

BOOK REVIEW:

Teaching with AI: A Practical Guide to a New Era of Human Learning

Reviewed by Munyoung Chung, Wilkes University

Bowen, José Antonio and C. Edward Watson. *Teaching with AI: A Practical Guide to a New Era of Human Learning*. (Paperback and Electronic Versions). Johns Hopkins University Press. 2024. ISBN-10: 1421449226; ISBN-13: 978-1421449227

José Antonio Bowen is former president of Goucher College and taught at Stanford, Georgetown, and the University of Southampton. Based on his long experience as a practitioner and administrator of innovative teaching, Bowen examines the current use of AI for students and instructors in higher education with coauthor Edward Watson, Vice President for Digital Innovation with the American Association of Colleges and Universities and former Director of the Center for Teaching and Learning at the University of Georgia. One virtue of this book is that it provides a history and general overview of AI in the first part that helps general readers see how this emerging technology carries profound implications for higher education. Although brief, this part is a helpful guide to readers with a superficial understanding of AI. At the same time, readers who are more knowledgeable about the development and current situation of AI can use this overview to confirm their understanding.

In the last two parts of the book, the authors provide insightful suggestions and methods for teaching and learning with AI, offering practical prompt examples. The second part focuses on using AI to enhance teaching methods and prepare teaching materials. For example, instructors can use AI to design new assignments and assessment rubrics. The practical benefit of this book is that it provides prompt examples for each case that can help lower barriers to adopting AI for their purposes. Readers can verify how the prompt engineering works for specific purposes (e.g., course and assignment designing, grading, AI detection).

This book provides a combination of insightful perspectives about thinking and practical usage of AI in educational settings, both of which can enhance

problem-solving skills in learners. For educators, this book suggests an approach to course design that incorporates feedback from previous courses, peer evaluations, and pre-course survey responses. These AI applications are particularly beneficial for designing a student-centered learning environment.

The inclusion of prompt engineering and application to college classes is another strength of this book. The authors suggest prompt examples that creatively apply to diverse disciplines. Also, the suggestions can help educators design course materials and assignments that address valuable resources for critical subjects, including diversity, equity, and inclusion (DEI).

However, an overwhelmingly optimistic perspective on AI uses in academia can diminish awareness of potential risks to higher education. This book would have benefited from a presentation of less favorable outcomes were educators and students to use AI to a point of dependency. Also, this book does not fully address the possible longer-term impacts of AI on the fitness of higher education. While this book provides practical guidance for using AI, it fails to discuss the rapid pace of AI version updates or how future AI technology might affect learning environments in unpredictable ways. Thus, readers should consider that the AI models mentioned in this book will soon be outdated or obsolete. Ironically, the perception of unexpected future AI development might have pushed readers even more to think about the essential purposes of higher education. Additionally, educators should continue to think about ways to teach students to think independently without (or with minimal) reliance on AI. For example, educators can encourage students to apply their experiences to real-world cases

and use metacognitive skills through self-journaling or group discussion.

Although AI technology will continue to develop, likely in various radical ways, this book serves as a foundational guide on AI use in education and on teaching AI literacy to students who have experienced a lack of human interaction in school during the pandemic period. For these students, integrating AI might help bridge the gap between online self-learning and human connection in educational settings.

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