Transcript for Build Your Own Teaching Bot: My Story of Creating CITE GPT as a Teaching Tool
BCcampus EdTech Sandbox Series session on January 21, 2026
Host: Britt Dzioba
Presenter: Amanda Robbins

AMANDA ROBBINS:
Well, thanks, everyone. I'll get started right from the beginning here. I zoomed ahead accidentally. So welcome, everybody. It's really nice to see some familiar faces in here, which is really nice to see a few I haven't seen in a while. And today, I'm going to talk about building your own teaching bot. And a lot of these things that I'm talking about today, they come from two different areas. One of them comes from my ETEC class for the UBC Masters of Education Technology, like a class project that we did. And the other one is from LLED 481, which is Digital Literacy, part of my studies now at UBC in the Bachelor of Education Program. So I'll tell you a bit more about that.

So today, I'm going to start off just kind of taking a look at where you're coming from, what you want, how technical savvy you are, what you're interested in for this session. So we'll do a little bit of polling and introduce myself. Who is this that's talking to us? We're going to look at chatbots in theory and in practice. So what's the theory behind this? What are some studies that have come out pretty recently? We're going to examine a couple of platforms, and I'm going to show you two examples of chatbots that I've made myself. And then we're going to because it's a sandbox, you're going to create. You're going to make a chatbot yourself. So you're going to leave this session with a personalized chatbot today. After that, we have some time for reflection. We can talk about what happened. We can discuss it or any technical difficulties and a wrap up and a Q&A. So that is my winding road for today. And I kind of chose the winding road as a metaphor, and I'll start with my introduction, which is also a winding road.

So I think sometimes I feel like I've done my career backwards. I started my career teaching business English in the Netherlands for companies like Fortis, and I moved on. I really liked teaching. I started teaching in middle school in the Netherlands, where I gained a Bachelor of Education. After that, I taught abroad in China and South Korea, and most recently, I was at Langara in the EAP program, which is sadly closing, for the last 15 years. And as I was at Langara, I started pursuing the MET from UBC, Masters of Educational Technology. I'm still in the process of that. I'm taking it one course at a time as I was working. And right now, I am a student again. I'm doing another BEd or upgrade of my BEd at UBC in the secondary English section. My cohort is brand new. It's called Digital Pedagogies in AI for the VSB. So I have some interesting stuff to share with you today, as well, if you're interested about what's happening in K-12, specifically with AI and teaching, which there's some interesting stuff going on at the VSB, so happy to answer questions about that, too. So that's me. Feel free to write any questions in the chat as we're going along. And I don't mind being interrupted if something is quite important, or if you're having technical issues, just write it in the chat or let me know. So there's my winding road, and my students at Langara are there.

Okay, so we're going to start off with a Menti and here's the code up at the top. What brought you here today? I'm going to take a couple minutes. I just would like you to tell me why you're here, what you want to walk away with today or if you're just curious. So let me know who my audience is a little bit, so I can tailor my presentation a little bit towards you. So I'll just set 2 minutes on the timer and give everyone a chance to type some things in. And the link, I believe is in the chat.

Hey, great. Awesome. Learn how to build a chatbot. Excellent. Yeah, cool. Agent developments are a big new thing, right? Great. Excellent. Right, so you're in the right place. All right. Yeah, the prompt limits, I'm going to talk about that a little bit, too, and I think that's one of the major hurdles that we're going to look at today when it comes to making your own bot is hitting a paywall. Okay. Awesome. Thank you, everybody. We'll come back to this Menti later, and I've got some more questions for you in a little bit. Okay, so that's good.

