

From Automation to Reflective Pedagogy: Reimagining GenAI in Teaching and Learning

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ABSTRACT

This book review of Guidebook: Generative Artificial Intelligence for Teaching and Learning by Jack Tsao and Alice Sook Mun Wong aims to provide a critical and reflective analysis that contributes to ongoing scholarly discussions surrounding the integration of generative artificial intelligence (GenAI) in higher education. By situating the guidebook within broader academic debates on AI literacy, critical pedagogy, academic integrity, and digital transformation, this review seeks to evaluate the book's intellectual and pedagogical contributions to contemporary teaching and learning practices. The review examines how the authors position GenAI not merely as a technological innovation, but as a catalyst for rethinking assessment, critical thinking, creativity, and student engagement in increasingly AI-mediated educational environments. Furthermore, this review critically explores the guidebook's treatment of ethical concerns, including misinformation, bias, inequitable access, privacy, and the potential erosion of students' cognitive and analytical skills. Through an examination of the book's practical case studies and pedagogical strategies, the review highlights its contribution to emerging conversations on AI-aware curriculum design and reflective educational practice. This critical review may serve as a valuable resource for educators, researchers, policy makers, and teacher educators seeking balanced and pedagogically grounded approaches to GenAI integration in education. Ultimately, Guidebook: Generative Artificial Intelligence for Teaching and Learning encourages educators to reconsider the meaning of meaningful learning, human

judgement, and critical inquiry in the rapidly evolving landscape of artificial intelligence in education.

Keywords

Academic Integrity
AI Literacy
Critical Pedagogy
GenAI
Prompt Engineering
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Introduction

The rapid expansion of AI technologies has intensified scholarly discussions concerning AI literacy and the competencies required for responsible AI engagement [1]. The emergence of generative artificial intelligence (GenAI) has fundamentally transformed contemporary educational discourse. The rapid adoption of tools such as ChatGPT, Claude, and Perplexity has created new opportunities for teaching, learning, assessment, and academic collaboration. Simultaneously, these technologies have generated widespread concerns regarding academic integrity, critical thinking, cognitive dependency, misinformation, and educational equity. Educational institutions worldwide are therefore confronted with an urgent challenge: how should educators integrate GenAI into learning environments without undermining the core purposes of education itself?

Within this rapidly evolving context, *Guidebook: Generative Artificial Intelligence for Teaching and Learning* by Jack Tsao and Alice Sook Mun Wong offers a timely and significant contribution to current scholarly discussions on artificial intelligence in education. Produced through academic initiatives at The University of Hong Kong, the guidebook seeks to provide educators with conceptual understanding, pedagogical strategies, and practical case studies concerning the use of GenAI in higher education. More importantly, the book establishes reflective pedagogy as a conceptual anchor for understanding how AI can support meaningful educational engagement beyond automation-oriented learning practices.

Recent studies emphasise that higher education institutions must integrate AI literacy into pedagogical frameworks to prepare students for rapidly evolving digital societies [2]. Unlike many publications that either celebrate AI uncritically or portray it solely as a threat, Tsao and Wong adopt a balanced perspective that recognises both the transformative potential and the pedagogical risks of GenAI. Their work positions GenAI not merely as a technological innovation but as a catalyst for rethinking educational philosophy, instructional design, and assessment practices. In doing so, the guidebook uses reflective pedagogy as a conceptual anchor through which educators are encouraged to prioritise critical inquiry, ethical

judgement, and human interpretation over purely efficiency-driven AI adoption. This orientation places the guidebook within broader academic conversations concerning AI literacy, digital pedagogy, and critical educational transformation.

Universities worldwide increasingly confront existential questions regarding academic integrity in the era of generative AI [3]. The relevance of this book extends beyond technologically advanced universities. As GenAI increasingly influences educational systems globally, including in developing countries, educators require frameworks that move beyond technical explanation toward critical pedagogical reflection. In this regard, the guidebook becomes particularly valuable because it addresses not only how AI works but also how educators should respond ethically, pedagogically, and institutionally to its growing presence in academic life. Reflective pedagogy therefore emerges as the conceptual anchor of the guidebook's broader educational vision, allowing the authors to shift AI discourse from automation-oriented adoption toward critical thinking, ethical inquiry, and human judgement. This review argues that the significance of Tsao and Wong's guidebook lies not merely in its discussion of AI technologies, but in its successful attempt to reposition educational discourse from automation-oriented AI adoption toward reflective pedagogy centred on critical thinking, ethical inquiry, and human judgement.

