SmartEd - AI Integration in Schools

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Teacher Training Program: AI Integration for Inclusive Education

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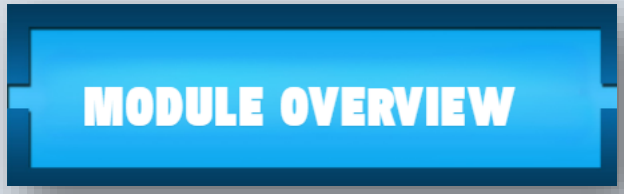
The Teacher Training Program: AI Integration for Inclusive Education is designed to empower educators with essential skills and knowledge to effectively integrate AI into their teaching practices, with a focus on inclusivity. Recognizing the diverse needs of modern classrooms, this program provides educators with innovative strategies to create learning environments that support every student's success, including those with special needs.

Using interactive and experiential learning approaches, the program combines workshops, case studies, and collaborative exercises. Educators will gain practical experience with AI technologies, learning to apply these tools in ways that enhance engagement, accommodate various learning styles, and promote a supportive atmosphere for all students. The program not only addresses digital readiness but also focuses on developing educators' confidence in utilizing AI for differentiated instruction, ethical considerations, and collaborative learning.



Module 1: Introduction to AI in Education

Overview of AI technologies, benefits, and challenges in education settings.

Module 2: Foundations of Inclusive Education

Principles and methods for building inclusive classrooms.

Module 3: Adaptation of AI Tools for Special Needs Students

Guidance on customizing AI tools to meet the needs of students with special needs.

Module 4: AI-Powered Differentiated Instruction

Techniques for using AI to deliver differentiated learning experiences.

Module 5: Ethical and Responsible AI Use in Education

Exploration of ethical considerations and best practices for AI integration.

Module 6: Collaborative Learning and AI

Methods to facilitate peer interaction and collaborative learning through AI tools.

Module 7: Evaluation and Reflection on AI Integration Practices

Strategies for assessing the effectiveness of AI use and reflecting on best practices.

1. Program Overview

This training program aims to equip teachers with the knowledge and skills to integrate AI tools effectively into inclusive educational settings by supporting diverse learners and fostering an inclusive classroom environment.

2. Program Objectives

- Develop a foundational understanding of AI technologies and their role in education.
- Enable teachers to adapt AI tools to meet the needs of all students, including those with special needs.
- Introduce ethical considerations and promote responsible AI use in the classroom.
- Support collaborative learning through AI by helping students work together on projects and shared goals.

3. Learning Outcomes

Upon completion of this training, teachers will be able to:

- Understand and explain the basics of AI and its application in inclusive education.
- Design and implement AI-powered strategies to support diverse learners.
- Adapt AI tools to accommodate special needs students and promote differentiated instruction.
- Apply ethical standards in AI usage within educational contexts.
- Collaborate with peers and encourage students to use AI tools for group learning.

4. Program Structure

The training program is divided into seven modules, each targeting specific aspects of AI integration for inclusivity. Each module contains 10 structured activities that have been designed to build practical skills through real-life applications.

5. Suggested Duration

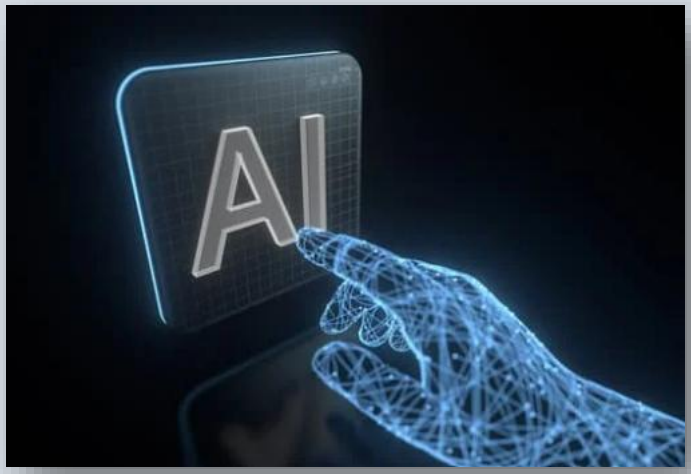
Approximately 7-10 weeks, each module intended to be completed over 1 week.

Time: 3-4 hours per module, allowing flexible learning around teachers' schedules.

6. Certification and Evaluation

Completion Certificate: Teachers will receive a certification acknowledging their expertise in AI integration for inclusive education.

Evaluation: Each module will include assessments and self-reflection points to help teachers evaluate their learning progress.



1. Module Overview

This module offers teachers a foundational introduction to Artificial Intelligence (AI) with a focus on its relevance and implications for education. It begins by demystifying what AI is, providing clear definitions and explanations of key concepts in a way that is accessible and meaningful to educators. Teachers will explore the historical development of AI, its current applications across industries, and its growing influence in the educational sector.