So I think a lot of the reasons that at least when I talk to teachers that they're hesitant about putting those bots into the classroom or using them with students, especially in K-12, is that we fear that the students are going to exploit it, right? So, students often view AI as a problem-solving bot, focusing on the end product and not the journey. And I think that misses the point of a productive struggle, right? So what we're going to try to do is make it usable for education. Not too usable. We don't want to oversimplify complex tasks, but we want it as a guide along the way to deepen their skills, right? So our central question, I think, if we're a little hesitant, is how do we move from suppressing AI to adopting it into our pedagogy in a way that ensures integrity and ensures that they're not just getting the answers. So that was my main question when I looked at these bots. I wanted to create something that was, you know, a scaffold rather than something that helps just create the product. Okay. So that's the theory I'm using here.

So I wanted to frame the bots function with moving students from passive observation, just like kind of watching it to active self-regulation. So using it as a strategic partner, right? As we all know, they can give you too much. So we want to find a way to make them more usable. So you want to design a bot that helps students evaluate their own understanding. It can be programmed to include self-assessment prompts after an explanation, for example. And you want to configure it so that it asks some guiding questions first. One of the examples I'm going to show you is a character coach for creative writing and asking questions like, how does this character feel about the title or how does it feel about this situation or jumping those in to help? So that was my aim for this, and that's what I'm looking at.

So just two days ago, there's a really good report that came out from the OCED and I think everyone's familiar with this study, or a lot of us are because it's been in the news a lot, right? LLMs and essay writing. So this was a MIT study preprint that has been mentioned a lot in the news where they had students writing essays with LLMs, with brains only, and with search engines. So the big takeaway from this was that using that LLM reduces student brain engagement. So this is a regular chatbot like ChatGPT. So if you're familiar with it, it's interesting. It is a preprint, and a lot of the stuff that they're taking from it, there's only a sample size of 18 in that final part where they're talking about LLM. So you can take it with a grain of salt, but I think a lot of us would agree that preliminarily, just using a LLM kind of takes away the brainwork or the learning. And this shows that.

Another one that I thought was interesting is a more positive one, and this is, I was happy to see it because it's creative writing, and that's one of the things I was doing. So there was a study in the UK for a creative writing bot, and what happened was the bot was leading to prompting, helping them with twists and explaining these things, giving them some advice. And when they were assessed, they were more creative, especially among less creative writers. So it was that scaffold to bring some of the class up to the level of the rest. They were better written. I think this might be better. I'm not sure what it means in this context. Maybe more grammatically accurate. They were more enjoyable, but less collection, less variety. So they were more similar to each other than they would have been. So kind of stifling creativity a slight bit was the one backdrop.

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So from all of this research and from my own work, I have some inspiration, and these are the types of bots that I feel I'm comfortable using in the classroom situation. So, subject matter mentors. If a bot explains how and why and not just the what, I'm going to show you an example of this, but I didn't make a subject matter expert. That's one thing you could do. What I made was this one a reflective guide. So that's CITE GPT. So I think a lot of you are familiar with the pains of citation. And CITE GPT is the one that I spent the most time on, and I'll show it to you later, trying to get it to make citations perfect for you and not hallucinate, which was, you know, easier said than done. And then I really like this one creative writing coaches. I recently made one that I was able to test out in a grade 11 classroom for creative writing, which was making a Dungeons and Dragons character sheet. So anyone in the chat, if you're familiar with Dungeons and Dragons, this was to help students fill in a graphic organizer for their character so that later they could use that to write about the character and have a place for that. So I use it as a scaffold for that. And there's been a lot of administrators that I've talked to are using these for administrative assistance, helping take some of that monotonous work out of their job and organizing for them or, you know, class schedule assistant or syllabus bots, for example. Okay, so what are you going to do today?

So your goal, I hope, is to create a digital scaffold that complements human teaching with immediate validated support, right? And I want to know from you, what is a tedious or complex task in your classroom if you're a teacher? But maybe just in your workplace or in your daily life, it could be as well organizing your household that, you know, currently, it could be used as a shortcut, but it can be transformed into a patient guided assistant. What idea did you come into today? I'll take 2 minutes. What kind of bot would you like to make today or practise with? If you can put it in the chat for me, that would be great. Just 2 minutes to put that in the chat.

