

Steven Hunt, Faculty of Education, University of Cambridge

Introduction: The panel is intended to give a flavour of different experiences on the use of GenAI in school Classics. As I have already written, GenAI is encouraged by the English Department for Education, is already widespread in schools, and is affecting the teaching and learning of all subjects, not just Classics (Hunt, 2025). Much of what has been written has focused on issues such as the impact on assessment, teacher workload and the problem of what has been termed cognitive offloading. The threat of GenAI to modern languages and EFL teaching and learning – and also its potential – is also well-covered in the literature (see, for example, Pegrum, 2025). Less well-evidenced is that of the use of GenAI in Classics *teaching*, where the individual teacher needs not only to have expert knowledge of language, literature and material culture, but also appropriate pedagogical knowledge. The literature on how GenAI is being used in Classics at the school level is increasing: we have examples of students' ethical use of Gen AI (Peddar, 2025), the development and use of various kinds of chatbots or 'personal responses' (Burns, 2024; Cavaleri *et al.*, 2025; Ross & Baines, 2025), the (mis)uses of GenAI-created imagery (Maurice, 2026; Ross, 2024), anxieties about 'hallucinations' (Baker, n.d.), and advice for teachers to select different tools and to develop effective prompts (Morrice, *et al.*, 2025), amongst others. It is increasing too at the University level, often in very specific contexts. This conference is designed to focus on classroom practices and brings together practitioners from both sectors.

We hope the conference will present an upbeat approach and we hope it will not just demonstrate some current practices, but also open up further questions about the effect of Gen AI on pedagogy and what we can do about it.

Bio: Steven Hunt is Associate Teaching Professor in Classics Education at the Faculty of Education, University of Cambridge. After twenty years in the classroom, teaching Latin, Ancient Greek, language, literature and material culture, since 2008 he has been the Subject Lead for the PGCE in Latin / Classics. He has written numerous articles on Classics Education and published seven books on the teaching of Classics, most recently *Teaching Classics Worldwide* (Bloomsbury 2025) with John Bulwer.

Imogen Casebourne, Digital Education Futures Initiative (DEFI), University of Cambridge

AI as an unsettling technology for teaching and learning - have we been here before?

Abstract: Since public access to generative AI four years ago, hopes that it might help to improve aspects of education have been accompanied by fears of cognitive atrophy. A common concern is that AI enables the appearance of effortless fluency without genuine understanding in a way that appears unprecedented. However, we have perhaps been here before, as Socrates articulated similar concerns about the technology of writing, although ironically, we only know of his critique because Plato

wrote it down. This talk considers AI through the lens of the *pharmakon* and asks what educational practices might shape whether it acts as remedy or poison.

Bio: Dr. Imogen Casebourne has a degree in Philosophy and an MSc in Artificial Intelligence, for which she developed an AI program that generated short stories. Imogen is a co-convener of the BERA SIG dedicated to AI and human intelligence. She designs and teaches AI literacy courses as well as writing and thinking about the implications of AI for education.

Sam Broadbent, Colchester Royal Grammar School, Colchester

AI Literacy in Secondary Schools: Challenges and Opportunities

Abstract: Schools face a wide range of challenges when making decisions about AI, including how to embed AI literacy into an already saturated curriculum. However, there is the potential for AI literacy to reinforce subject specific learning and to present opportunities for students to hone the knowledge and skills we aim to teach. When planning how to integrate AI literacy into the curriculum, we should consider carefully the intent and implementation aspects of curriculum design, as well as the unique characteristics of our subject.

Bio: Sam Broadbent was part of Steve's first PGCE cohort in 2008/09 and has been teaching Classics ever since. He has been the Head of Classics at Colchester Royal Grammar School since 2018 and is also the school's Digital Strategy Lead, a new role created in 2025. As part of his digital strategy work, he is currently leading a project to integrate AI literacy into the curriculum.

Sian Squire, Shrewsbury College, Shrewsbury

Welcome to the Thinkery: Revision and Reasoning

Abstract: "Welcome to the Thinkery" explores practical ways to use AI in Classical Civilisation without replacing student thinking. It starts by expounding the use of AI to create visual revision material such as songs and comics to enhance the student revision experience. It then follows the journey from revision to reason, demonstrating how AI can scaffold essay planning, develop argument, and help structure essays while keeping cognitive effort firmly with students. It will touch on the thorny issue of whether AI can effectively mark essays. Through classroom examples, attendees will leave with practical ideas for harnessing AI to promote creativity, and independent thought.

Bio: Sian Squire is a Classical Civilisation teacher at Shrewsbury College, a state FE college with about 100 students. Sian has a passion for creative pedagogy and digital innovation. She enjoys exploring visual and interactive approaches to learning

that build students' confidence in revision and essay writing while encouraging independent thought.

Philip Harper, Loughborough Grammar School, Loughborough

Serving not replacing: how custom-built AI Agents can support the expert teacher.

Abstract: Teachers can create AI tools which show curriculum-specific behaviour. They can do this by writing the system prompt for an AI Agent or can even train a custom LLM on their own data.

The output of such tools can be printed on paper and handed to pupils to complete with pen and ink. This embeds AI in traditional classroom formats, maintaining the togetherness of the pupils in the classroom and the continuing importance of the expert teacher.

As tools designed by the teacher for the teacher, they reflect the pedagogical theories underlying the teacher's practice. In grammar-first approaches, this very often follows behaviourist theories, which is also aligns with the understanding of how machines learn on which AI was built.

