Appendix I: Interactive Tools and CustomBots

The book references nine interactive tools and CustomBots designed for law faculty and students. Six are ChatGPT CustomGPTs hosted on OpenAI's platform; three are Claude-powered interactive tools accessible directly through a browser link.

A word on access before you click anything. The Claude interactive tools require a free Claude account at claude.ai. Free accounts work fine, but they carry monthly usage limits — once you hit the ceiling, you'll need to wait for the next billing cycle or upgrade to a paid plan. For occasional use, the free tier is more than sufficient. The ChatGPT CustomGPTs require a ChatGPT account. Students and faculty can *use* a shared CustomGPT with a free ChatGPT account, subject to the same kind of usage limits. *Creating* a CustomGPT, however, requires a ChatGPT Plus subscription ($20/month). If you're building your own tools as described in Chapter 10, that subscription is the price of admission. If you're just using the ones linked here, a free account will get you started.

One more thing worth flagging: GenAI platforms update frequently, and links can break when developers modify or retire a tool.

Chapter 3: Choosing Your Platform

UNTD CoL – Issue Spotting Exercise

Platform: ChatGPT CustomGPT
Link: https://chatgpt.com/g/g-68dc0301e14c81918388d95d3241421e-untd-col-issue-spotting-exercise
This bot presents students with fact patterns drawn from first-year doctrinal subjects and guides them through identifying the legal issues embedded in the scenario. It does not hand over a list of issues; students must identify them, then receive feedback on what they caught and what they missed. Built for use at UNT Dallas College of Law.

UNTD CoL – Practicing IRAC

Platform: ChatGPT CustomGPT
Link: https://chatgpt.com/g/g-687e8b5bed008191a54645bf619dbf7d-untd-col-practicing-irac
Students practice structuring legal analysis using IRAC. The bot walks them through the framework, evaluates their reasoning at each step, and pushes back on conclusory analysis rather than simply confirming that a student has completed the form. Built for use at UNT Dallas College of Law.

UNTD CoL – Socratic Method Simulator

Platform: ChatGPT CustomGPT
Link: https://chatgpt.com/g/g-67e2c9b936d48191b7d968dcb5fc54f3-untd-col-socratic-method-simulator
This bot plays the role of a Socratic professor — asking questions, following up on weak answers, and refusing to let students off the hook with a conclusory response. It does not supply the analysis; it makes students supply it. Faculty can use it as a model for how Socratic guardrails function in a well-configured CustomGPT. Built for use at UNT Dallas College of Law.

Chapter 4: Prompting

Writing Prompts That Actually Work
Platform: Claude Interactive Tool
Link: https://claude.ai/public/artifacts/8d9c9ca1-64a6-445c-b5b2-ff885ed3f4dc
An interactive tool for practicing the CORRECT prompting framework described in Chapter 4. It generates a realistic legal scenario, then walks users through each component of the framework — Context, Objective, Role, Restrictions, Expectations, Clarify, Tone — before providing AI-powered feedback on the prompt. Useful for both faculty learning the framework and students building prompting fluency.
A free Claude account is required.

UNTD CoL – Legal Prompting Tutor

Platform: ChatGPT CustomGPT
Link: https://chatgpt.com/g/g-68cc7fb2fcb88191ada0caaec947bb28-untd-col-legal-prompting-tutor
A student-facing CustomGPT that teaches and reinforces legal prompting skills. Students interact with the bot to practice constructing effective prompts for legal research and analysis tasks — not just generating output, but understanding why a well-built prompt produces better results than a vague one. Introduced in Chapter 10 as an example of a shareable teaching tool built on the principles described throughout the book. The Claude-hosted “Writing Prompts That Actually Work” (Chapter 4) covers related ground for users who prefer a browser-based tool.

Chapter 5: AI Policy

GenAI Policy Drafting Tool

Platform: Claude Interactive Tool
Link: https://claude.ai/public/artifacts/1775ab6c-813e-46a4-8c77-d50fed4cf0bf
A tool for law professors who need to draft a course-level GenAI policy. Users specify their requirements and the tool generates a policy draft formatted for easy pasting into a Word document or LMS syllabus. Because there is no single right answer to how

permissive or restrictive an AI policy should be, the tool asks users to make the relevant choices before generating any text.
A free Claude account is required, though usage limits apply.

Chapter 6: The Research on GenAI and Learning

UNTD CoL – Wattley – Objectives of the Criminal Law

Platform: ChatGPT CustomGPT
Link: https://chatgpt.com/g/g-6888f84e7d148191aa954b70dc45cef9-untd-col-wattley-objectives-of-criminal-law
Built in collaboration with Professor Cheryl Wattley for her criminal law course at UNT Dallas College of Law. Students use this bot to work through an excerpt from H.L.A. Hart's "The Aims of the Criminal Law." The bot asks questions rather than providing explanations, requires students to articulate their reasoning before moving forward, and refuses to simply confirm correct answers. Student responses to the exercise — quoted in Chapter 6 — illustrate what Socratic engagement at scale actually looks like in practice.

LectureLens

Platform: ChatGPT CustomGPT
Link: https://chatgpt.com/g/g-69f4dbd53170819194b06cd9631a8a48-lecturelens
A faculty-facing tool designed to help instructors identify missed teaching opportunities in their own lectures. Faculty upload a transcript, audio file, or video of a class session, and LectureLens provides feedback grounded in research on best practices in legal pedagogy. Particularly useful for newer or adjunct faculty who may not have a formal background in legal education. An example of LectureLens in action appears in Appendix G.

Chapter 8: Assessment

GenAI Use Disclosure Form

Platform: Claude Interactive Tool
Link: https://claude.ai/public/artifacts/5094e4e1-d5a7-43f8-bd26-b388facaff75
A fillable form students complete to document their GenAI use on an assignment. The form captures which tools were used, what prompts were submitted, what the output was, and how the student verified, modified, or departed from that output. It generates a PDF for easy upload to Canvas or any LMS. Faculty can require it as a standard submission component or use it selectively for assignments where AI assistance is permitted.