

CAITLibot teachers' guide

CAITLibot is a website with the purpose of giving you, the teacher, ideas for how your students can use AI to enhance their learning.

CAITLibot generates 'recipes' that you can invite your students to copy and paste into ChatGPT, or other AI chatbot, that initiate interactive, student-led, learning activities.

Before we dive into the user's guide, here are a few quotes from colleagues:

"I have found the prompts [*recipes*] really easy to use and the site itself is easy to navigate. It has provided me with ideas which I wouldn't have known how to generate myself."

Languages teacher

"The range of suggestions is excellent. What I really like is the fact that you can link back to the exam board syllabus points."

Chemistry teacher

"It has been great to use CAITLibot as a means of exposing students to the positive learning advantages offered by conversational AI... I have been hugely impressed with how they have engaged with it as a learning tool, and it has almost certainly provided a mechanism for them to explore subject areas in more depth in a time-efficient fashion."

Economics teacher

"CAITLibot has transformed how I set cover... They can have an interactive, Socratic experience to deepen and develop their understanding without me being in the room... More broadly, it fosters exactly the kind of independent and innovative approach to learning that will enable [*students*] to thrive at school and beyond."

English teacher

To sign in to CAITLibot, you need three things:

1. The web address (URL) of the version of CAITLibot you are using. Eton's original CAITLibot is **caitlibot.com**, but other schools / trusts have different addresses.
2. Your email address, which acts as your username for the site.
3. Your password, which is specific to CAITLibot and not the same as your other school accounts. Your site admin will have set up your account and password for you.



Once you've signed in to the site, choose your level and subject from the drop down menus. If you are new to the site, leave the recipe templates set to 'automatic'. Then you are ready to enter a topic...


For best results... be specific with your choice of topic. Something that would be covered in a typical lesson is ideal. More general topic choices will work, but the activities will be more focused with a narrower scope. There's no need for lots of detail as CAITLibot can read your exam board spec later, if helpful.

Click 'Generate recipe ideas' when you're ready!


The screenshot shows the CAITLibot interface. At the top left is the logo 'CAITLibot' with the tagline 'ideas for using Conversational Artificial Intelligence for Teaching and Learning'. On the top right, there are icons for help, settings, a book, and a share button, along with the user name 'S. Birtles'. Below these are three input fields: 'Level:' with a dropdown menu showing 'GCSE', 'Subject:' with a dropdown menu showing 'History', and 'Recipe templates:' with a dropdown menu showing 'Automatic'. Below these is a 'Topic:' input field containing the text 'the role of antibiotics in World War II'. At the bottom center is a blue button labeled 'Generate recipe ideas'.

CAITLibot will generate three recipes for you to consider. Some of these might look promising, others less so.

Please use these icons   to help improve the success rate!

If you click this icon  you'll be able to see the reason why CAITLibot choose the recipe.

You can generate another three recipe ideas by clicking this button at the bottom of the list:

 Generate more recipe ideas

Once you've found a candidate recipe, you might like to refine it...

The screenshot shows the CAITLibot interface after generating recipes. At the top, there is a back arrow, a 'Copy plain text' button, and a 'Copy ChatGPT link' button. Below these are two recipe cards. The first card is titled 'Critical reading' and contains a prompt: 'I am a GCSE History student. I want to sharpen my critical reading of the role of antibiotics in World War II. Present a short critique or interpretation of a historical event, literary text, or argument - one that includes subtle errors or misleading assertions, e.g. inaccurate historical details, misunderstood motifs, or cultural oversights. Ask me to identify the mistakes or distortions. If I correctly pinpoint them, congratulate me and ask me to propose a more accurate interpretation. If I miss them, prompt me to reconsider with a clue. After two wrong attempts, you can point out the specific errors. Then ask me how to correct these errors. Finally, offer a new flawed critique for me to analyse.' To the right of the prompt are icons for help and a book. Below the prompt are thumbs up and thumbs down icons. To the right of the prompt is a list of refinement options: 'Explore variations', 'Reduce complexity', 'Think deeper', 'Clarify the topic', 'Preview conversation', and 'Save to recipe book'. The second card is titled 'Context and evidence' and contains a prompt: 'I am a GCSE History student. I want to improve my understanding of the role of antibiotics in World War II - focusing on a specific historical event, text, literary work, or cultural artifact. Provide me with a short argument or interpretation related to this, but leave out several crucial steps or pieces of textual/historical evidence. For each missing piece, prompt me to supply what evidence or reasoning I think should go there. If I'm correct, confirm and move on. If I'm off track, tell me where I might reconsider without giving the final answer straight away. Once I fill in all gaps, challenge me to reflect on how this supports or changes my interpretation. Wait for my response before offering feedback, then present a new partial argument to fill in.' To the right of the prompt are icons for help and a book. Below the prompt are thumbs up and thumbs down icons. To the right of the prompt is a list of refinement options: 'Explore variations', 'Reduce complexity', 'Think deeper', 'Clarify the topic', 'Preview conversation', and 'Save to recipe book'.


