

Welcome to TLC-FMG lunch seminars

- Interesting speakers on current topics
- TLC-FMG coaches are present for additional advice
- Every third Tuesday of the month
- From 12:00 to 13:00, lunch is included
- REC C0.03 (TLC-FMG space)

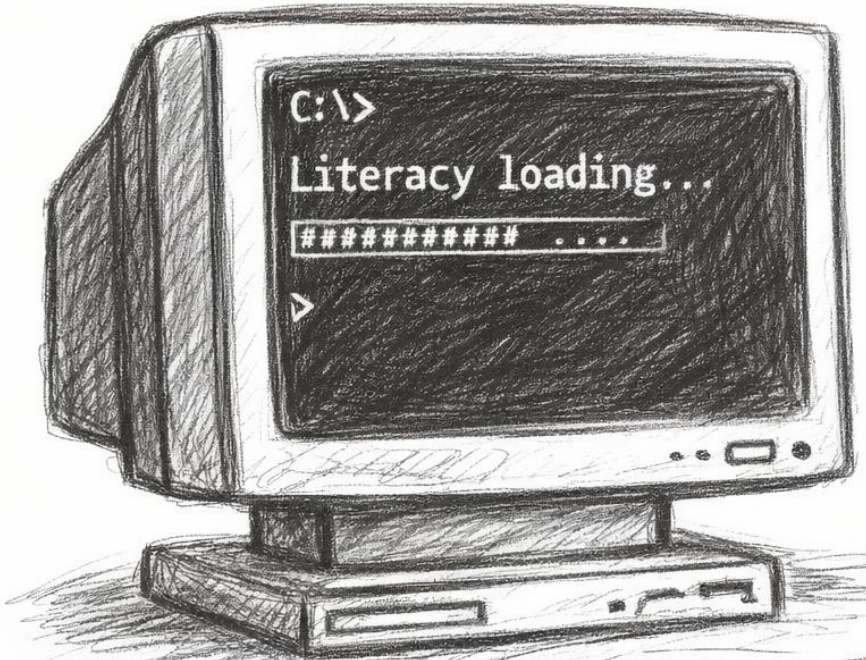




Lunch Talk: Personas

FMG

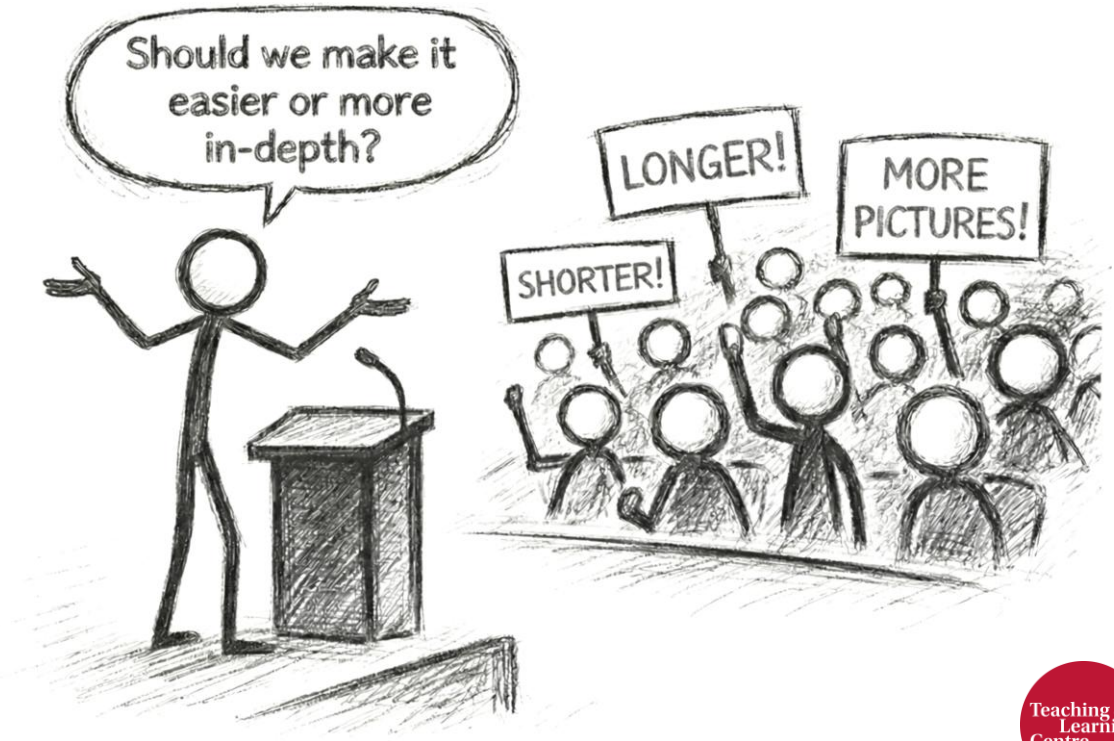
May 2026



Morten Strømme
GenAI Living Lab
TLC Central

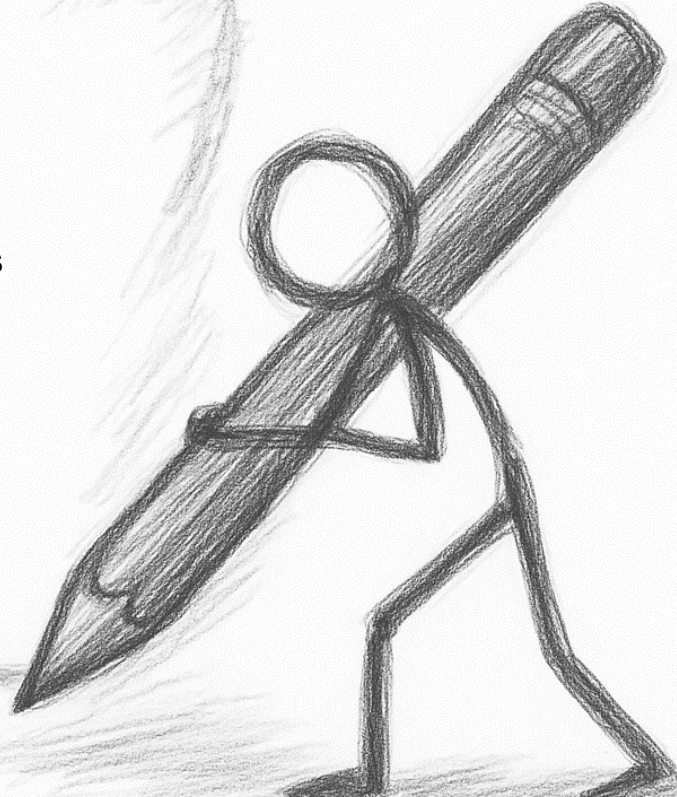
GenAI Living Lab, TLC Central

- New team at the **intersection of IT, education, and policy**
- I focus on **all aspects of AI Literacy**