Overview of the Book

Recent reports suggest that university students increasingly rely on GenAI tools for writing support, conceptual clarification, and study planning [4]. The guidebook is strategically organised into three interconnected sections that progressively move readers from conceptual understanding toward pedagogical application, reflecting the authors' strong emphasis on practical educational transformation. More importantly, this structure reinforces the book's broader conceptual anchor: the repositioning of GenAI from an automation-driven educational tool into a medium for reflective pedagogy and critical intellectual engagement.

The first section introduces foundational concepts surrounding artificial intelligence, particularly distinctions between AI models and AI systems. The authors explain technical concepts in accessible language suitable for educators without advanced computational backgrounds. One particularly effective explanation compares AI models to an engine and AI systems to the complete vehicle, helping readers conceptualise the relationship between underlying algorithms and user-facing applications. This section also categorises GenAI technologies according to modalities, accessibility, openness, and deployment methods. The discussion includes multimodal systems, cloud-based and local AI infrastructures, and accessibility issues related to cost, hardware requirements, and language support. By doing so, the authors avoid presenting AI as a homogeneous technology and instead acknowledge the diversity of AI ecosystems and their educational implications. Unlike many introductory AI

texts that focus primarily on technical functionality, Tsao and Wong frame technological understanding as a prerequisite for reflective pedagogical decision-making rather than mere operational efficiency.

The second section constitutes the analytical core of the book. Here, the authors present perspectives from teachers and students regarding the use of GenAI in higher education. Educators reportedly use AI for generating teaching materials, brainstorming lesson plans, improving assessment workflows, and simplifying administrative tasks. Students, meanwhile, employ GenAI tools for concept clarification, summarising readings, generating ideas, coding assistance, proofreading, translation, and personalised learning support. Importantly, the authors do not portray these developments uncritically. Both teachers and students express concerns regarding AI hallucinations, misinformation, superficial learning, academic dishonesty, privacy, and cognitive dependency. The book repeatedly emphasises that AI-generated outputs require verification, critical evaluation, and ethical consideration. Such balanced treatment strengthens the academic credibility of the guidebook and highlights a recurring tension between the efficiency promised by educational automation and the preservation of reflective intellectual practice.

The third section is particularly significant because it demonstrates the authors' broader pedagogical agenda: repositioning GenAI from a tool of educational automation into a medium for reflective inquiry and critical engagement. This section is arguably the most innovative part of the book because it demonstrates how GenAI can be integrated into teaching in ways that enhance rather than replace critical thinking. The authors propose several pedagogical activities, including AI response critique, structured prompt engineering, and interactive debate with large language models. Rather than treating prompts as merely technical commands, the guidebook reframes prompt engineering as a reflective cognitive practice through which students learn to interrogate assumptions, refine inquiry, and evaluate knowledge critically. What makes these activities pedagogically significant is that they resist passive AI dependency and instead cultivate reflective intellectual engagement grounded in human judgement and ethical reasoning.

In addition, the guidebook presents interdisciplinary case studies involving humanities role-play, speculative futures, visual culture, and economic debate. These examples illustrate that AI integration is not limited to STEM disciplines but can also support creative inquiry, empathy development, and reflective learning in humanities and social sciences education.

Overall, the book's central theme is clear: GenAI should not simply automate educational processes but should instead be integrated thoughtfully to strengthen critical thinking, creativity, and AI literacy.

Critical Analysis

A. Theoretical Contributions

Contemporary AI literacy models increasingly conceptualise AI competence as multidimensional rather than purely technical [5]. One of the book's major theoretical contributions lies in its reconceptualisation of GenAI as a pedagogical partner rather than merely an automated productivity tool. The authors argue that meaningful AI integration requires a shift from content reproduction toward higher-order cognitive engagement. This perspective aligns with constructivist and metacognitive approaches to learning, where students actively interpret, critique, and refine knowledge rather than passively consume information.

