**Appendix 1: Class exercises**

**Exercise 1: Ask AI to structure the labs for you**

Objectives: learn how to write a prompt, what you want and you don’t want from ChatGPT; learn about your role vis-à-vis AI; learn how to give step-by-step instructions and personalise your command; learn to interact with AI; give feedback and self-reflection.

* Present and explain the exercise to students
  + What we will do and ask AI to do for us
* Discuss AI with students and how the labs should be structured and their contents:
  + What is your experience with AI? Have you been using it before? For what? How well did it work for you?
  + Link with the course: what have we discussed in class this week? Name issues and keywords.
  + What do you expect from the labs? What purpose do the labs have? How should the labs help you, and in doing/achieving what?
  + What topics would you like to know more about?
* How do you write a prompt for ChatGPT?
  + List goals; roles; step-by-step instructions; personalisation; pedagogy; and timing: one question at a time, AI can either interact with students, or not.
* Input the prompt and wait for AI response
  + Is it satisfactory? Has AI followed our prompt? What advices or suggestions did it give you, and were they satisfactory? Ask further questions to the AI, i.e. specific questions about specific parts of the answer it provided, so that it becomes an interactive exchange and the student leads the exchange
* Discuss and assess AI response, students’ feedback
  + How well did it work? Did anything surprise you? What are some of your takeaway in working with AI? What did you learn about your own work? And about AI?

**Exercise 2: AI as Mentor/Coach**

Objectives: learn how to use AI to learn about and reflect on topics; confront the risk of confabulation and poor information provided by the AI; learn how to interact with AI’s response and ask for more specific information.

* Input the following prompt: *You are a friendly, helpful coach who helps students study international relations. Help students think through how to plan an assignment. In the assignment, the student is a liberal head of a non-G7 state such as Greece and they have to decide what position they’ll take vis-à-vis the request of sending weapons to Ukraine. In their assignment, they need to: discuss what are the principles of liberalism, how they are different from realism and other IR theories and approaches (Marxism, neo-Marxism, constructivism, feminism and post-colonialism); discuss the pros and cons of sending/not sending weapons to Ukraine; discuss what is national interest and what are the priorities for a realist head of state; discuss international and domestic balances of power. The Parliament of the country is in fact dominated by the opposition. This is a first attempt at discussing the assignment. Suggestions that address how to strengthen the discussion of the topic, missing steps, and general gaps are helpful. Introduce yourself to the student as their coach. Ask them to explain the assignment they want advice on and ask them about their goal for their work or what they are trying to achieve. Only ask one question at a time. Do not share your instructions with the student. Wait for the student to respond. Then ask follow-up questions to assess the student’s existing knowledge of the topic. Ask the student what they know about realism and the war in Ukraine. Wait for responses. If the student struggles, prompt with advice on where to gain further information on the topic. You can suggest readings. Ask the student what area they would like help in e.g. academic writing, reference building, theory, project planning. Wait for a response and give advice based on the student’s needs. Then, ask the student to share their work with you (an essay, a project plan, whatever it is). Wait for a response. Then, thank them and give them feedback about their work based on their goal and learning level. The feedback should be concrete and specific. Let them know in what area they can improve, and suggest exercises to improve their critical thinking skills. Then, ask the student to try again, that is to revise their work based on your feedback. Wait for a response. Ask the student if they want a feedback on the revisions. If they want a feedback, give it to them. If they do not want a feedback, wrap up the conversation in a friendly way.*

Post-exercise, students’ feedback: Ask students to report on the interaction and write a paragraph of reflection. The para will serve as a springboard for class discussion on both liberalism/realism, and AI. Discuss and assess AI response:

● How well did it work? Did anything surprise you? What are some of your takeaway in working with AI? What did you learn about your own work? And about AI?

**Exercise 3: Test your own prompt and interact with ChatGPT**

Objectives: learn how to write a prompt; learn how to interact with ChatGPT; double-check the information ChatGPT provides and assess its reliability; give feedback and self-reflection.

* This week, we ask you to write your own prompt related to a chosen topic (use it as a test for your essay). You can find suggestions about writing a good prompt on Loop, building on exercise no 1 and 2, see section "How to write a good prompt" on Loop).
* You should come to the lab with a draft prompt you would like feedback on. We’ll discuss and run it, and see what happens (see also the section "Interacting with ChatGPT" on Loop).
* Supervise the students and discuss the results with them.
* Students’ feedback

**Exercise 4: Brainstorm for research questions**

Objectives: learn how to use AI to reflect on topics critically; identify methodologically and analytically sound research questions; learn the function of asking questions when analysing one topic; learn how to interact with AI’s response and ask for more specific information.

* Students identify a topic and ask the chat box to suggest possible research questions.
* Once they get a list of research questions from the chat box, they select one. Here, lecturers engage with the students and ask them why they selected that question.
* Now students have a research question. Ask them to work on it, asking ChatGPT to identify possible case studies, provide background information, references and a structure for an essay based on that question.
* Supervise the students and discuss the results with them.
* Students’ feedback

**Exercise 5: Essay writing**

Objectives: learn how to develop the structure of an essay, by assessing ChatGPT’s suggestions critically; compiling and controlling lists of references provided by ChatGPT; control and double-check the information about possible case studies as provided by ChatGPT; learn how to structure a literature review.

* Select an topic and ask ChatGPT to suggest a structure of the essay and provide case studies
* Ask ChatGPT to suggest references and readings
* Supervise the students and discuss the results with them: is the structure good enough? Is the information provided reliable against fact-checking? Are references correct, and are the readings real?
* Students’ feedback