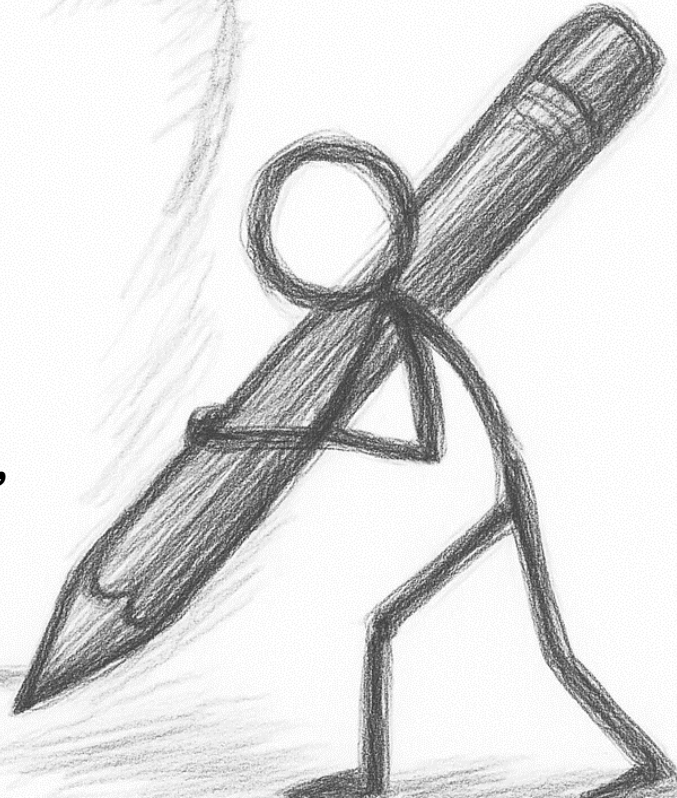
Programme for today

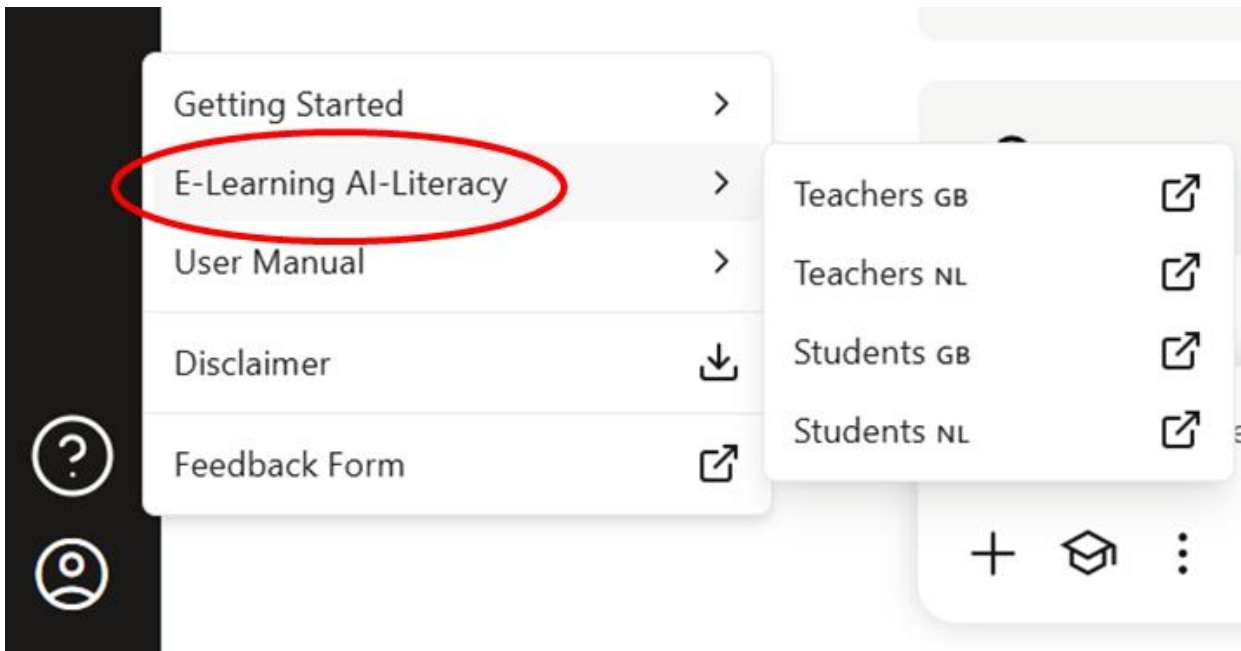
- **UvA AI Chat:** new features, resources, updates
- How to build **personas**
- **Examples** and how to get help building your own



Not in this lunch talk

- **Introduction to generative AI + pitfalls**
- **Explanation of UvA policy**
- **All capabilities of UvA AI Chat**
- **Effects on didactics, assessment and students**





E-learnings

**Getting started with UvA
AI Chat**

START COURSE

The logo for the Teaching & Learning Centre is a large, solid red circle. Inside the circle, the words "Teaching & Learning Centre" are written in a white, serif font. "Teaching &" is on the top line, "Learning" is on the second line, and "Centre" is on the third line, all centered within the circle.

**Teaching &
Learning
Centre**



Getting to know UvA AI Chat: buttons and applications



Writing and saving effective prompts



Personalising your settings



Creating personas for personalised interaction



Working interactively with UvA AI Chat



Collaborating in groups



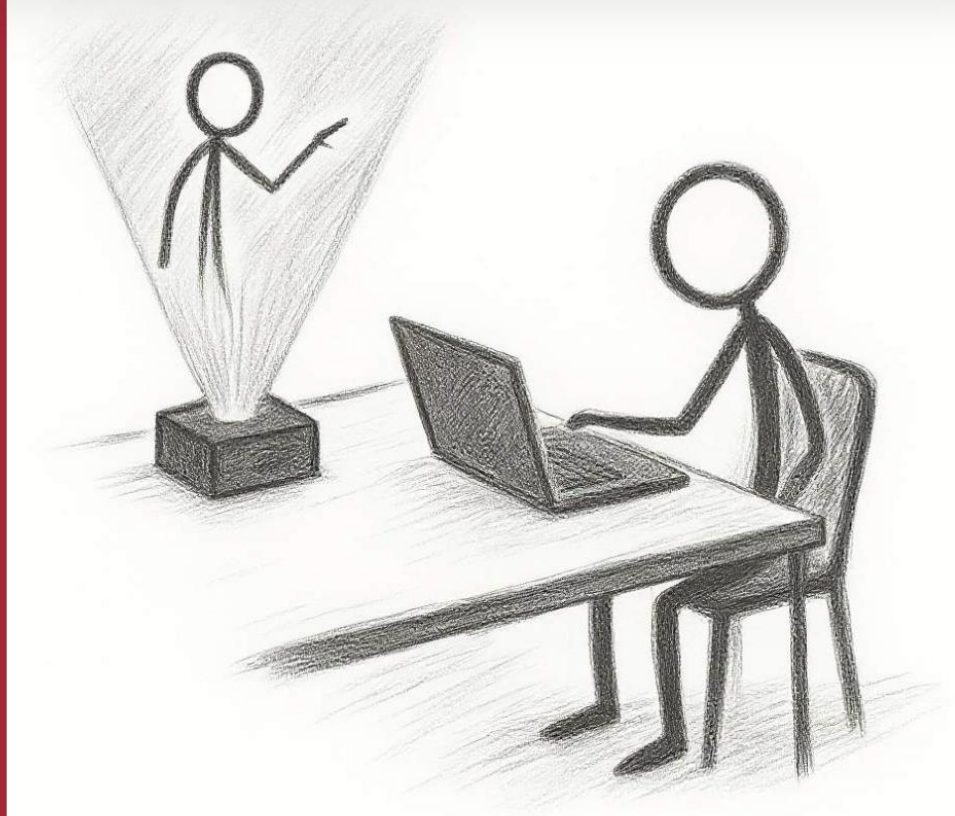
Working on projects



E-learnings

AI Literacy for students

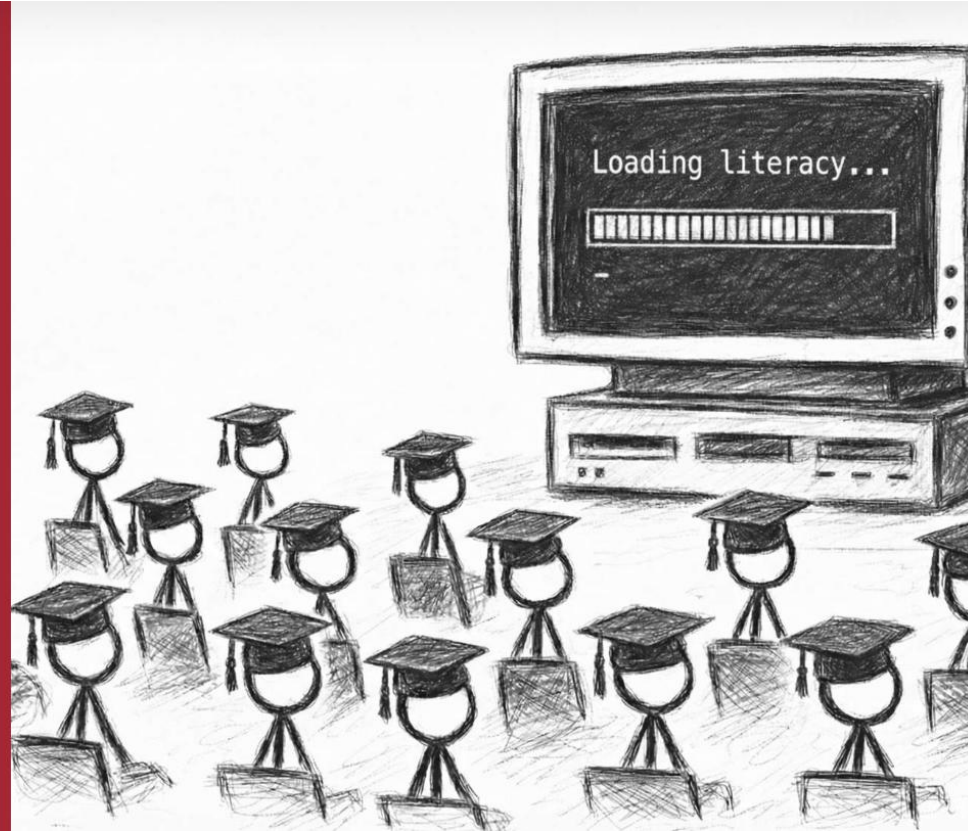
START COURSE



E-learningings

AI Literacy for teachers

START COURSE



BASICS AI LITERACY

- 1. Introduction UvA vision and policy
- 2. Basic knowledge
- 3. How to use AI?
- 4. Limitations: hallucinations, bias, and outdated knowledge
- 5. Ethics and society

IMPACT OF AI ON EDUCATION

- 6. Impact on students
- 7. Impact on constructive alignment
- 8. Impact on assessment

UVA AI CHAT FOR WORK AND EDUCATION

- 9. Personas and other applications of UvA AI Chat
- 10. Examples from within and beyond the UvA

TLC AI Portal



This page provides an overview of all AI-related links and resources at the University of Amsterdam. It is curated by the TLC Central AI Literacy team and brings together where you can find information about artificial intelligence in education, teaching support, policy guidelines, and practical tools offered by the UvA.

For resources tailored to your specific faculty, please use the faculty-specific links for the didactic theme **Teaching and AI** below.

