

## BOOK REVIEW

Title: Designing Instruction with  
Generative AI: 24/7 Support for  
Optimizing Teaching and Learning

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Publisher: Routledge

Year: 2026

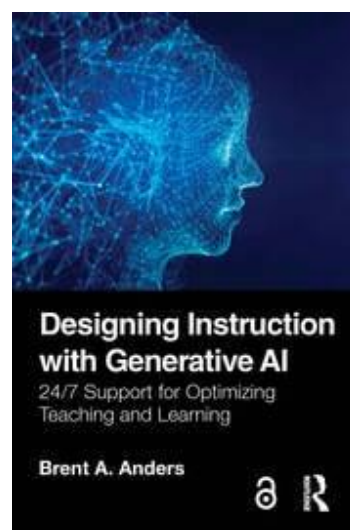
No. of pages: x + 169

ISBN: 978-1-032-94018-2 (hbk)

ISBN: 978-1-032-93925-4 (pbk)

ISBN: 978-1-003-56854-4 (ebk)

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The increasing use of AI-based instruction in higher education poses a challenging dilemma for faculty members. Generative artificial intelligence (AI) is reshaping how knowledge is produced and communicated; however, most available guidance on its use in teaching swings between breathless promotion and blanket warnings. Anders' *Designing Instruction with Generative AI: 24/7 Support for Optimizing Teaching and Learning* (2026) offers a timely and practice-oriented response to this issue by addressing some of the most urgent pedagogical questions on how to engage with generative AI in ways that remain pedagogically meaningful, ethically responsible, and instructionally sound. Writing as both a lecturer and director of a teaching and learning center at the American University of Armenia, Anders addresses new and experienced faculty alike, arguing that AI is most responsibly used as a tool that amplifies existing pedagogical expertise rather than one that replaces it. The book is published by Routledge as open access under a CC BY-NC-ND 4.0 license. It presents a structured twelve-chapter exploration of generative AI's role in teaching and learning, moving from conceptual orientation to practical classroom application, and is complemented by appendices that provide supplementary resources, a glossary, references, and an index to support the reader.

Grounded in well-established instructional design frameworks, including Backward Design (Wiggins & McTighe, 2005), Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001), the ARCS motivational model (Keller, 1987), and the Community of Inquiry Model (Garrison et al., 1999), Anders starts the volume with two foundational chapters. Chapter 1 elucidates AI-driven educational technology as an integral component of an extended continuum of pedagogical innovation. It introduces generative AI by defining its key concepts, tracing its historical development, and situating it within the broader field of educational technology. Building on this foundation, a four-part framework (awareness, capability, knowledge, and critical thinking) is introduced in Chapter 2 to help educators and students understand, evaluate, and use AI responsibly. AI literacy is positioned as an essential prerequisite for meaningful engagement with generative AI in education. The chapter combines conceptual discussion with practical guidance, including prompt-writing strategies and tools for evaluating AI-generated content, while highlighting risks such as overreliance, misinformation, and ethical misuse. After these foundations, Chapter 3 establishes the book's pedagogical core by introducing key frameworks, including ADDIE, Bloom's revised taxonomy, and Kolb's experiential learning cycle. The chapter establishes Anders' central argument that effective AI integration must begin with sound instructional design. Following the conceptual chapters, Chapters 4–6 translate theory into tangible instructional practice. Chapter 4 demonstrates how AI can assist with course alignment by helping instructors verify coherence among learning outcomes, assessments, and activities. It employs both aligned and intentionally misaligned examples to elucidate the instructional significance of AI. Chapter 5 focuses on student learning outcomes, illustrating how AI can support writing outcomes across cognitive, affective, and psychomotor domains. Chapter 6 turns to assessment, including formative and summative approaches, rubric generation, feedback, and academic integrity.

The middle-to-later chapters extend the instructional focus into broader dimensions of classroom practice. Chapter 7 addresses instructional strategies, demonstrating how AI can support active learning, scaffolding, and collaborative engagement. Chapter 8 explores student motivation, drawing particularly on Keller's ARCS model to show how AI may assist in designing relevant and motivating learning experiences. Chapter 9 examines instructional presence through the Community of Inquiry framework, positioning AI as a tool that can support communication and feedback but not replace the relational and human dimensions of teaching. Afterwards, Chapters 10 and 11 address accessibility and behavioral issues, respectively. Chapter 10 argues that AI has the potential to enhance accessibility through adaptive, multimodal, and

individualized support for learners with diverse needs, and Chapter 11 explores behavioral concerns surrounding AI use in classrooms, including misuse, ethical expectations, and responsible digital conduct, positioning these issues as pedagogical challenges rather than merely disciplinary ones. Finally, Chapter 12 considers emerging trajectories, including AI-supported personalization, digital twins, robotics, and evolving human-AI collaboration.

