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Bogdan Novakovic, Giovanna Di Rosario, Paolo Maria Ferri, Department of Human Sciences for Education "Riccardo Massa", University of Milano-Bicocca, Milan, Italy

Human Agency First: Educators as Co-Designers of Educational AI Tools

Abstract

A conceptual, design-based proposal in which educators and students co-design philosopher-inspired GPT assistants, grounded in Laurillard's Conversational Framework. The design process itself develops critical thinking, AI literacy, and human agency.

Introduction

- Educators as designers of technology, not just end users
- AI tools are built commercial-first, not pedagogy-first
- Teachers as AI curators and guardians
- Philosopher-inspired GPTs make AI's limits visible

Methodology

- Conceptual and design-based proposal
- Laurillard's Conversational Framework
- Participatory design sessions in class
- Prototype: Socrates 3.0 custom GPT
- Extension: Plato, Aristotle, and other philosopher-inspired assistants

Result

Experimental Class Flow

Acquisition → Inquiry → Discussion → Collaboration → Practice → Production

- **Acquisition:** learn about philosophers, LLMs, prompting, and custom GPT construction
- **Inquiry:** explore philosophical questioning and how existing AI assistants work
- **Discussion:** debate ethics, anthropomorphism, bias, privacy, and human-in-the-loop
- **Collaboration:** each group designs one philosopher as a custom GPT assistant
- **Practice:** students test, revise, and explore the GPT assistants they built
- **Production:** present and confront assistants in dialogue through teacher-led discussion

Discussion

The activity connects philosophy learning with critical AI literacy. Students examine AI bias, anthropomorphism, simulation, digital twins, and the limits of AI dialogue, treating AI as something to question rather than simply use.

Conclusion

The value lies less in the GPT assistant itself than in the co-design process: designing, testing, and questioning it with students. Confronting different philosopher-inspired assistants supports critical reflection on AI in education.