TLC Resources

Visit your faculty page about the didactic theme: Teaching & AI

EB

FdG

FdR

FGw

FMG

FNWI

For teachers

- [Resources per UvA faculty TLC](#)
- [AI Maturity in Education Scan \(AIMES\)](#)

Tracks and workshops

- [BKO+ track: Responsible AI in Education](#)
- [Course: Introduction to AI for teachers](#)
- [Course: GenAI in assessment](#)

E-learnings

- [Getting started with UvA AI Chat](#)



Teaching & GenAI



Teaching & GenAI

Within the theme Teaching & GenAI, you can read more about GenAI as well as the challenges and opportunities it reflects in education. Also you'll find practical support on how to (responsibly) make use of GenAI as a teacher.

The TLC network collects advice for and by teachers, but does not set any UvA policy or rules.

On this page you can learn more about AI at the UvA, focussed on the Faculty of Social and Behavioural Sciences. Here we try to answer all your questions about AI in education. Find the [UvA AI policy framework on GenAI in education](#). Or, check out the [UvA AI Chat](#): UvA's own independent chat-based AI application. For practical tips about the UvA AI Chat, check [the key takeaways of our AI event in July](#), where we introduced the UvA AI Chat for teachers.

As we know that the AI developments can be quite challenging for your teaching, TLC-FMG offers AI consultancy for FMG teachers. Here you can ask all your questions about AI in education, from student use to assessment tips

TLC-FMG: AI consultancy for teachers

Want to work on your AI literacy by yourself? Check out the tiles below for more information about GenAI, the impact of AI on assessment and discover some TLC AI pilot projects.



Using AI to Teach AI

How do you teach a course about the societal impact of technology. For Ildikó Plájás and Tina Harris in their Anthropology master course...

[Read more](#)



Curing Case Study Fatigue with UvA AI

You have a fantastic case study — one that perfectly illustrates the core concepts of your course — but you’ve used it so many times that...

[Read more](#)



AI as an Exam Prep Assistant

What if an AI assistant could help you beat that blank page and get the ball rolling? Chei Billedo took part in the AI pilot program to see if the Uv...

[Read more](#)



Piloting an Automated Feedback Pipeline with AI

Providing detailed, timely feedback on assignments can feel like an impossible task. Luke Korsthals created a fully automated feedback...

[Read more](#)



Hands-on AI: from hackathons to co-design sessions

Join the Hand-on AI event series and use your vision towards the future to help improve today’s education.

[Read more](#)



Tackling the manual with AI

Is there a manual for the manuals? Moss Shukla created a custom AI assistant, the *BT Thesis Guru*, to act as a friendly expert on the manual. His pil...

[Read more](#)



TLC-FMG AI pilot projects

Throughout 2024 and 2025, select teachers from FMG conducted pilot projects in which they utilized Generative Artificial Intelligence (GenA...

[Read more](#)



Introducing UvA AI chat for teachers

In July the TLC-FMG hosted an event which introduced the new UvA AIchat. Here you find video recording, slide deck, and Q&A as well as ...

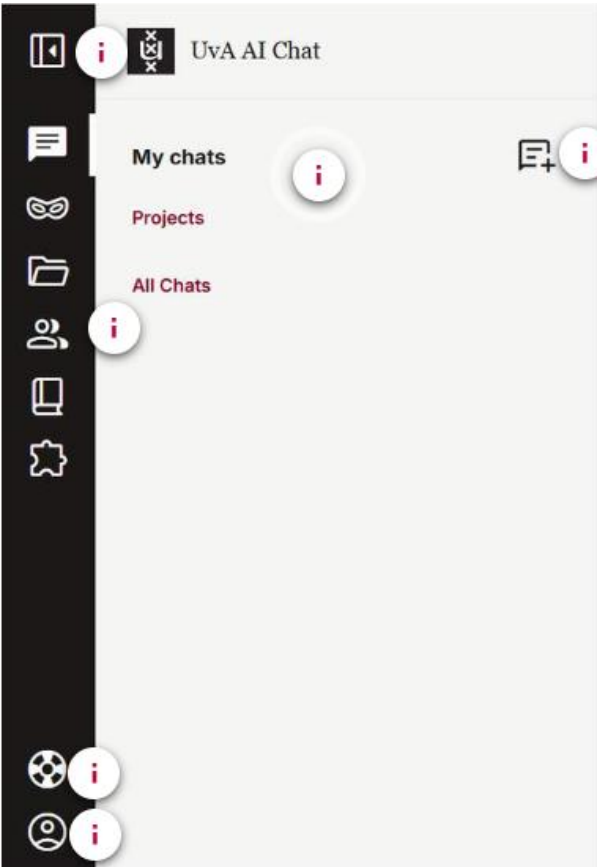
[Read more](#)



UvA AI Chat




UvA AI Chat



UvA AI Chat

Welcome to UvA AI Chat - the generative AI application of the University of Amsterdam that supports you in your studies and education. Please be aware that the generated information may not always be complete, correct or up-to-date, so remain critical and use your own judgment. Personal data is handled with care: only your account details are stored, and you can easily delete your conversations and documents. Please use the chat in accordance with the UvA's guidelines.

Try one of these prompts:

 Create a study plan

 Generate study questions

 Explain a difficult concept

 Review my essay

Type your message here...

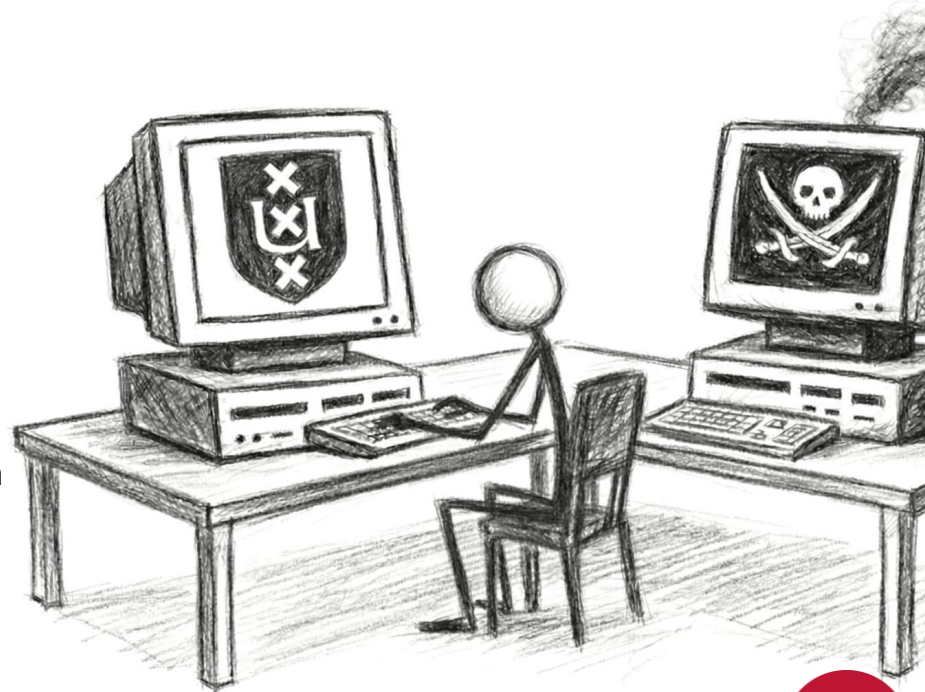




Do you already use UvA AI Chat?

Major updates since Christmas

- You can now work on personas with multiple people in Groups
- Two Claude models are now available (Haiku and Sonnet)
- You can speak to the AI, and it will talk back (use the microphone button)
 - > tweak your response preferences in the settings
- Personal energy use dashboard (available under Settings → Usage)



actueel

More than a third of UvA students have used UvA AI Chat



Daniël Hemmer, 13 april 2026 - 07:45

About

Dossier:

Kunstmatige Intelligentie

UvA

Artificial Intelligence

Studenten

Onderwijs

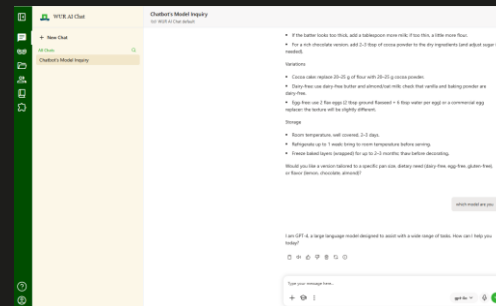
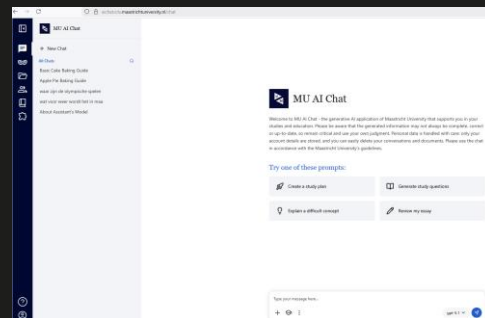
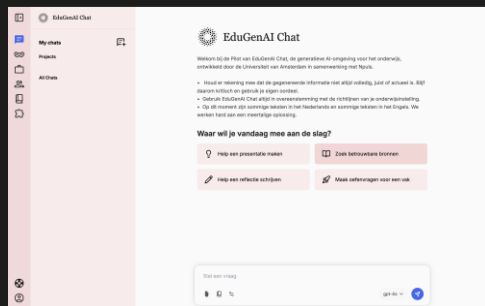
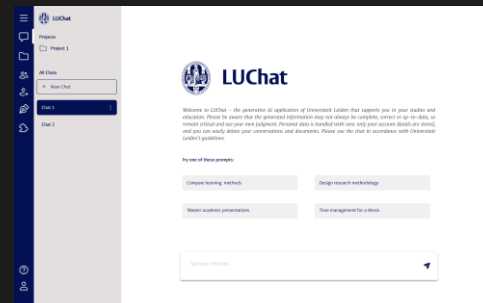
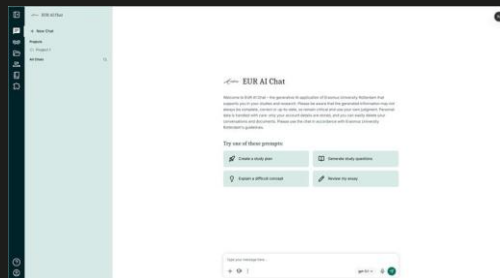
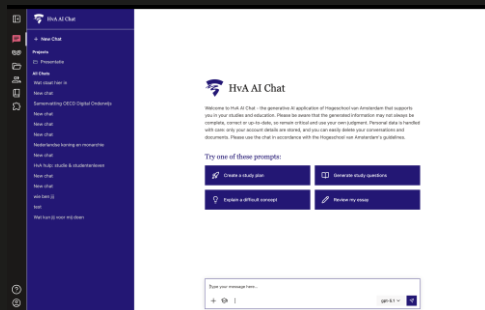
ChatGPT