Mm hm. Great. I see specialized vocabulary. That's a great idea. Resumé editing, lots of writing going on. Okay, wonderful. So excellent. I'm excited to see these today when we make them.

So what are we going to do today? Well, we've got a three-step process, really, and those of you that have made bots before, you probably know this. The first part is kind of the brain or the system prompt. And it's where you define the bots personality, the rules, the purpose. And it's your core instructional design work. I'm not actually using code for making my bot. I'm using non-coding methods. So, you can do it, too, if you have no code background. So my main idea is you define the bots personality and rules and its purpose. So an example might be, you're a supportive writing coach for grade 11 specializing in fantasy character development. Those of you that have used ChatGPT, it gives a lot of suggestions and it helps you write its own role and definition. One of the things I ran into was being very specific with the guardrails. So you want to provide clear non-negotiable rules. And here are some examples from CITE GPT. So we wanted it to ask first rather than just giving the answer in one section. So if you wanted it to ask first, you could write something like this. You don't want to just have them give an answer, you want them to ask about it. You can have them stay focused. And we tried, and this took a lot of time to stay 100% focused on exactly what you're doing. So if you want it to always check the rules first, you can be very specific. So that was some of the instructions I put. And also, depending on the bot, you might want to explicitly forbid it from giving away a solution. So as you can see, some strong language in here, and it took us some time to get this to actually work with our CITE GPT. So that's basically what you want to do. You want to create the brain and create the rules that you want and then test them out.

So you've got the brain, and then you need to decide the knowledge base. What exactly you're going to put in. So is it going to be a syllabus? Is it going to be for me, the APA guidebook? Is it going to be your course syllabus? One of the things to remember, if you're using your own personal work in creating this knowledge base is the platform that you're using, well then have your data. So that's kind of one of the, I guess, one of the warnings, one of the things you have to think about is if you're uploading your own stuff to a knowledge base for one of these for CITE GPT or for MagicSchool or any of the other sites, they'll have it.

If you're making your own bot or if you're coding your own RAG bot, RAG stands for retrieval augmented generation. So it's just a hybrid approach that combines information from your trusted documents like your book or your course syllabus and the LLM and puts them together to create something that is better than just a general a general GPT or a general LLM because it's got your rules, it's got your materials, and it's been told to focus more on your stuff. We're going to make something like that by creating a knowledge base in the GPT. Although there are ways to do it, keeping your data to yourself, but as far as I have been able to understand, it includes a little more programming than I'm comfortable doing and sharing with you. So I'm still working on it. Here's some examples, and I asked Google LLM to make this slide for me, and it came up with this. So telling us that grades will go up in the semester, specifically in this one study for data mining. I thought that was interesting. Right down there, Google LM came up with that one.

So you've got your instructions. You've got your materials in there. And then this third part, I think, is where I can't program, so I have to choose my platform. And I've used all the chat platforms that I have right here, and I'll walk you through them really quickly, and I'll tell you why I've used them. So I started out doing CITE GPT with just trying to do the programming side of it and working with something called Po, which many of you might be familiar with, but Po basically, you can use all of the LLMs and pick and choose. Although we found that we hit the paywall so quickly that it wasn't really going to be beneficial in that context. We had a hard time with Po, but I'll come back to it later. One that I think I like right now and that I've been using is SchoolAI. It is best for K-12 educators who want curriculum aligned and age appropriate AI support, but I feel that it could work for lower year university students as well. There's not that much difference between the grade 12 that I'm with right now and this. It has a short punchy output. That means it's not too verbose. It has maybe two or three sentences at a max when it replies. You can put in alignment to curriculum standards, so you can write your own as well. So if you have a particular curriculum standard that you wanted to focus on, it's in the creation process. And I think it's kind of simple. Another nice thing about SchoolAI is it doesn't collect student data. So students do not need to sign up. They don't need to sign in. They follow QR code, and they use it. So that's very important for me right now working in K-12 because we do not want student data collected. And I think it might be important for you, too. I think there's a little more leeway in post-secondary. But depending on the students, I really like the fact that there's no data entered. Another nice thing about this is that I get to see all the students' responses. So everything they've typed into the AI is in a database, and I have it based on students. So I really like this one. It's quite good right now for the amount they give you for free. I don't like to pay for anything if I can help it. I have enough guilty pleasures that I don't want to pay for more AI things. I already have ChatGPT Pro. But this is nice, I think it gives you enough for a small class size. I think it gives you up to 75 users or users. And we'll look. I'll look at it later. They keep changing on us. So you have to keep updating yourself every week. Okay, has anything changed before this presentation, right? Goes fast. I used Edcafe in the past, and I feel it's the same as MagicSchool.ai. And again, these are Edcafe is okay. MagicSchool is really big in the K-12 sector. It's in the West Vancouver School District. They use it a lot in their high school. They also use MagicSchoolAI in North