Bio: Philip Harper has taught at Loughborough Grammar School for the last ten years, where he is part of the cross-foundational Digital Innovation Group. Recipient of the 2025 Classical Association Teaching Award for Innovative Pedagogy, he runs a successful Digital Classics Club at the school, exploring the Ancient World through VR and 3D Printing.

Justin Hobson, Cambridge University / Riddlesdown Collegiate, London

errāre hūmānum est: AI-Generated corrective feedback in Latin translation in the secondary school

Abstract: Whilst the potential for AI to reduce teacher workload and adapt materials has been recognised for some time, the potential for AI in student-facing capacities remains underexplored, particularly in the Classics classroom. My research explored the benefits, drawbacks and extensive potential of AI in giving formative feedback on a Year 10 class translation of short Latin stories, using MagicSchoolAI's class chatbot feature.

Bio: Justin Hobson was a member of the 2025/6 cohort of Cambridge University's PGCE students, and is now an ECT1 teaching Latin and Classics at Riddlesdown Collegiate, a large state-maintained school in South Croydon.

Antony Makrinos, University College London

Writing in the Age of AI: Rethinking Essay Writing in Universities

Abstract: AI rapidly transforms the ways in which students research, plan and write their essays. With the help of sample cases provided by university students, this paper will explore how GenAI tools change the established student approaches to essay writing but also ways in which academics may respond to these approaches. It will present how AI has an impact on how students choose their essay questions, prepare for their writing, produce their essay and proofread their text and their references. Rather than AI being treated as a threat to academic integrity, the paper will also explore its critical and transparent use and their integration to writing and assessment processes.

The discussion will focus on advantages and disadvantages of using GenAI in essay writing and how AI tools can support the necessary skills that students need in order to enter in a confident way the professional world: organisation, presentation, critical and analytical skills, proofreading and revision, ability to receive criticism, to catch deadlines, etc. At the same time there will be an examination of the challenges presented: plagiarism and academic integrity, AI hallucinations, false references, the precision and accuracy of AI analysis, the presence of incorrect information in grammar and syntax, discipline-specific concerns like the use of philological conventions or issues of orthography, vocabulary and style.

The paper will argue for the development of AI literacy amongst students and members of staff, the reassessment of what we mean by successful essay writing and the re-evaluation of different ways in which to improve human and AI-generated texts together with the development of critical and accurate analysis and argumentation.

Bio: Dr. Antony Makrinos received his PhD in Classics from UCL in 2005 and is now Associate Professor in the Department of Greek and Latin. He has taught at KCL, UCL, and Queen Mary, and is also a Senior Teaching Fellow with Advance HE and an accredited learning-technology professional (CMALT). His research interests include Greek epic- especially Homer- Greek education, Byzantine scholarship, reception studies, and the use of immersive technologies such as VR and AI in Classics. He also works on the role of Classics in the luxury retail sector, including consultancies with companies such as Louis Vuitton. He is preparing an edition of Eustathius' Commentary on the *Odyssey* (Book 1) and is a member of EUROCLASSICA, the UCL Academic Board, and the BETT Higher Education Advisory Board. For fourteen years he has directed UCL's Summer School in Homer and contributed widely to teaching across UCL and KCL.

Simon Beasley, King Edward VI School, Five Ways, Birmingham

Using generative AI to build tracked lessons, homework and feedback in Latin

Abstract: This talk describes how I have used generative AI, mainly Claude, over two years to build resources for Latin teaching at Key Stage 3 and GCSE in a

selective state grammar school. I will show three types of tool: self-marking workbook lessons and vocabulary homework that save pupils' answers; teacher trackers that show results question by question; and redo lessons built from the errors in a marked class set. I will explain how this data is used to plan feedback and targeted questioning in the next lesson, what effect it has had on workload and on pupils' practice, and the problems and limits I have found.

Bio: Simon Beasley is Head of Classics at King Edward VI Five Ways School, Birmingham. He won the Classical Association Innovative Teaching Award for his use of AI in Classics teaching and has led a staff research trial on AI and teacher workload.

Eleanor Jenkins, Howells School, Llandaff

Can AI think like a Classicist? Teaching students to challenge the machine.

Abstract: Generative AI can produce plausible translations, historical explanations and literary interpretations in seconds. This talk explores how AI can be used in Classics classrooms not as an authority, but as an object of critical enquiry. Drawing on classroom practice with GCSE Latin and A Level Classical Civilisation students, I examine activities in which students evaluate, challenge and refine AI-generated outputs. By identifying errors, questioning interpretations and assessing arguments, students make explicit the disciplinary thinking that underpins expert practice. AI becomes not a substitute for expertise, but a means of revealing it.

Bio: Eleanor Jenkins is Head of Latin and Classics at Howell's School, Cardiff. Her work explores the intersection of Classics, pedagogy and artificial intelligence, with a particular focus on disciplinary thinking and critical engagement with AI. She has presented internationally on AI in education and contributes to AI initiatives across the sector.

Esther Eidinow, University of Bristol

"I liked the ability to converse": VR, AI and Greek Religion in the Classroom

Abstract: The Virtual Reality Oracle (VRO) project imagines, in immersive VR, the experience of visiting the oracle of Zeus at Dodona in 465 BCE. Users of the experience meet with other pilgrims, hear their stories, and participate in a ritual of consultation. The AI in Antiquity project "brought to life" some of the characters from that experience, so that students could interact with them. This presentation explores the development of these projects, their reception by teachers and students, and some findings on educational outcomes.

Bio: Dr. Esther Eidinow is Professor of Ancient History at the University of Bristol. Her research is on Ancient Greek culture, especially religion, magic and myth, and questions of experience and belief.

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