Share on



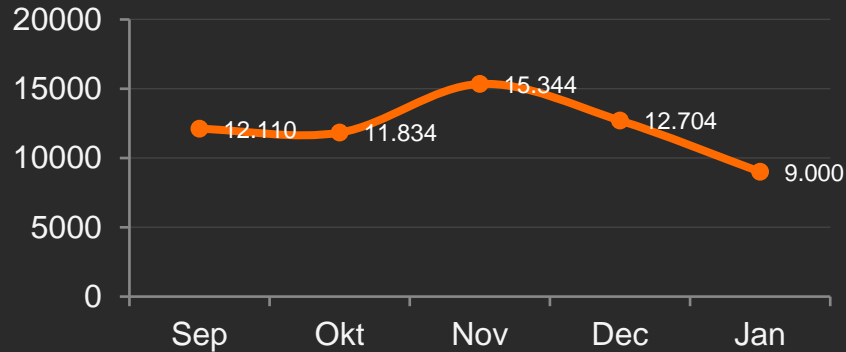
Over one in three students at the UvA have used UvA AI Chat, the generative chatbot developed by the university. According to university figures, more than 4,000 students use the application at least on a monthly basis.

Adoptie bij andere onderwijsinstellingen:

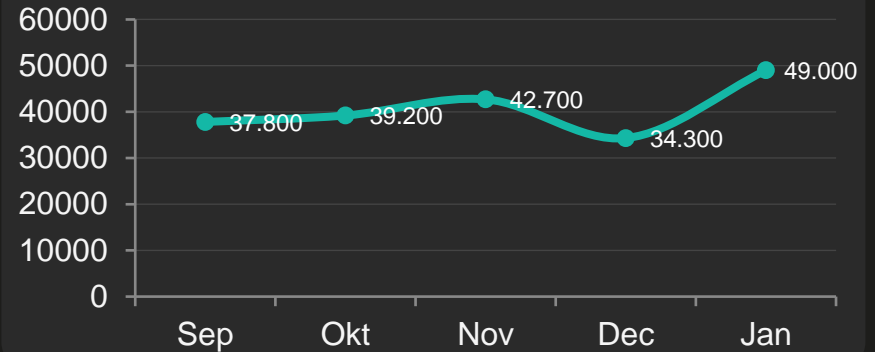


Januari: Meer Gebruik, Lagere Kosten

Token Kosten per maand (€)









Gesprekken per week



→ December: GPT-5.1 live

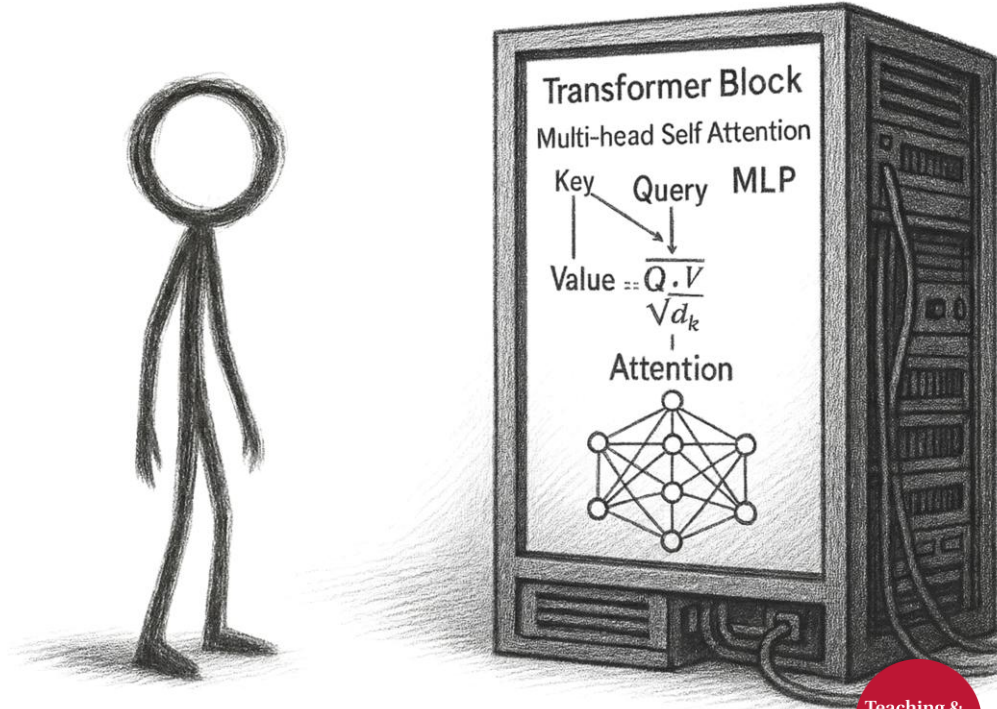
DE PARADOX: Januari had 49K gesprekken/week (+43%), maar kostte slechts €9K/maand (-30%)

90M input tokens/maand door stateless architectuur
GPT-5.1 maakte input tokens 50% goedkoper → die besparing zien we direct

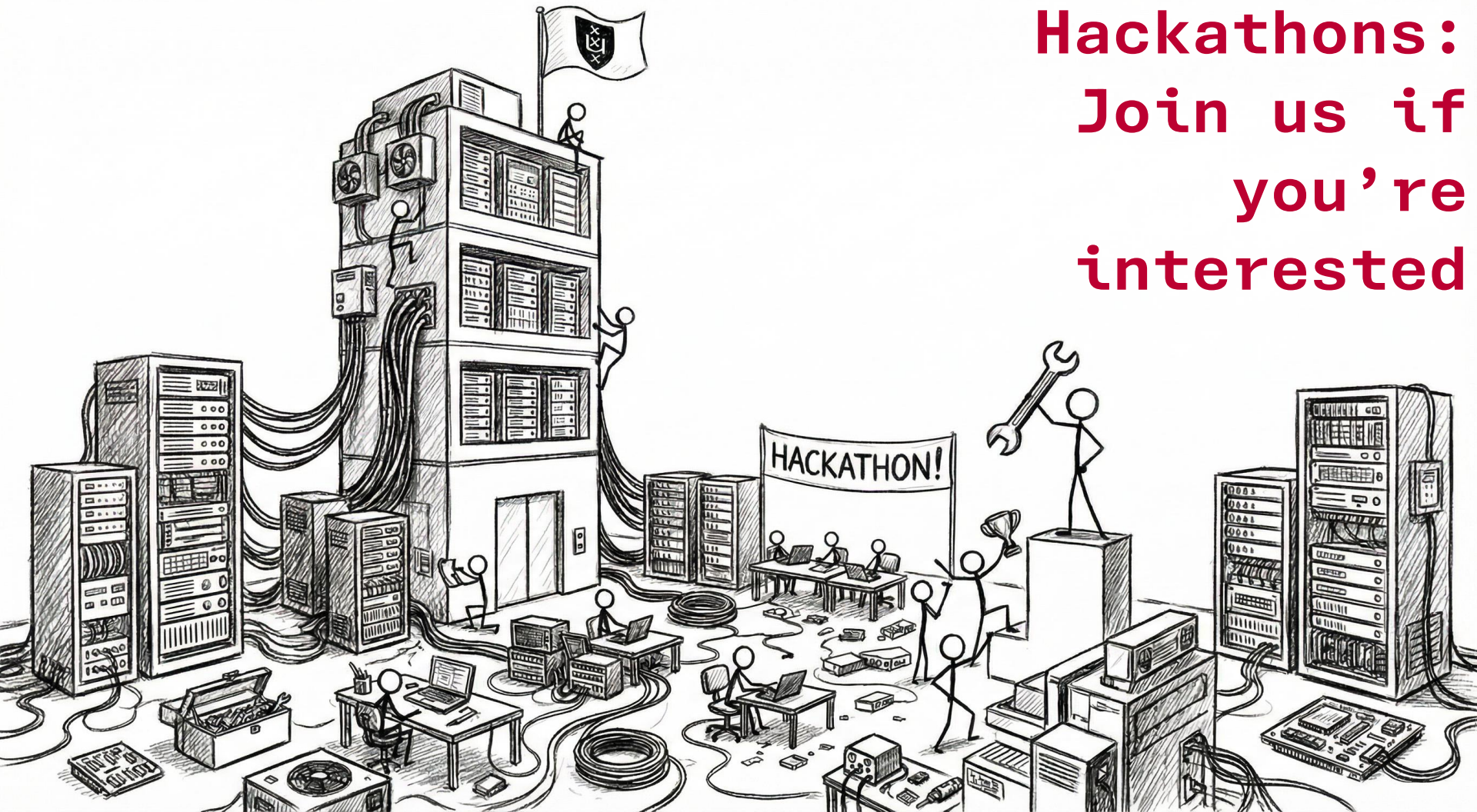
Language Models ↑	Provider	Description	Energy Usage
<input type="radio"/> claude-haiku-4.5 	Anthropic	Fast and efficient Claude model, good for quick tasks, summaries, and routine operations. Most cost-effective option with near-instant responses.	⚡⚡
<input type="radio"/> claude-sonnet-4.6 	Anthropic	Latest and most capable Claude Sonnet model, good for complex tasks requiring deep analysis, coding, and creative work. Efficient for everyday use with excellent reasoning capabilities.	⚡⚡⚡
<input type="radio"/> gpt-4.1	Azure OpenAI	Good with code, large documents, and deploying agents. Slightly more powerful than GPT-4o.	⚡⚡⚡
<input type="radio"/> gpt-4o	Azure OpenAI	Good at complex reasoning and generating new, original content in high quality.	⚡⚡⚡
<input type="radio"/> gpt-5 	Azure OpenAI	Good for complex projects, strategic analyses, and high-quality creative work. Provides more depth and more elaborate answers than GPT-4.1.	⚡⚡⚡
<input type="radio"/> gpt-5-mini 	Azure OpenAI	Good with text, images, and audio combined with speed. Useful for brainstorming and creating creative concepts. Lighter than GPT-5.	⚡⚡
<input type="radio"/> gpt-5-nano 	Azure OpenAI	Good for very light tasks such as summaries, quick calculations, or small routine tasks. Very inexpensive and energy efficient.	⚡⚡
<input checked="" type="radio"/> gpt-5.1 (default) 	Azure OpenAI	One of the latest frontier models. Excellent for coding, complex reasoning tasks, and building intelligent agents. Provides high-quality output and analysis.	⚡⚡⚡
<input type="radio"/> gpt-oss-120b	Surf Open Source	Powerful open-source model. Excellent for complex reasoning, coding, and multi-step tasks.	⚡
<input type="radio"/> mistral-large	Mistral AI	Good with multilingual content and documents. Useful for translating or analysing international sources.	⚡⚡