Van. So West Van and North Van both use this in the schools. And they have chatbots that students use in specific classes. So the students are familiar with it if they're coming into post-secondary from those areas. So these ones, they're good for teachers who need fast deployment, easy sharing, and high accessibility. Again, it's got no code, and it doesn't collect student data. So you can share it through a code. It has a large library of templates, and it's designed specifically for teachers. So SchoolAI and these two, they're all made with teachers in mind, so they do have certain things that are better than just making a custom GPT. So the third one would be a custom GPT. This is Chat GPT, and you have the most control. You have more advanced logic. So with those really hard topics or with things that need a little bit more, it's pretty good. But it does require a plus or a pro account for building it. So you've got to pay for it for you to make it. For your students to use it, it has up to 50 uses, I believe. But again, they're changing it every week So just double-check.

BRITT DZIOBA:
 Amanda sorry, there's a quick question in the comment about whether we should be concerned about copyright concerns in uploading content to these LLMs.

AMANDA:
Yes, that's my answer. I believe so. It depends on the policies. Now, I know MagicSchool is hosted in the United States, if that makes a difference. And SchoolAI, they have long policies about it, and I think my advice on that is just kind of to be aware about fair use and how much you're uploading to it and what you feel is appropriate. So in general, I think you may, but I'm not an expert on copyright. So try to do your homework. Everything that I've uploaded to them has been stuff that is free on the internet anyway or my own making. So I haven't had to deal with that too much. It's a great question. By the way, please, please feel free to interrupt me at any time. I like questions. Thank you. So we have these three and, I guess, four, and we'll be dealing with those ones mostly today. So. All right.

So I mentioned these briefly. So there's a few more. We talked about MagicSchool. There's Botpress if you are more technologically savvy, and then there's Po, where you can choose different LLMs. So you can have it work with Claude. You can have it work with Gemini. You can have it work with Chat GPT, and you can keep testing it out with different LLMs. But I did find it hard not to reach a paywall quickly. So this might be something if it's in your institution, if you have access to it, it's really worth playing around. If you're using it for free, it's a lot more difficult. But it was really kind of fun for me to look at the difference between the LLMs in a chatbot that I've created and see how the answers might differ. So I enjoyed playing with it until I ran out of money. Okay. So Alright.

So I think we're going to go to the Menti again, and it's the same Menti as before. If you're interested, which one would you be interested in trying today? Or you can choose others if you like. We'll open that Menti again, and you should be able to... Oh this time, I'll make sure I show it on the screen. Thanks so much. All right.

It's working. So it looks like CustomGPT is in the lead. And SchoolAI is pretty cool. The space was interesting. So I'll spend some time looking at those ones and you might change your mind as I show you some examples that I've made myself. Okay. Definitely focus on these two today. Thank you. All right.

So my next thing I need to do is show you some, right? So which one are you interested in? We've got two here. We've got my CITE GPT demo, and I believe the link is going into the chat. And then we have the SchoolAI. This is the Dungeons and Dragons character creation. I'd like to take 3 minutes or so for

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you to click around, take a look at the ones that I've made and see what the experience is like for yourself. Just take 3 minutes and any questions or comments are great. I'll set a timer over here and give you 3 minutes to play around.

