is difficult and often unreliable.
- Prevention Over Policing: Designing assignments that are resistant to AI misuse is more effective than relying on detection tools.
- Transparency and Trust: Open conversations about AI use and academic integrity are essential.
- Redefining Integrity: Educators must reconsider what constitutes cheating in an AI-rich environment.

Meta-Reflection

Rather than focusing solely on detection, we should design learning experiences that encourage authentic engagement and make dishonest AI use less appealing or feasible.

Reflection Questions

1. How can we design assessments that are less vulnerable to AI misuse?
2. What policies or practices can promote a culture of academic integrity in the age of AI?
3. How do we distinguish between acceptable and unacceptable uses of AI in student work?
4. What role should transparency play in student use of AI tools?

Try it out! Chapter 6 has suggestions on how to reduce cheating. Which approach seems possible to you? Find a test, assignment or activity and think about what that revision / adjustment might look like.

Chapter 7: Policies

Guiding Points

- Clarity and Consistency: Institutions and instructors need clear, consistent policies on AI use.
- Student Involvement: Including students in policy discussions can foster buy-in and mutual understanding.
- Flexibility and Evolution: Policies must be adaptable as AI tools and norms evolve.
- Equity Considerations: Policies should account for disparities in access to AI tools and digital literacy.
- Alignment with Learning Goals: AI policies should support, not hinder, pedagogical objectives.

Meta-Reflection

Effective AI policies are not just about restriction—they are about guiding responsible, equitable, and pedagogically sound use of technology.

Reflection Questions

1. What principles should guide your classroom AI policy?
2. How can you involve students in shaping expectations around AI use?
3. How do you ensure your policy remains relevant as AI evolves?
4. What institutional support do you need to implement effective AI policies?

Chapter 8: Grading and (Re-)Defining Quality

Guiding Points

This chapter addresses mastery learning versus other levels / approaches to learning. The authors argue that since AI can produce “average” work, then higher education should limit passing to B and A work only. It introduces the idea of grading–which several chapters follow up on–in two contexts, that of defining higher-level learning per Bloom’s Taxonomy and approaching grading through the lens of rubric creation.

Meta-Reflection

This is a short paragraph and as such, introduces the authors' views on grading, implicitly and explicitly. It is also very general, using only a writing rubric as a full illustration. Therefore, a reader might go from here to think about how their own discipline approaches grading, the barriers and opportunities for learning, how mastery is defined, and other questions that might be raised within the disciplinary context.

Reflection Questions

1. What do you think of the statement, "rather than banning AI, let's just ban all C work"

Chapter 9: Feedback and Roleplaying with AI

Guiding Points

- There is a lot of guidance in this chapter. For example (p167): "The usual caveats are essential"
    - Discuss your policies
    - Build sound grading practices
    - Check hallucinations, biases, and privacy guardrails with AI in use
    - Give students guidelines for AI use and better prompting
    - Give students reminders about AI limitations
    - Practice the prompts ahead of time to anticipate issues
    - Make sure students understand the purpose and learning objectives of any AI assignment
    - Suggest students get feedback at all stages of the work

Meta-Reflection

Some prompts might be great to try; others might be idealistic in terms of Faculty time to do so.

Reflection Questions

1. The authors provide ideas for feedback prompts students can ask AI. How likely are students to use these "simple prompts" without prompting?
2. How valuable is the idea of teams using AI to support team work?

Try it out! Chapter 9 has feedback prompt suggestions. Try one with your students and report back their reactions!

Chapter 10: Designing Assignments and Assessments for Human Effort

Guiding Points

- People are motivated by intrinsic (internal) and extrinsic (external) motivating factors
- Relationships and trust-building are key
- Three internal drivers are “I care, I can, I matter.” .
- Students will ask themselves, am I engaged with this (content, assignment, activity)? Can I do [what is asked of me] and how confident am I? (The factor of “self-efficacy”)
- When students wonder if “I matter”, this includes autonomy, control and agency.
- The TILT: Transparency in Teaching and Learning framework emphasizes supporting the students in these drivers, by explaining the purpose of what students need to do, the tasks are clarified, and the criteria is explained–and we check back with students on their clarity. Everything is then “transparent.”

Meta-Reflection

“This is psychology not technology” is how the chapter starts but isn’t teaching already within psychology, in part, because the process of learning is within the field psychology and neuroscience?

Reflection Questions

1. What is learning, to you?
2. What does the title of the chapter mean to you (what is human effort)?
3. What do you think about this quote: “All assignments are now AI assignments”
4. Do you scaffold assignments (break them into logical stepping stones) for students? When and how? Or will you start, given AI?

Try it out! Use an AI program like Copilot and ask it if an assignment you upload meets the transparency criteria. Ask for suggestions for improvement.

Chapter 11: Writing and AI

Guiding Points

- Writing is discussed as having multiple purposes
    - Learning to write
    - Promotes thinking (cognitive processing and learning
    - We can articulate our own thoughts
- “Cognitive artifacts”
    - Complementary
    - Competitive
- AI as an equalizer or making things worse
- Assignments: make them “Local, unique, personal, and recent”
- “We need to re-emphasize that authoritative-sounding text can still be gibberish.”

Meta-Reflection

This chapter on writing may make some assumptions on how writing is taught and used in different disciplines. Your reactions to the chapter, including the suggestions, could depend on how writing is used.

Reflection Questions

1. When you assign writing, what are the goals that you have for each assignment? Do you need to clarify these goals?
2. Given all the suggestions (students tracking changes and submitting histories as well as transmissions of AI work), what seems helpful to you?
3. Do you anticipate needing to add information and lessons on AI prompting, attributions / source-checking, biases and accuracy?

Chapter 12: AI Assignments and Assessments

Meta-Reflection

Chapter 12 is entirely ideas for assignments, organized in broad categories: Alternative media and forms, In person, AI use during class, peer work, discussion, process, and working with AI

Reflection Questions

1. Have you tried any of the ideas submitted?
2. Which ideas might fit your discipline? Which ones simply do not fit or can't be adapted?
3. What other advice have you followed, regarding assignments / assessments and AI?

Epilogue: and Your Conclusions

Shared Resources

1. "Why do people hate AI? Nick Potkalitsky May 19, 2025 (https://substack.com/home/post/p-163782179) and also "The I don't know problem: Why OpenAI's Latest Hallucination Research Misses the Mark"

2. Anything by Ethan Mollick in Substack: at https://www.oneusefulthing.org/

3. Download and share the **Student Guide to AI** (from Elon University: https://studentguidetoai.org/)

4. https://library.educause.edu/resources/2025/6/ai-ethical-guidelines. Educause is a U.S. education and tech organization of long-standing. Also see Unesco and United Nations for statements on ethics.

5. Writing Across the Curriculum Clearinghouse resources: https://wac.colostate.edu/repository/collections/ai-text-generators-and-teaching-writing-starting-points-for-inquiry/