Further development of UvA AI Chat

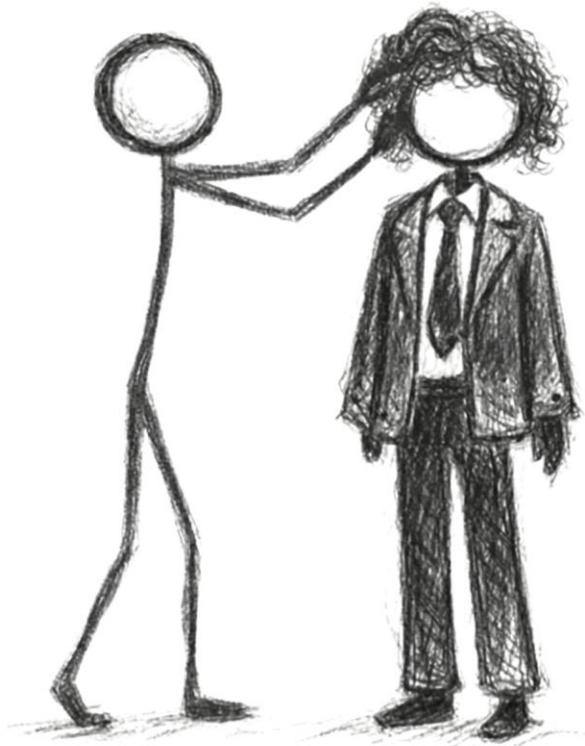
- Expect **regular updates**, including:
- An improved **user interface**
- More **integration with UvA file systems and LMS (Canvas)**
- More **advanced models**



**Hackathons:
Join us if
you're
interested**

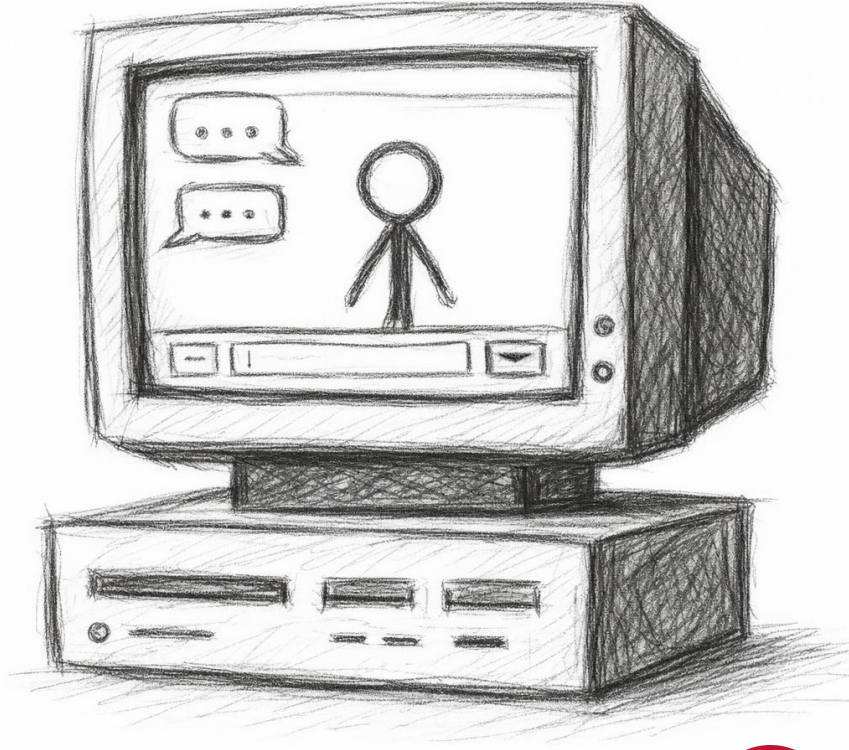


Creating personas



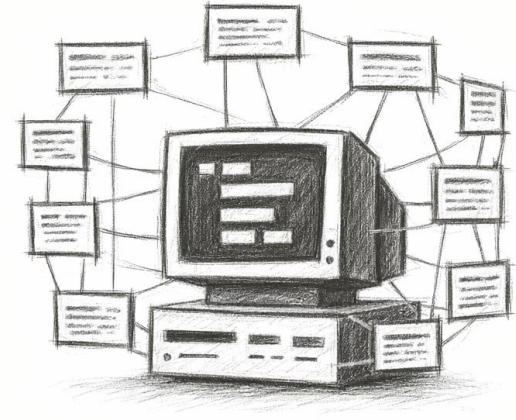
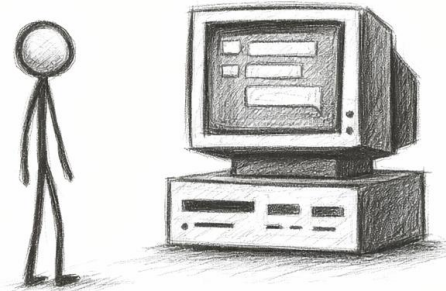
What is a persona?

- A saved set of instructions (prompts) that determine the AI's behavior
- A virtual character (chatbot) you “raise and train”
- Personas do not have fundamentally different capabilities
- They contribute to consistency, reliability, and control over the interaction

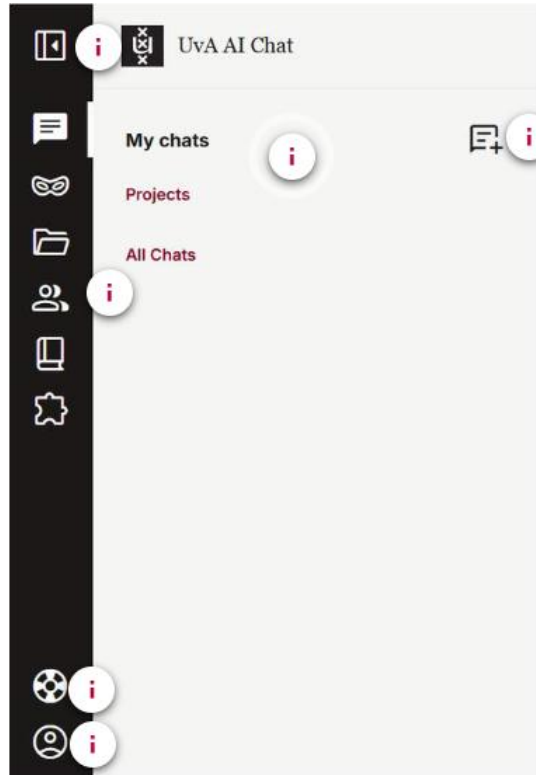


Prompts vs personas

- **Standard chat remains good for one-off tasks, quick tests and rapid iteration**
- **“Lock in” a task in a persona if you want the same outcome repeatedly**
- **Rule of thumb: if the task does not work in a normal chat (with the same model), a persona cannot do it either**



UvA AI Chat




UvA AI Chat

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Try one of these prompts:

 Create a study plan

 Generate study questions

 Explain a difficult concept

 Review my essay

Type your message here...