So I think you can see, I brought SchoolAI over, and I was talking about the interaction right now. So we have some students interacting, and it's telling me what they're doing. So this student is defining their backstory. This student is engaged and sharing unique perspectives effectively. So I think I can also go in there, and I won't invade your own privacy here if you're looking at it, but I'll try to find an old one from one of my students before. There we go. Lighthouse keeper with a mysterious pass. So over here, we can see everything that Wesley talked about with his chat with the Dungeons and Dragons creator. And he came up with a really cool one, actually. So you can see what he's been doing. So this is one of the reasons that I kind of like SchoolAI because it keeps a nice list. And some of you are engaging with it right now, which is great. The fallback to CITE GBT is... I can't do that. It's keeping your tats private. So the CITE GPT demo, for example, doesn't have anything that you've written. So I took the opportunity to do it myself. And I did the absolute worst I could. I misspelled everything. Can you suit that new MIT article for me? And I said I was in university. I wrote search here about LLMs and cognitive decline, even spelled incorrectly. And it still gave me the Cosima article that I cited earlier. So it's there. It works. It's going to search the web for you. And I think it is properly cited, and it also mentions it as a preprint, which is nice, right? So we spent a lot of time working on the background of this one. But I think at this point, it will help you get the right answer about 95% of the time. It makes mistakes. So human oversight, of course, is still important, right? Okay. So how are we doing?

Great. So I'd like for us to kind of think about were there any questions or comments about the chatbots you used? This time, I will definitely turn the page on the Menti, and I'd like to see any questions that you have, and I could open it up to the floor, too, if there aren't a lot of questions. But for now, I will go back to that Menti and see if there are any questions or comments that you have about that experience that we just had.

Yes. There we go. Is there a summary report of student activity from SchoolAI? Yes. Yeah, there is. It's that small thing that I was hovering about before. It's very short. It's just going to tell me if the student is interacting or not, but it does have some judgment in there. You could also ask it to write a more detailed one. It has a Help bot in the sidebar that you can ask to do that for you. So, yes, you can. Great. It's not letting you be lazy? Good. I was hoping that for grade 11 students…they all want to be lazy. Great. Excellent. I'm glad it worked. Uh, yeah, I hope it is. That was what I was aiming for the purpose for students to learn in a progressive, interactive way. I think that's what I want as a teacher, just for them to get thinking and learning in the process, right? And I'm hoping it works. Great. I like SchoolAI, too. Excellent. It does require engagement. Does it work similar to Copilot? Yeah, it does. Exactly. They're both large language models, and Copilot from Microsoft and ChatGPT is OpenAI. So they're just the same things from different companies. What are the benefits to knowing what your students are doing in the SchoolAI?

Do you assess it or is there a resource only for the students? Good question. So when you're teaching in K-12, you kind of want to see what your students are doing, right? And I feel like with teenagers, I want to make sure that think lines aren't being crossed. I think you'd have to assess the benefits yourself. Do you want to see it or not? If it's something that doesn't matter to you and you're just happy with it, then you don't need to use it. But if you want to know or if you think it's beneficial to have a list of it, I wouldn't assess it myself because it was part of the learning process. I may assess if I were doing it with

Dungeons and Dragons. I may assess formatively the character map or the worksheet that they're using with it, just to see if they've got everything or if they've tried it all.

Is CITE GPT available for us, or is it specifically for your use? I made it available in the store, I believe. I'm showing you the demo today. The one that's available in the store was made with my other two colleagues, and I'm just waiting on one to give you the link. But, yeah, sure, I can make the one that I have today, that demo available. I just have to press a button and it'll be in there for you. Yeah. Yeah. Thank you. I believe that's a great idea. And I think that that could be in the guardrails. I'm planning to add that in. Thank you very much for that comment.