Across the twelve chapters, the central claim that positions “AI as an amplifier” is convincingly and consistently sustained. Throughout the applied chapters, theoretical underpinnings are laid out before AI tools are introduced, and AI output is always evaluated critically before adoption. This deliberate sequencing ensures pedagogical integrity, distinguishing it from competitors and highlighting its strength. In Chapter 3, Anders emphasizes that AI should complement—not replace—the expertise of faculty and professional instructional designers. In Chapter 4, AI is used to verify the alignment among student learning outcomes, assessments, and instructional activities rather than generate them independently. It deliberately introduces a misaligned course design and asks AI to diagnose it, teaching faculty to read AI feedback as a diagnostic tool rather than an authority. Moreover, in Chapter 9, AI is framed as assisting with communication and feedback while preserving the relational and human dimensions of teaching. This recurring “human-in-the-loop” orientation gives the book a coherent pedagogical philosophy and offers a timely counterpoint to deterministic narratives of AI replacing educators. This chapter offers the book’s most intellectually ambitious moment, combined with a synthesis between the Community of Inquiry Model’s Practical Inquiry stages and Kolb’s Experiential Learning Cycle (Kolb, 1984), offering the instructional designers and faculty a way of thinking about AI’s role in teaching decisions, not prompts to copy.

Furthermore, the book excels when translating instructional theory into practice. Chapter 5 provides one of the clearest examples by offering practical walkthroughs for writing outcomes across the cognitive, affective, and psychomotor domains. Chapter 6 is arguably the strongest applied chapter, particularly in its sections on rubric generation, AI-assisted feedback, and the SHARE framework, where Anders moves beyond conceptual discussion and offers directly usable prompts and classroom scenarios. Chapter 8 takes a different step forward by directing AI prompts not just at faculty design decisions but at students themselves, building a self-regulation toolkit that draws on established understanding of how learners monitor and manage their own learning processes (Panadero, 2017). The “Pregunta del Día” activity in Chapter 11 illustrates a multi-turn AI exchange that produces a classroom discussion prompt. These contributions, taken together, make a credible case that the book offers faculty something more than a catalogue of prompts: a disciplined, theoretically rooted approach to involving AI in instruction.

Several limitations, however, deserve attention. First, the book is more research-informed than empirically grounded. While Anders synthesizes instructional design literature effectively throughout Chapter 3 and references relevant pedagogical frameworks in later chapters, the practical claims made in Chapters 6 through 8—particularly regarding assessment redesign, student motivation, and learning behavior—are supported largely through practitioner reflection and applied examples rather than original empirical data. This does not diminish the book’s practical usefulness, but some claims would benefit from empirical scholarship in AI in Education. Second, the book adopts a largely optimistic framing of AI integration. Although Anders acknowledges concerns such as misinformation, bias, and overreliance in Chapter 2’s AI literacy discussion, Chapter 6’s treatment of AI-assisted grading, and Chapter 12’s future-oriented reflections, he addresses them primarily through practical caution rather than sustained critical analysis. For example, Chapter 12 raises important possibilities around personalization and human-AI collaboration but gives relatively limited attention to broader issues of platform dependency, surveillance, labor, and institutional power. More explicit engagement with critical educational technology scholarship, particularly Selwyn’s (2019) work on the politics of digital education, would sharpen the scrutiny of AI’s sociotechnical implications on education. Additionally, the book required a more thorough editorial review. Some consequential failures occur in the chapters where accuracy matters most. Chapter 2, which is dedicated to building accurate knowledge of the AI landscape, contains three significant factual errors: it states that Google’s Gemini was previously called *Claude* AI. Claude is Anthropic’s entirely separate product, and Google’s assistant was previously called Bard. Thus, the book misspells Claude’s name and attributes Anthropic’s founding to “former DeepMind co-founder Demis Hassabis,” when the company was in fact established by Dario Amodei, Daniela Amodei, and former OpenAI colleagues. This chapter warrants published errata, not only because the errors are factual but because they appear in the chapter that is most explicitly designed to model the critical AI literacy the book advocates.

Moreover, some of the book’s broader structural choices also work against its own stated principles. Positioning accessibility as a single corrective chapter (Chapter 10) rather than weaving it throughout the design process contradicts Universal Design for Learning, which the book itself invokes and which requires inclusive design to be foundational rather than supplementary (Capp, 2017). And in Chapter 3, the figure captions for Bloom’s Revised Taxonomy and the Community of Inquiry Venn diagram have been transposed, meaning the chapter that is supposed to anchor the book’s entire theoretical apparatus contains mislabeled visuals for both of its core frameworks. Furthermore, homophone errors such as *sites* for *cites* and *weather* for *whether* recur through Chapters 6 to 11. Even a minor typographical error, such as *withing* for *within* at the end of Chapter 1, warrants attention. Key scholars’ names are misspelled in the chapters that rely most heavily on their work: *Kolbe* for *Kolb*, *Briggs* for *Biggs*. The book’s engagement with AI literacy scholarship also

reveals a notable gap: Ng et al.'s (2021) four-dimensional AI literacy framework, which covers knowledge, application, evaluation, and ethics, maps directly onto the competencies Anders seeks to develop, yet remains unreferenced. None of these diminishes the book's strengths, but they do mark the gap between its current form and the intended state.

Overall, *Designing Instruction with Generative AI* is a highly accessible and pedagogically grounded contribution to contemporary educational technology scholarship. It will be especially valuable for higher education instructors, instructional designers, faculty developers, and graduate students in curriculum studies, educational technology, and higher education pedagogy. Its greatest contribution lies in offering a practical framework through which educators can approach generative AI with both creativity and caution, embracing innovation while remaining firmly anchored in sound teaching and learning principles.

## DECLARATION OF GENERATIVE AI USE

The reviewer used QuillBot to improve language and readability. All suggested revisions were carefully assessed, and the reviewer takes full responsibility for the accuracy, integrity, and originality of this review.

## THE REVIEWER

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