Set up your persona ✕

Persona title *

Persona description *

Which model do you want to use? *

Choose a conversation style *

- Creative
- Balanced (recommended)
- Precise
- Custom configuration

Describe your persona and its behaviour *

Personality:
[Describe the personality e.g. the tone of voice, the way they speak, the way they act, etc.]

Expertise:
[Describe the expertise of the personality e.g. Customer service, Marketing copywriter, etc.]

Example:
[Describe an example of the personality e.g. a Marketing copywriter who can write catchy headlines.]

Upload files to enhance your persona's resources

Set up your persona



Persona title *

Name of your persona

Persona description *

Description of your persona

Which model do you want to use? *

gpt 5.1



Choose a conversation style *

- Creative
- Balanced (recommended)
- Precise
- Custom configuration

Describe your persona and its behaviour *

Select a preset...



Personality:

[Describe the personality e.g. the tone of voice, the way they speak, the way they act, etc.]

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Example:

[Describe an example of the personality e.g. a Marketing copywriter who can write catchy headlines.]

Upload files to enhance your persona's resources

Browse Files...

Save

Types of personas

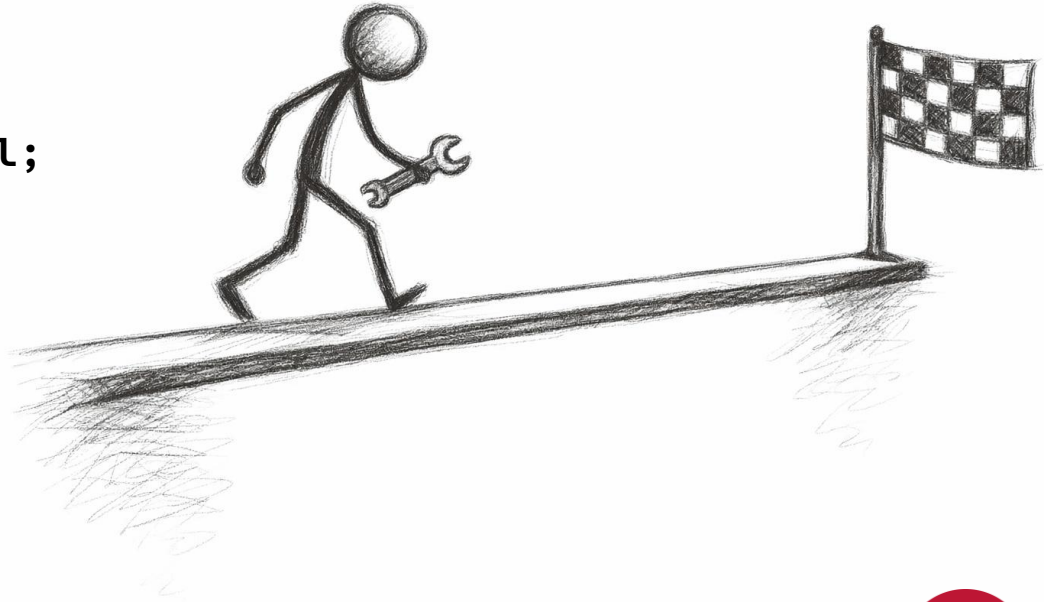
- **Single-task persona** one task, small and as predictable as possible
- **Discussion persona** - take on a role, explore perspectives, improvise
- **Helpdesk persona** - “talking manual” with delimited sources and clear rules for referral



Determine the type of persona before you start building it

Single-task persona

- **Perform one task reliably**
(e.g. structuring,
translating, formatting)
- **When the scope is very small;**
success = predictability
- **A small, efficient model is**
often suitable
- **Pitfalls:** the task is still
too broad, or too many
different types of users



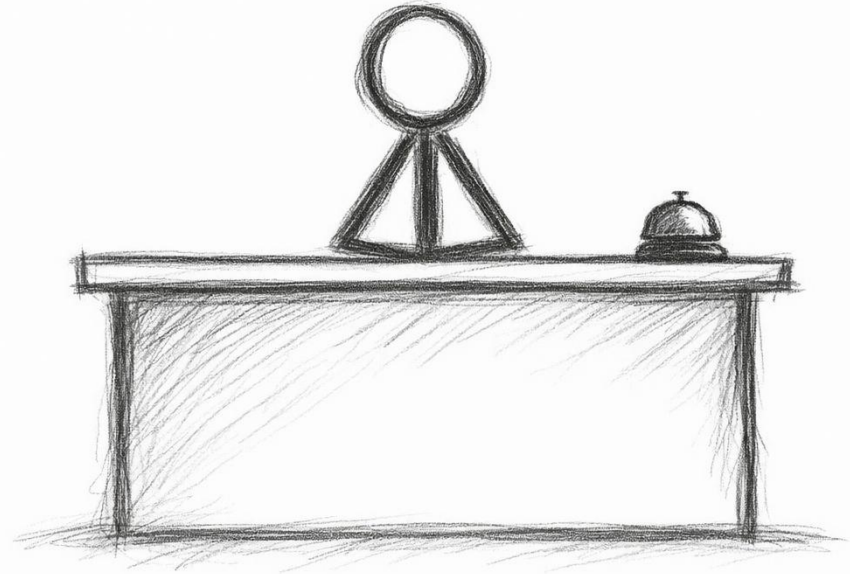
Discussion persona for personality and improvisation

- For debates, stakeholder simulation, critical thinking, brainstorming
- Prefers **core values, roles and goals over elaborate instructions**
- You can also **build in multiple perspectives** side by side
- Pitfalls: **unreliable with factual claims** and sources; **susceptible to manipulation**



Helpdesk persona

- “Talking manual” for rules, procedures and FAQs
- **Success depends on the underlying documents**
- **Tip: Provide an off-ramp** for requests outside the AI’s scope – “if asked X, refer to Y”
 - > no referral or escape route will make hallucinations more likely
- **Pitfalls: too much information to manage**



Tackling the manual with AI

Teacher Development

Knowledge Sharing

Innovation

Research

Contact

🔍 Search through knowledgebase

Search

Tackling the 40-Page Manual with the Help of AI ‘Thesis Guru’ – Moss Shukla



Moss Shukla

We all have them: the long, detailed course manual, thesis manuals, style manuals. Manuals, manuals, manuals... Is there a manual for the manuals? We all know that they are critical for success, but that we also know that almost no one reads them from start to finish. For Moss Shukla, the bachelor thesis coordinator from the Psychology Department, this was a familiar problem. **New supervisors, overwhelmed by a 40-page PDF guide, were often unaware of key rules and procedures.**

His solution? He created a custom AI assistant, the *BT Thesis Guru*, to act as a friendly expert on the manual. His pilot project is a brilliant showcase of how AI Personas can make complex information accessible and save everyone valuable time.

Creating an Expert in 30 Minutes

Using the UvA AI Chat’s Persona feature, Moss uploaded the entire thesis manual PDF, gave the AI a name, and provided a simple instruction: answer any questions asked, but base the answers *only* on the content of the uploaded document. He also instructed it to cite the page numbers in the manual, so users could check the source and find the detailed answer.

Didactic value

- **Bringing theory to life** - stakeholder personas, realistic scenarios, improvisation
- As a new **intermediate step between theory and practice**
- **Contrasting perspectives**, such as arguments for and against economic theories
- AI literacy: if applied right, personas can also help **students learn to question the AI's output** and recognize limitations



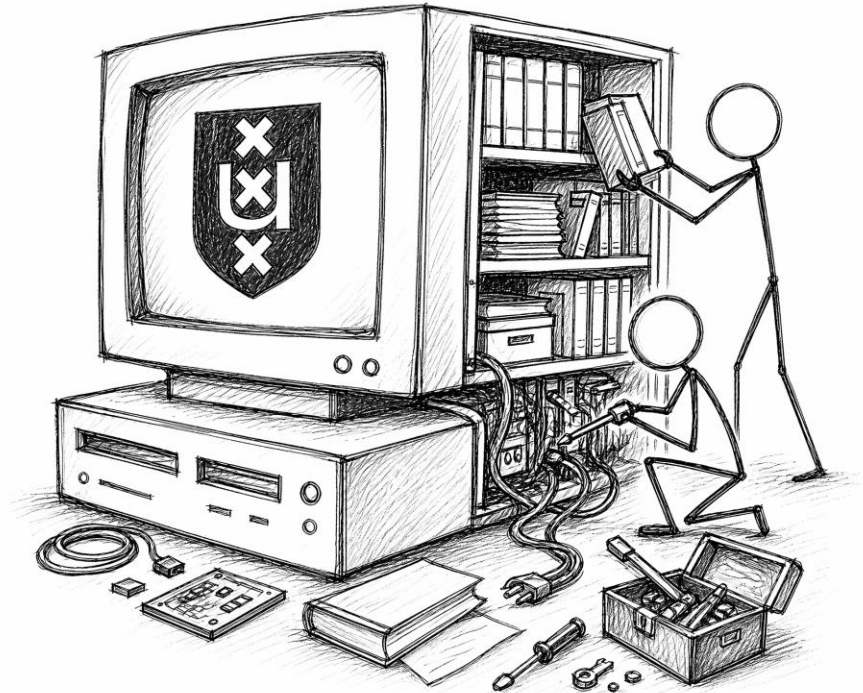
As teaching support

- **Assignment instruction checker**
 - checks whether goals, steps, criteria, deadline and permitted AI use are clear
- **Exam question reviewer** - checks questions for ambiguity, cognitive level, alignment and unintended hints
- **Feedback consistency checker** - helps marking teams formulate feedback more consistently across tutors