Recent empirical studies demonstrate that students' understanding of AI literacy extends beyond technical skills toward ethical and critical competencies [6]. The guidebook also contributes to discussions surrounding AI literacy. Rather than defining AI literacy solely as technical competence, Tsao and Wong frame it as the capacity to critically evaluate AI outputs, identify limitations, recognise bias, and engage ethically with AI-generated content. This broader interpretation is especially relevant in higher education contexts where students increasingly interact with AI systems in academic and professional settings.

However, despite these strengths, the book could have benefited from deeper engagement with theoretical frameworks from critical pedagogy, digital ethics, or philosophy of technology. Discussions concerning surveillance capitalism, algorithmic power, or posthumanist perspectives remain limited. Consequently, the guidebook is more pedagogically practical than theoretically rigorous. Furthermore, this lean toward pedagogical practicality over theoretical depth somewhat limits the guidebook's capacity to address the systemic inequalities inherent in AI-driven education. While the authors successfully champion higher-order cognitive engagement and student agency, they largely overlook the digital divide and the socioeconomic barriers that govern access to advanced GenAI tools. By treating the classroom as a vacuum, the text inadvertently assumes a baseline of institutional resources and technological capital that does not universally exist. To truly solidify its contributions to contemporary AI literacy models, the critique must extend beyond individual student competencies to confront how these technologies might reinforce or exacerbate existing educational disparities. Consequently, while the volume remains an invaluable roadmap for immediate classroom implementation, its pragmatic focus leaves a critical gap regarding the broader political economy of educational technology.

B. Practical Contributions

The practical value of the guidebook is among its strongest qualities. The authors provide detailed classroom activities that educators can adapt directly into their teaching practice.

Particularly notable are the exercises on prompt engineering and AI response critique. The guidebook's interdisciplinary orientation corresponds with recent curriculum frameworks advocating socio-technical approaches to AI literacy [7].

Throughout the guidebook, a recurring tension emerges between the efficiency promised by AI automation and the preservation of reflective intellectual practice. Rather than treating prompts as technical commands, the guidebook reframes prompt engineering as a reflective cognitive practice through which students learn to interrogate assumptions, refine inquiry, and evaluate knowledge critically. Students are encouraged to refine prompts iteratively, analyse AI outputs critically, and reflect on why certain prompts produce stronger responses. This approach shifts AI usage away from passive answer generation toward active cognitive engagement.

Similarly, the “Expert vs. Novice AI Response Analysis” activity represents an excellent pedagogical strategy for teaching critical evaluation skills. By comparing AI-generated expert and novice responses, students learn to recognise indicators of quality reasoning, evidence, and disciplinary expertise. The inclusion of case studies further strengthens the book's practical relevance. Examples such as AI-enhanced humanities role-play and “Picturing China – AI vs. the World” demonstrate creative applications of AI for collaborative learning, intercultural reflection, and media literacy.

C. Pedagogical Approach

The guidebook's emphasis on reflective interaction with GenAI aligns with recent research advocating collaborative human–AI learning models [8]. Pedagogically, the guidebook adopts a reflective and student-centred orientation. Rather than promoting AI as a replacement for teachers, the authors emphasise the continuing importance of human judgement, ethical reasoning, and instructional guidance. AI is framed as a tool that can support inquiry, creativity, and personalised learning when integrated thoughtfully.

The book strongly advocates experiential learning. Students are encouraged not only to use AI but also to interrogate it, debate with it, critique it, and identify its weaknesses. This pedagogical stance is significant because it attempts to preserve critical thinking in environments increasingly influenced by automation. What makes these activities pedagogically significant is that they resist passive AI dependency and instead cultivate reflective intellectual engagement.

Moreover, the authors recognise the importance of assessment redesign. Traditional assessment methods become increasingly problematic when students can generate essays and solutions instantly through AI systems. The guidebook therefore proposes “AI-aware” assessments that evaluate students' reasoning processes, prompt refinement strategies, and analytical abilities rather than merely final outputs.

D. Relevance to Higher Education and School Education

Although the guidebook focuses primarily on higher education, many of its pedagogical insights are applicable to school education contexts. Activities involving AI critique, debate, and prompt refinement could be adapted for secondary education to support digital literacy and critical thinking development. The higher education focus is particularly relevant because universities currently face major uncertainties regarding academic integrity, curriculum redesign, and graduate preparedness in AI-driven workplaces. The authors argue convincingly that banning AI entirely is neither realistic nor pedagogically productive. Instead, institutions must develop frameworks for responsible AI integration.