Do you inform students what their chats are visible to you? Yes. Always. I think transparency is key when you're walking into a classroom with AI. One of the things I think that they're fine with it. They don't want me marking them with AI though. That's one thing that I've got very strongly with my younger students is they want the teacher to see their work rather than AI mark it, which is interesting personal experience.

What is your sense? Would students in higher ed be less engaged with a tool called SchoolAI rather than one that's more widely recognized? I don't know. I think SchoolAI. If you put a complex description in there, I don't know if it sounds too young. If you give it a try, let me know. My feeling is it's okay. Alright. Thank you so much for the questions. And if there's anything else, please let me know if the Menti is not working for you, you can go into the chat, too.

We should be around here. Now, we've looked at all the chatbots. We've looked at my chatbots. We've talked and asked some questions. My next slide was the actual sandbox. So I'll pause this now.

This is the chance for you to jump in and get dirty, right? Because the whole idea of the sandbox session is to do it. So give yourself space to play. I find that I often don't have that. I like technology. I have 5 minutes here, 5 minutes there to spend on it. But just giving myself the time to play with it, the time to feel things out in a session like this and do it by myself without anyone telling me what to do often leads to my best results. So I've got some guidelines up here. So you want to define the purpose, choose the role, system prompt, test and refine. And I think we'll start this in just 1 second. I want to make sure you know where to go first to do this. So let me see what happened here.

I'm going to do it live with SchoolAI, and I'm going to do it live with the GPT, as well, just to show you really quickly how to do it just in case.

So, if we're at SchoolAI, and bring it over here with SchoolAI. So schoolai.com. You'll need to sign up. And this one is pretty easy. It's just the rocket ship. So you go to create a space, and this is your prompt for that purpose, what you want it to do. The standards could be anything from here's my curricular standards for grade 11. But you could write your own as well. Is there something in particular? You can add files in here. Again, think about copyright, as many people have been saying, and I put a cookbook in here just to test it the other day as well. And then it's going to generate it for you. After that, it's pretty simple to create it, but testing becomes key, right? Because you are the subject expert and you know if it's right or wrong. So you as the teacher testing it is, like, very, very important. So it takes a couple seconds to create. It takes a little bit longer to test. So if you're interested in SchoolAI, that's the way. And feel free to pop into the chat and let me know. As far as ChatGPT goes, as I said, you do need the pro version, but if you have it, you're going into Explore GPTs and you're going to the Create up here.

And it looks just about the same as SchoolAI. In fact, all of these do. And it's nice that you can preview it side by side as SchoolAI as you're making it, see if it works. So there we go. Are there any questions or any comments before I start the sandbox session? And of course, I've been talking for half an hour, so feel free to take a break, as well. Bio break and come back. And I'll be here to answer any questions that you have as you're going through this process. So try it out. I'm excited to see what everyone comes up with.

Okay. Well, hopefully you're back. So, did you get dirty in the sandbox? That's the question, right? Okay. So I think now is the chance for us to talk about this, and I have some optional breakout rooms for us to take a look at. If we want to talk about what actually happened in the presentation or in the practise, talk a little bit about it. And I've got some questions that I can put up, as well. I just realized you won't see them in the breakout room. So just what happened? What were some things that you liked? Some of the things you didn't like. Some things worked and didn't. I have my own advice and my own troubleshooting to talk about afterwards about how I tried to improve my own. But I wanted to give everyone an optional chance to join a group and kind of discuss. Or you can just stay here and ask me some questions or whatever you like. So I believe that we'll have some breakout rooms created.

Hello. Welcome back, everybody. I hope that that was useful and interesting to those of you that went into the breakout rooms, and I had a chat in this big room, too, with a really interesting chatbot. So that sounds great.