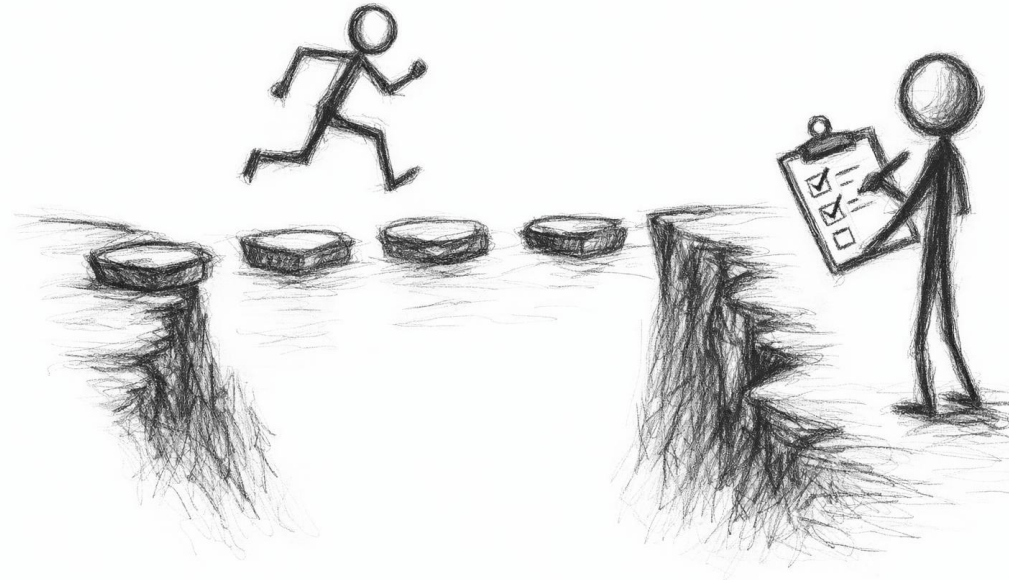
Designing and testing personas quickly

- Generate instructions: **have the AI create a first version of your persona**
- Create test prompts: **let the AI propose standard questions, variations and nasty prompts**
- Improve iteratively - **adjust one rule at a time** and test again immediately



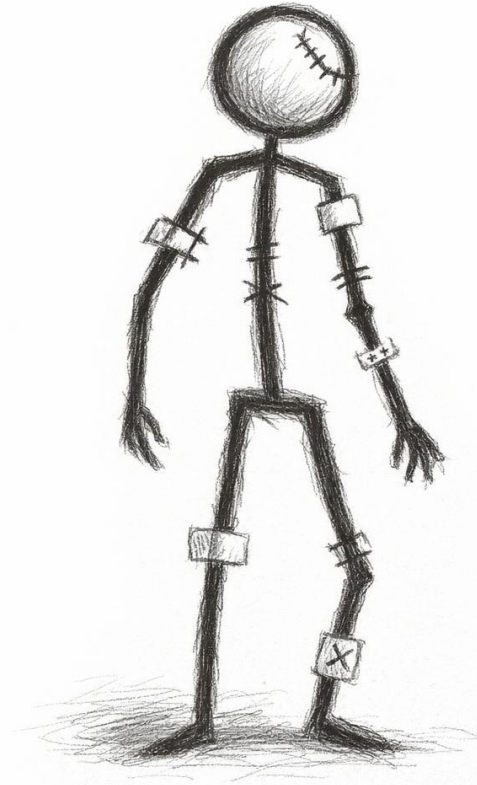
Testing

- **change one line, hit 'save', and check the result immediately** (useful in duos)
- **Decide in which situations the persona must succeed – errors are not always relevant**
- **Personal advice: do not test on students, but with students**



Improving personas with students

- Helps with transparency; **show them the prompt of the persona**
- **Collect feedback that tells you how to improve your persona,**
 - > let AI help you **translate it into an improved prompt**
- **Improve the persona during class** if possible - letting 50 students attack your chatbot is the fastest way to break and test it





Using AI to Teach AI

[Teacher Development](#) [Knowledge Sharing](#) [Innovation](#) [Research](#) [Contact](#)

🔍 Search through knowledgebase

Search

More Than a Tool: Using AI to Teach AI – Ildikó Plájás & Tina Harris

How do you teach a course about the societal impact of technology? You don't just talk about it—you bring the technology right into the classroom. For Ildikó Plájás and Tina Harris in their Anthropology master course Designing In(ter)ventions into Human-Machine Entanglements, this meant making the UvA AI Chat an active participant.

Their experimental course encourages students to creatively investigate new technologies, and what better way to do that than by using, questioning, and even collaborating with an AI? Their pilot is a masterclass in turning an AI tool from a simple assistant into a powerful object of study.

When AI's Flaws Become the Lesson

When AI's Flaws Become the Lesson

The instructors modeled a critical, yet practical approach from the start. Needing to quickly divide students into groups, Ildikó used the UvA AI Chat to generate ideas for a game. When creating slides for this game, another opportunity emerged. The AI, asked to create an image for a “speed dating” icebreaker, produced a picture rife with

Given the green light to experiment, the students dove in. They used UvA AI Chat not just to generate ideas and images, but to probe the nature of AI itself. One group explored how AI tools might induce loneliness, while another relied on the chat to imagine what kind of human it would be if it had a physical form.

The explorations became deeply personal and creative. For the final paper, one student used the Chat to help choose the colors and subject for an oil painting about their relationship with technology. Through this process, the student began to question whether AI merely “mirrors humanity or whether humanity is being shaped by the technology it creates.” They concluded that their interaction wasn’t a one-way command, but a dynamic exchange—a “dance,” as they beautifully put it.

While feedback was not universally positive—one student, for example, found the focus on UvA AI Chat “gimmick-y” and the outputs “ugly”—most loved the opportunity to engage with the tool in a hands-on way.

The Main Takeaway: A Safe Space to Be Critical

For Ildikó and Tina, the UvA AI Chat’s biggest advantage wasn’t the quality of its images it produced, which they and the students found “a bit disappointing.” Instead, its true value was providing a “safe GDPR-protected environment” for critical exploration.

Their pilot shows that we don't have to choose between using AI and critiquing it. By inviting the tool into the classroom as both an assistant and a subject of study, they gave students a chance to not only learn *with* AI but to learn *about* it. The ultimate goal isn't just to use these new tools, but to understand them, question their biases, and thoughtfully navigate our relationship with them.

Sharing personas

- In UvA AI Chat **you can share and develop personas and prompts in Groups** (*you can now co-edit!*)
- Useful if you want to **use it with colleagues or students** (*ask for help when adding large groups of students*)
- **Not yet possible to make personas public** or integrate them into the website (*working on it*)

