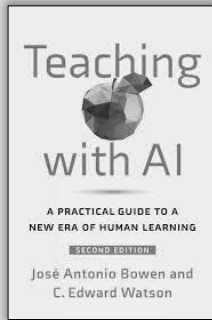


Teaching with AI: A Practical Guide to a New Era of Human Learning

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Title:	<i>Teaching with AI: A practical guide to a new era of human learning (2nd ed.)</i>
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With the fast evolution of Artificial Intelligence (AI) and the emergence of various platforms based on Generative AI, such as ChatGPT, the discussion about future education, research, academic integrity, and human learning is more active than ever before. In the second edition of their book *Teaching with AI: A Practical Guide to a New Era of Human Learning*, Joshua A. Bowen and C. Edward Watson provide timely and incisive insights into these shifts. The book is written primarily for teachers who try to understand not only opportunities but also threats of AI, while simultaneously providing readers with an adequate theoretical foundation and valuable recommendations for higher education institutions dealing with digital transformation. Instead of being radical in their claims, the authors remain rational throughout the book, claiming that teachers must be actively involved in AI while preserving what is essentially human in teaching and learning processes.

The book is divided into three main parts: “Understanding AI,” “Teaching with AI,” and “Learning with AI”, guiding readers from basic concepts to classroom practice and advocating student-centred learning. This progression mirrors the authors’ key argument: making good use of AI in higher education depends on changes at both the institutional and the individual levels.

The first part of the book introduces the fundamental concepts required to understand

generative artificial intelligence and its effects. Both authors, Bowen and Watson, do not take their readers for granted in their knowledge of the topic. Rather, they provide an explanation of AI that is clear enough to ensure educators that they can understand the nature of large language models (LLMs), their know-hows, and their limitations. A chapter on AI Literacy proposes treating AI literacy as an essential learning goal along with other skills such as critical thinking, communication, and teamwork. The book views AI literacy as a complex skill that requires ethics, evaluation, good prompts, privacy considerations, and domain expertise. The authors make a compelling case when they argue that AI should not be used merely as a substitute for humans in doing the work but rather as a potential aid which does the work alongside them.

The other chapters include algorithmic bias, privacy, sustainability, equity, academic integrity, and intellectual property. The authors bring forth a stimulating dialogue on the topic of ethics in technology. Discussing a dominant subject, the AI bias, the authors highlight both negative consequences and possibilities of eliminating inequalities with proper usage of AI tools.

The second part, “Teaching with AI,” takes the discussion from general principles to practical academic examples. Chapter six, “AI-Assisted Work and Research,” is particularly valuable for academicians and researchers. Here, AI is

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described as a research assistant that can assist in idea generation, literature review, editing, analysis of data, and optimization of workflow. Most importantly, when properly applied, AI can help academicians reduce monotonous and repetitive tasks, thus enabling them to engage in more creative activities.

On the other hand, the writers are also very cautious not to give false impressions about the power of AI. Human expertise is vital, and the writers emphasize this throughout the article. Chapters regarding academic integrity and assessment in particular feel timely, considering the current concerns surrounding academic work created using AI and the unreliability of existing methods of detecting such work. Instead of calling for outright bans, the book advocates rethinking assessment to place emphasis on authentic human effort and reflection on AI usage.

The third part, entitled "Learning with AI," broadens this teaching-oriented discourse into a consideration of how students might learn effectively with AI, rather than just through AI. The chapters on artificial intelligence-driven feedback, tutoring, role-playing, writing, assignments, and educational bots suggest a vision of education that is rooted in augmentation, not automation. The organization of these chapters highlights one critical issue: as AI transforms the context within which students learn, it becomes necessary for educators to rethink the learning experience, rather than merely react to it.

One of the most important things about this book is that it emphasizes the need to consider the context and purpose as well as human intervention. In doing so, they stand out from many public discussions, which often tend toward one extreme or another. At the same time, they consider risks such as privacy violations, potential biases, environmental impacts, and plagiarism while recognizing the possibilities of feedback and accessibility.

Practicality is another important aspect of the book. This quality stands out while making the book beneficial for practitioners in educational technologies as well as for faculty members in various disciplines who find it difficult to understand how to approach the topic of rapidly changing AI.

It should be noted that there are some drawbacks to the book review. The main one is linked to the extremely rapid development of AI technology. As a result, specific examples discussed in the text will soon become obsolete. At the same time, the authors recognise the existence of this problem but note that examples based on modern-day platforms would require updating. The book is situated in the North American higher education context. The authors present a compelling argument in favour of AI literacy as a global education goal, although the practical challenges that can be expected during its realisation across entire institutions are less discussed.

Despite these shortcomings, *Teaching with AI* is undoubtedly an important and relevant addition to the contemporary discourse on education. It is a rarity to see books that provide theoretical insights applied to practice in a meaningful way as the authors do. The book presents a comprehensive and insightful guide for educators seeking to cope with the rapidly advancing reality of artificial intelligence.

Finally, the book argues that the crucial issue is no longer whether AI is going to impact the field of education and learning, but rather the choice that is made by educational institutions on how to react. For all those academicians who need a relevant guide about what to do with their teaching when AI is involved, *Teaching with AI* is an excellent option to read.

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