However, some pedagogical assumptions within the book may be difficult to implement in under-resourced educational environments. Activities requiring access to premium AI tools, stable internet infrastructure, or advanced digital literacy may not be equally feasible across all educational contexts, especially in developing countries.

Transitioning from traditional assessment models to an AI-integrated curriculum demands substantial time, training, and systemic support for educators, many of whom are already navigating labor constraints and shifting institutional mandates. Without addressing how faculty can realistically upskill to facilitate complex activities like prompt refinement and output critique, the guidebook's recommendations risk remaining idealistic strategies rather than actionable practices. Ultimately, for these frameworks to successfully reshape graduate preparedness and academic integrity, future research must reconcile the book's progressive pedagogical ideals with the structural realities of educator labor and institutional readiness.

E. Ethical Issues, Bias, Assessment, and Academic Integrity

The guidebook repeatedly negotiates the tension between technological efficiency and intellectual authenticity. Teachers and students alike express concerns regarding misinformation, hallucinated references, data privacy, bias, inequitable access, and plagiarism. Growing concerns surrounding AI-assisted academic misconduct have forced universities to reconsider conventional assessment practices [9]. These discussions are among the most valuable sections of the book because they acknowledge the sociotechnical complexities of AI integration. Particularly important is the discussion on educational inequality. The authors note that disparities between free and premium AI systems may create unfair advantages among students. This concern is especially relevant for institutions in the Global South where access to advanced AI technologies may remain uneven.

The discussion of academic integrity is similarly compelling. Rather than framing students solely as potential cheaters, the authors argue that institutions must redesign assessment systems to reflect the realities of AI-assisted learning. This perspective moves the conversation beyond punishment toward pedagogical adaptation. Recent scholarship characterises AI-

driven assessment challenges as a “wicked problem” without simple institutional solutions [10].

F. Strengths and Weaknesses of the Book

The book possesses several notable strengths. First, its writing style is accessible and well-organised, making complex AI concepts understandable for educators from non-technical backgrounds. Second, the guidebook successfully balances optimism and caution regarding AI integration. Third, the practical case studies and pedagogical activities provide concrete value for teaching practitioners. Another major strength is the book’s interdisciplinary orientation. The authors demonstrate that AI can support not only technical disciplines but also humanities, social sciences, and creative inquiry. This broadens the educational conversation surrounding AI significantly.

Nevertheless, the book also contains limitations. The theoretical discussions occasionally lack depth, particularly regarding critical technology studies and educational philosophy. Furthermore, most examples derive from relatively well-resourced university settings in Hong Kong, limiting broader contextual diversity. Although the guidebook promotes reflective AI engagement, it only partially addresses the broader educational risks associated with automation-oriented learning cultures that prioritise speed, efficiency, and output production over intellectual depth.

Reflective Discussion

Concerns regarding inequitable AI access are especially relevant in Global South contexts where infrastructural disparities continue to shape educational opportunities [11]. The publication of this guidebook reflects a broader transition occurring within global education systems. GenAI is no longer a speculative future technology; it is already deeply embedded within academic practices, student workflows, and institutional strategies. Consequently, educators face a critical challenge: whether AI will weaken intellectual development through over-automation or strengthen learning through reflective pedagogical integration. This tension between automation and reflective pedagogy functions as a central conceptual anchor throughout the guidebook and shapes the authors’ broader educational vision.

Institutional experimentation with AI-integrated learning environments is already underway at major universities. Tsao and Wong clearly advocate the latter possibility. Their work suggests that AI should not replace thinking but instead become an object through which critical thinking itself is cultivated. More importantly, the guidebook challenges the increasingly dominant assumption that educational innovation should primarily prioritise efficiency, speed, and content production. This argument is especially significant because current educational discourse often oscillates between techno-optimism and technological

panic. Rather than positioning AI as either salvation or catastrophe, the guidebook advances a more nuanced perspective that frames reflective pedagogy as the conceptual anchor for meaningful AI integration in education.