Group Initializer

Group Name *

Group Description

Members

Owners

Personas

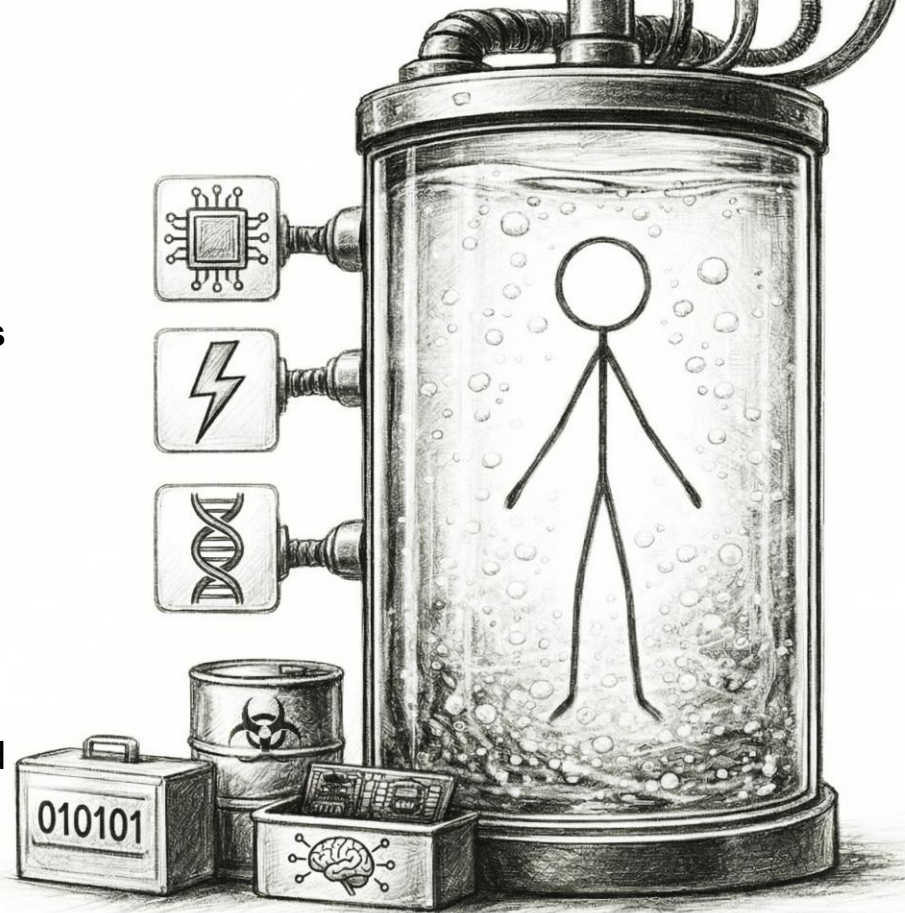
Prompts

Start Date

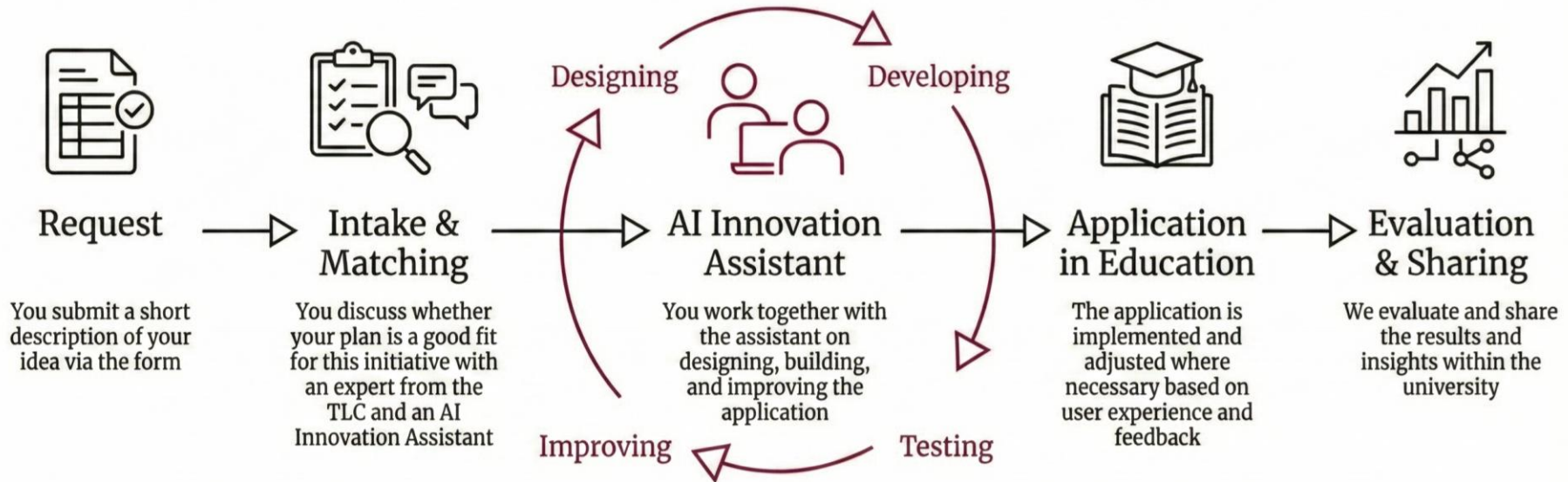
End Date

Final advice

- **Start with one task**, then expand
- Prefer **multiple specific personas** over one 'jack-of-all-trades'
- **Test early** - you'll notice which instructions or documents cause issues
- **Give your sources clear names** and keep them concise
- **A persona is never "finished"** (make someone responsible for maintenance)



AI innovation assistants



AI in



Request

You submit a short description of your idea via the form

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Do you want to use UvA AI Chat in your teaching, but lack the time or capacity to properly develop an application? The AI Innovation Assistants can support you. More and more lecturers are exploring the possibilities of AI for education, but struggle to translate ideas into a properly tested, working application. The AI Innovation Assistants are trained student assistants from the GenAI Living Lab who know the ins and outs of UvA AI Chat. Together with lecturers, they design and develop concrete AI applications for education.



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Piloting an Automated Feedback Pipeline with AI

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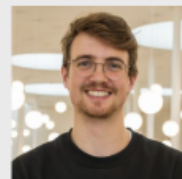
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Beyond the Chatbox: Piloting an Automated Feedback Pipeline with AI – Luke Korthals



Luke Korthals

For many teachers, especially in large courses, providing detailed, timely feedback on assignments can feel like an impossible task. There simply aren't enough hours in the week. Sometimes, we even shy away from including formative assessments into such large course, knowing there will be no time to provide feedback that would make them useful. Well, what if you could build a system to do it for you?

This was the ambitious goal for Luke Korthals, a teacher in the Research Master's course Programming in Psychological Science. Going far beyond the standard chat interface, Luke used the UvA AI Chat's Application Programming Interface (API) to create a fully automated feedback pipeline. His innovative project provides a powerful glimpse into the future of educational technology, along with a crucial warning for its use in the present.

Building an Automated Assistant

Luke's project connected the UvA AI Chat directly with Canvas to create a seamless workflow for weekly programming assignments. Here's how it worked:

- A custom script downloaded all student submissions from Canvas.

UNIVERSITY OF AMSTERDAM



validate

semi-automated



grade & feedback

While the initial setup took about a month, Luke notes the system is highly reusable and could be adapted for a new course in about a day.

The Power of Feedback at Scale

The primary goal of the pilot was to provide feedback where, realistically, teachers have no time to do so. “The fact is simply that human teachers don’t have time to give any feedback, so it could be a valuable addition to the course,” Luke explains.

The feedback itself was designed to be robust. Inspired by educational research, the prompts guided the AI to provide specific, error-driven advice. Luke even programmed innovative features, such as an AI-generated coding challenge in each report for extra practice, as well as personalized suggested questions the student could ask in class about a difficult topic, empowering them to seek further help.

A Crucial Warning: The Pitfalls of AI Grading

As part of the research project Luke was conducting, the AI was also tasked to assign a preliminary grade. This is where the project uncovered a critical insight: Luke strongly advises against using AI for summative grading, a practice that is also not allowed under current UvA AI policy.

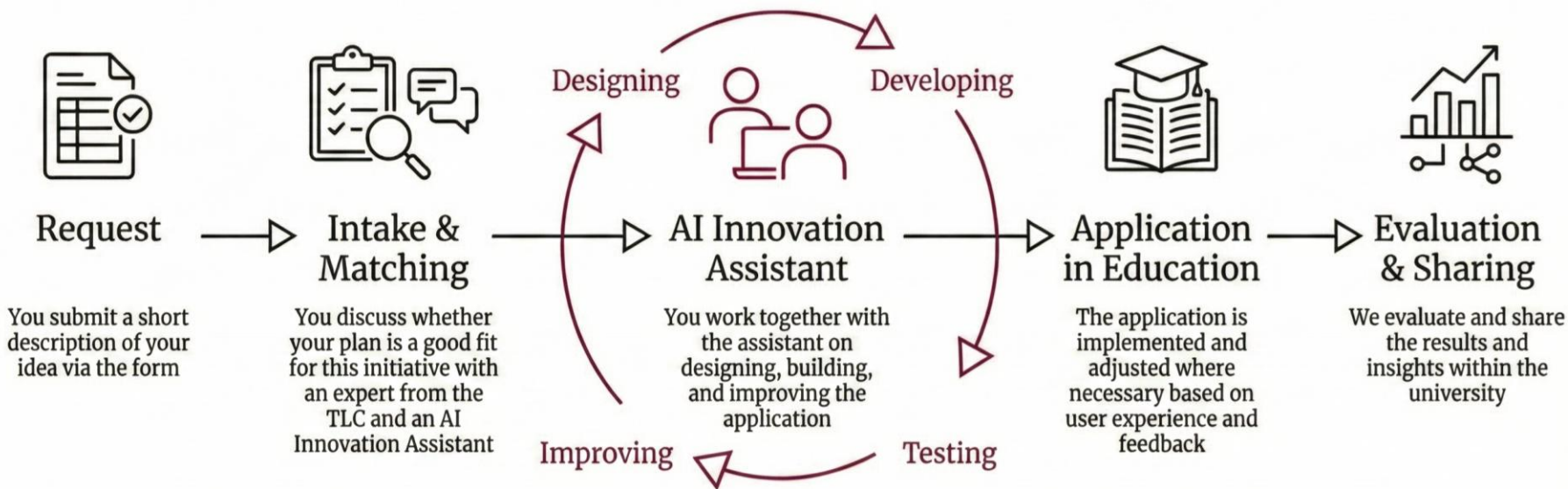
His research revealed a “systematic bias for lower grades.” When comparing the AI’s grades with those of four different human graders, the AI consistently awarded lower scores than the humans did. The fact that the system was underscoring in this particular project does not, of course, mean it will always do this. There is other research in which LLMs overscored or were quite good. “Based on the evidence that we have right now, fully automated large language model grading is not accurate enough to be implemented blindly for all assignments and all courses,” Luke cautions. “I highly advise teachers against cutting corners and letting LLMs grade their students.”

The Takeaway: A Tool for Support, Not Judgment

Luke’s pilot makes a clear distinction: the UvA AI Chat, at this point in its development, at least, is a potentially revolutionary tool for *feedback*, but a flawed and biased tool for *grading*.

His advice for colleagues is to explore using the UvA AI Chat to give students the support they otherwise wouldn’t get, especially in large, skill-based courses. For those with the technical skill, creating an automated pipeline offers a powerful path forward. But for now, the final judgment on student work must remain firmly in human hands.

AI innovation assistants



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