CAITLibot offers a selection of ways to improve a recipe:

- **Explore variations:** This option proposes three alternative recipes, each with a ‘twist’. Possible variations include adding an extra rule to the game or activity to encourage engagement and challenge, a tweak to the presentation style, or a change to the interpretation of the topic, perhaps looking at it through a different perspective.
- **Reduce complexity:** This option is ideal for younger GCSE students who are new to a topic, or potentially as a technique to generate differentiated recipes. When the recipe wording is simplified, the resulting AI interaction will better suite learners at an earlier state in their development.
- **Think deeper:** This option pushes the recipe towards higher level thinking, inspired by ‘Bloom’s taxonomy’. CAITLibot has some hierarchical phrase banks developed especially for Sciences and Mathematics, Arts and Creative Studies, Humanities, Languages, and Social Sciences.
- **Clarify the topic:** This option reads the exam board specification document and extracts relevant syllabus points. These are added to the end of the recipe as ‘additional context’.


Please note – it’s up to a school or trust’s site admin to upload the exam board PDF files.


In this example, a GCSE History recipe has been enhanced by clarifying the topic.

If you don’t like the changes, you can revert back to the original recipe suggestion by clicking the ‘Restore original’ button, found by expanding the ‘Original’ section underneath the recipe...





Original 

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Praesent congue eros non ligula fermentum sollicitudin. Vivamus lacus odio, elementum vitae urna maximus, pellentesque congue odio. Cras laculis eros nec nulla efficitur porta. Curabitur blandit arcu id dapibus sodales. Duis a dapibus mauris. Phasellus placerat lorem ac lacus eleifend ullamcorper. Integer in dui vel elit mollis dignissim nec sed lectus. Mauris dictum, orci quis tempor malesuada, metus neque finibus erat, eu posuere lorem neque eu tortor. Duis id turpis vel magna ultrices interdum. Donec a dolor vulputate, hendrerit lacus quis, tempor justo. Maecenas eu ornare nisi. Mauris laculis turpis nunc, sit amet ultrices lectus convallis ac. Integer ac egestas tortor.


 Restore original






ideas for using
Conversational Artificial Intelligence
for Teaching and Learning



S. Birtles






Copy plain textCopy ChatGPT link

Critical reading

I am a GCSE History student. I want to sharpen my critical reading of the role of antibiotics in World War II. Present a short critique or interpretation of a historical event, literary text, or argument - one that includes subtle errors or misleading assertions, e.g. inaccurate historical details, misunderstood motifs, or cultural oversights. Ask me to identify the mistakes or distortions. If I correctly pinpoint them, congratulate me and ask me to propose a more accurate interpretation. If I miss them, prompt me to reconsider with a clue. After two wrong attempts, you can point out the specific errors. Then ask me how to correct these errors. Finally, offer a new flawed critique for me to analyse.

Additional context (GCSE History, Pearson 4HI1):
Students need to understand the key developments in antibiotics during the Second World War, particularly the discovery and mass production of penicillin and the crucial roles played by Fleming, Florey and Chain. They must be able to evaluate how these advances marked a significant change from treatments used in earlier conflicts, appreciating the impact on surgical outcomes, survival rates and overall public health. This topic (Specification Point 5) requires them to master skills of critical analysis and accurate interpretation of historical events, recognising how scientific breakthroughs responded to the challenges of war and shaped broader changes in medical care.



Original 

Explore variations

Reduce complexity

Think deeper

Clarify the topic

Preview conversation

Save to recipe book

For best results... try out an activity before sharing it with students. This can be done either by clicking the ‘Preview conversation’ button which uses CAITLibot’s AI abilities to let you try the activity, or by copying and pasting the recipe into your AI of choice, e.g. ChatGPT or Google Gemini.