For developing countries, the issues raised in the book are particularly important. Educational institutions in regions with limited infrastructure may experience unequal access to advanced AI systems, thereby deepening digital divides. Similar institutional challenges regarding AI adoption have also emerged in Indonesian higher education settings [12]. At the same time, GenAI may provide unprecedented opportunities for personalised learning, language support, and educational accessibility. This duality highlights the importance of policy frameworks that prioritise ethical access, teacher preparation, and digital equity. The guidebook therefore becomes particularly relevant not only for technologically advanced institutions but also for educational systems seeking to negotiate the uneven realities of digital transformation.

Cross-national studies further indicate substantial variation in AI literacy levels among university students across different regions [13]. The guidebook carries important implications for teacher education. Future teachers must be prepared not only to use AI tools but also to guide students in evaluating AI critically and ethically. Teacher education programmes therefore need to integrate AI literacy, digital ethics, and assessment redesign into professional preparation curricula. Emerging frameworks increasingly emphasise holistic AI competencies that integrate ethical, social, and technical dimensions [14]. Unlike competency models that focus predominantly on technical proficiency, Tsao and Wong foreground reflective judgement, ethical interpretation, and pedagogical awareness as essential dimensions of meaningful AI literacy.

Questions surrounding transparency and ethical consistency also extend to educators' own use of AI technologies [15]. From a policy perspective, the book demonstrates that institutions require clear guidelines concerning acceptable AI use, privacy protection, and assessment practices. Without institutional clarity, educators and students remain uncertain about ethical boundaries and pedagogical expectations. The absence of coherent policy may ultimately create greater confusion than the technology itself. At the same time, the guidebook implicitly argues that policy alone cannot resolve the deeper pedagogical dilemmas introduced by GenAI, particularly those concerning intellectual authenticity, cognitive dependency, and the role of human judgement in learning processes.

Ultimately, the guidebook suggests that the future of education in the AI era may depend less on technological sophistication than on educators' capacity to preserve reflective human judgement within increasingly automated learning environments. If AI can generate information instantly, then educational systems must place greater emphasis on creativity,

interpretation, ethical reasoning, collaboration, and reflective judgement—capacities that remain fundamentally human. In this sense, the guidebook's most important contribution lies not in promoting AI adoption itself, but in repositioning reflective pedagogy as the conceptual anchor through which educators may critically navigate the promises and tensions of artificial intelligence in contemporary education.

Conclusion

Guidebook: Generative Artificial Intelligence for Teaching and Learning by Jack Tsao and Alice Sook Mun Wong is a timely, practical, and intellectually engaging contribution to contemporary educational discourse. Through its accessible explanations, reflective analysis, and innovative pedagogical examples, the guidebook provides educators with valuable frameworks for integrating GenAI into teaching and learning responsibly. More importantly, the book establishes reflective pedagogy as a conceptual anchor for navigating the promises and tensions of artificial intelligence in education.

The guidebook ultimately succeeds not because it offers definitive technological solutions, but because it repositions GenAI within a broader vision of reflective pedagogy. In doing so, Tsao and Wong challenge educators to reconsider whether the future of education should prioritise automation and efficiency or the cultivation of critical, ethical, and reflective human thinking. Rather than presenting AI as either salvation or catastrophe, the authors acknowledge both its transformative potential and pedagogical risks. Their emphasis on critical thinking, AI literacy, ethical awareness, and assessment redesign makes the guidebook especially relevant for higher education institutions navigating rapid technological change.

Although the work could have engaged more deeply with broader theoretical debates and Global South perspectives, its practical orientation and pedagogical creativity make it highly valuable for educators, researchers, curriculum designers, and policymakers. Ultimately, Tsao and Wong demonstrate that the future of education will depend not simply on the sophistication of AI technologies but on the wisdom with which educators integrate them into meaningful human learning experiences.

In sum, Guidebook: Generative Artificial Intelligence for Teaching and Learning serves as a crucial bridge between technological disruption and intentional pedagogical response. While it stops short of unpacking the geopolitical and socio-economic asymmetries of the digital divide, its core value lies in its refusal to succumb to techno-fatalism or uncritical enthusiasm. Tsao and Wong successfully re-center the human element in an increasingly automated landscape, proving that technology should serve as a scaffold for intellectual curiosity rather than a replacement for it. For an academy currently caught in the crosswinds of rapid technological adoption, this text does not merely offer a set of classroom instructions;

it provides a vital philosophical anchor, urging the global academic community to shape the future of learning with deliberate ethical clarity and human wisdom.

Conflict of Interest

The authors declare no conflict of interest.

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