So it's not perfect. I wanted to make sure I pointed this out as someone pointed out in the chat before. It was really, really hard to get CITE GPT to work, specifically for this type of APA formatting, because when it searches the internet, there's all kinds of bad formatting there. And funnily enough, it can be distracted by cats. So if you ask it to talk about cats, for some reason, we can distract it that way, which I thought was kind of funny, but kind of in the vein of using the personalized GPTs, you can break those barriers easily enough. That's why I don't use them in the K-12. But if you're in university, it can be inaccurate, too, with the APA formatting. So CITE GPT took us a really long time to troubleshoot, and it's still not perfect. So if you wanted to use it in your classes, it would have to be very strict, like, this is not always right. It can help you, but you need that human oversight, right? It's good, but it's not perfect, and we just need to be careful with it. Unfortunately, there's nothing that I have been able to do yet to get it to be a perfect citation generator. So I also had the problem with verbosity. Sometimes they would just give too much. Research shows longer error explanations can be ineffective. It's just very, very long. So I tried to enforce strict sentence or word limits in the instructions. As you can see with my SchoolAI, it was very brief, right? So it works sometimes. My other problem that I had was the paywall trap. So there's a lot of different paywalls for different products. And I think every day, there's hundreds of new AIs that come out and more educational ones every day. So just kind of look at the privacy details and how much you're going to have to pay or what the paywall is. So the example I had is Edcafe. It only had 40 chat sessions available, so I ran out of it in no time. Whereas SchoolAI, you can have 75 daily logins, which means 75 students in one day, for example. And there's my example of my usage cap for Chat GPT for my CITE GPT when I was trying it in Po. Even with RAG, even when you're putting your own stuff in there, and you're putting your syllabus in, you're putting the APA formatting in, everything in there, there are errors. So you always have yourself as the authority or the subject matter expert to ensure that it's not misleading. So it took 10 seconds for me to create ChatGPT. It took us weeks to try to get it accurate, and we're still not 100% there. So I think that those are my lessons from the sandbox.

And hopefully I get a chance to hear some of yours as well. How it went. Just a quick blurb. We talked about it already. As you know, critical evaluation, data privacy, student responsibility are important to think about when we're using these tools. And I won't go too much into it, but I do think that this part is particularly important. So I try to find things where students don't need to sign up. So right.

This slide was created for me by Google LLM, if you haven't used it before. I thought it was kind of funny. I gave it this text here, the takeaways. And then the final vision with that gold star, it added itself. So as a teacher as the architect of AI augmented Learning, my first takeaway is the technical build is easy or fast, right? But the deep essential work lies in the pedagogical design. Oh, sorry. So testing it, making sure it works, putting those limits in, those guardrails, and seeing if they actually do what you want it to do. You are the subject matter expert, and you're going to ensure that the bot remains an effective scaffold rather than coming up with a shortcut. And with some AIs, it's easier than others, but basically your quality control. We're not going to be replaced by teaching bots anytime soon. They are nice little things that we can use on the side with something specific. And my thing is, I'm going to if I have something really complicated or I'm going to have all the students raising their hand, asking me to come over and do a small thing to get things sorted out, that's when I'd like to use a bot to give them a chance to do that and not take up the class time as much, so I can spend more time with other things at the moment. So things like filling in a graphic organizer for Dungeons and Dragons was kind of the perfect reason. So the final vision, which was made by AI, when integrated responsibly, AI augmented pedagogy allows for more equitable interactive and personalized learning, extending your instructional presence and empowering every student. I don't know if I agree with that, but I do think that there's a place for this, and I feel like I'm going to use this, but with a lot of guardrails in the future, in my future teaching career.

So, thank you, everyone. I know Britt wanted to say something. I might have gone a little bit too long, but please feel free to contact me about this if you have any questions. I'm really open to it right now. I'm studying, so I love to hear from people, and, yeah, it was great to see everyone here today.

BRITT:
Thank you so much, Amanda. That was a fantastic session. I learned so much, and I'm really excited to kind of play around with this more. Thanks so much, Amanda, and take care, everybody, and we'll see you soon. Thank you very much.