When you have picked a recipe that you wish to use with your students, you have a few options:

Modelled, Collaborative	Supervised, Semi-Independent	Unsupervised, Independent
Display ChatGPT / Gemini on projector screen, invite students to volunteer / take it in turns to tell you how to respond.	Share the recipe with students in the classroom, get them to use ChatGPT on their devices whilst you circulate.	Set the recipe as homework, review the conversation transcripts at a later date.

There are several ways to send recipes to students:

- Email, or messaging service, e.g. Teams Channels, Google Chat
- Google Classroom or Teams Assignment
- Using a recipe code (*requires saving a recipe to your recipe book, see next page!*)

Recipes can either be sent as plain text, or as a one-click ChatGPT link. Use the blue toggle control on any pages with recipes to select which will be used →

Copy plain text

Copy ChatGPT link

...then, you can click on this blue copy icon which will put the text or link into your clipboard, ready to paste somewhere →



For best results... demonstrate the process of copy and pasting the prompt from the email (or other platform) into ChatGPT (or other AI) so the students have seen what to do.

To review the activities once the students have completed them, the best option at the moment (at least until CAITLibot version 2 planned for 2026!) is to ask students to submit a link to their conversation transcript. Google Classroom and Teams Assignments can accept a link as a submission.

ChatGPT – top right of website...

Share

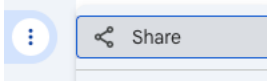
Share public link to chat

Your name, custom instructions, and any messages you add after sharing stay private. [Learn more](#)

<https://chatgpt.com/share/...>

Create link

Google Gemini – three dots menu...



Shareable public link


<https://g.co/gemini/share/3feb53a1bc4f>

Copy link

Public links can be reshared. Share responsibly, delete at any time. If sharing with third parties, their policies apply.

An optional facility provided by CAITLibot is your own personal recipe book. You may find it helpful to store recipes for later retrieval, as well as opening the door to recipe sharing and leaving comments.

Any recipe generated by CAITLibot can be saved to your recipe book by clicking this button →

 Save to recipe book

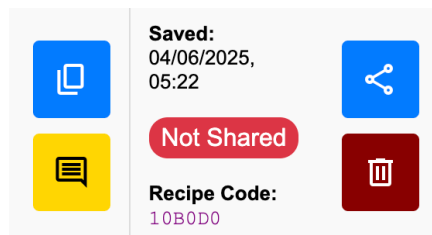
You can access your recipe book by clicking this icon at the top right of the site →



When viewing your recipe book, there are a selection of buttons available:

A blue copy icon, that behaves just like other the others on the site.

A yellow comment button, for taking private notes, or sharing reflections with others.



A blue share button, that determines if a recipe is private (only visible for you) or public (visible to all teachers at your school / trust.)

A red delete button, when you no longer wish to keep a recipe.

The 'Recipe Code' provides an alternative quick way of sharing recipes, inspired by **bit.ly**, **tinyurl.com**, and similar services. If you append the code to the end of your CAITLibot's web address, e.g. **caitlibot.com/D4AD1E**, then students or other users can access the recipe without needing an account for the site. You can even write these codes up on a regular whiteboard.

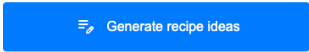
Shared recipes become visible on the homepage **after** a teacher has selected a level and subject but **before** they have provided a topic:

Level:

Subject:

Recipe templates:

Topic:





Copy plain text

Copy ChatGPT link

Shared recipes:

Factors affecting CPU performance, such as clock speed, cores, and cac...

I am an A level Computer Science student who is trying to deepen their level of understanding of the concept of the factors affecting CPU performance, such as clock speed, cores, and cache. You are a teacher, and we are going to take part in a debate. Pick two sides who have different views. I want you to play the role of one side and I will play the role of the other. Tell me who both sides are going to be, then we will start a back-and-forth discussion on the two viewpoints. Do not tell me what to say, only my role. As you are the teacher, you know both sides. Therefore, after I have provided my view, you should correct me if I make a bad or inaccurate point. Be highly critical, but respectful. If I make a good point, give a carefully constructed counterview.



Shared by you on 30th April

Other teachers can leave comments on shared recipes. These comments are not visible to students, and if a recipe is made private the comments are only visible to the recipe's original creator.