The module emphasizes understanding AI as a tool, not a replacement for human educators and sets the stage for discussions about its ethical use in education. Teachers will be introduced to examples of AI technologies they may encounter, fostering familiarity with terms and concepts that will be further developed in subsequent modules.

By grounding teachers in the basics of AI, this module ensures they have a strong starting point for understanding how these technologies can intersect with their professional roles and responsibilities.

2. Module Objectives

a. Introducing the basic concepts of Artificial Intelligence (AI)
b. Explaining the relevance of AI to education
c. Identifying key terms and technologies related to AI
d. Exploring examples of AI technologies used in teaching and learning environments
e. Understanding the potential and limitations of AI in supporting teachers' roles in education

3. Module Learning Outcomes

a. To define the basic concepts of Artificial Intelligence (AI).
b. To explain the relevance of AI in an educational context.
c. To identify and describe key terms and technologies associated with AI.
d. To explore and evaluate examples of AI technologies currently used in teaching and learning environments.
e. To analyze the potential benefits and limitations of AI in supporting teaching roles and classroom management.

4. Key Concepts

Artificial Intelligence (AI), Machine Learning, Ethical Considerations, Educational Technology

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ACTIVITY 1: Exploring the Basics: What is AI?

1. Description:

This activity focuses on introducing teachers to the basic concepts of Artificial Intelligence (AI) and its relevance to the education sector. Teachers will explore the definition and evolution of AI, focusing on its growing presence in education. Through relatable examples, they will discuss how AI tools are beginning to influence teaching practices and classroom dynamics, such as automating repetitive tasks or supporting administrative functions.

The activity emphasizes the broader implications of AI in education, providing teachers with a foundation to understand its potential without delving into advanced applications. By participating in discussions and exploring key terms, teachers will gain a clear understanding of AI's role in shaping the future of teaching and learning. This activity lays the groundwork for further exploration of AI in educational contexts in the subsequent modules.

2. Teaching Materials:

- Short video clip introducing AI in education (Link)

3. Duration: 45min.

4. Instructions:

Step 1: Setting the Context

a. Begin by welcoming the teachers and introducing the topic of Artificial Intelligence (AI). Briefly explain the importance of understanding AI in the context of education.

   Artificial Intelligence (AI) is transforming industries worldwide, and education is no exception. As teachers, understanding AI is essential to navigating its growing presence in educational settings. AI refers to systems and technologies that simulate human intelligence, allowing machines to perform tasks such as problem-solving, learning, and decision-making. These advancements are beginning to influence how classrooms function, offering both opportunities and challenges.

   In education, AI can serve as a tool to enhance teaching efficiency and effectiveness. For example, while it is still in its early stages, AI is already supporting administrative tasks, such as scheduling or organizing materials, and providing platforms that adapt to individual learning paces. Teachers, as central figures in education, must be equipped to understand and engage with these changes to make informed choices about how AI might integrate into their classrooms. This knowledge ensures that the use of AI complements their teaching strategies rather than replacing their critical role in fostering student growth.

   Equally important is recognizing the limitations and challenges of AI. Ethical concerns, such as data privacy and equitable access, need to be considered carefully when introducing AI into education. Teachers must understand not only the potential benefits but also the broader implications to ensure that their classrooms remain inclusive and aligned with the values of education.

   This session aims to lay the foundation for understanding AI by exploring its core principles, how it operates, and why it is becoming increasingly relevant to teaching.

b. Present the video that provides a simple and engaging overview of what AI is and its emerging role in education.
c. Encourage teachers to ask any immediate questions or share their first impressions of AI.

Step 2: Group Discussion

a. Facilitate Brainstorming
- Divide teachers into small groups and provide them with sticky notes and markers.
- Ask each group to brainstorm and write down examples of where they think AI is already being used in education or other areas of life. Encourage them to think beyond

the classroom to include administrative tasks, educational apps, or tools they've heard of.

- Groups should stick their notes on a flip chart or whiteboard under categories such as "Classroom Applications," "Administrative Uses," and "Other Contexts."

b. Discuss Observations

- Bring the groups back together and review the sticky notes.
- Facilitate a brief discussion about how these applications could impact teaching practices. For example:

1. How might AI save time in lesson preparation?
2. What concerns might arise when implementing these tools?
3. What examples of AI tools have you already encountered in your personal or professional life? How did they impact your experience?
4. How do you think AI could help address some of the current challenges faced by teachers in managing their classrooms?
5. What skills do you think teachers need to effectively use AI tools in education?

Step 3: Exploring AI Tools and Their Applications

a. Hands-On Exploration of AI Tools

- Provide teachers with a curated list of AI tools relevant to education
- Share brief descriptions or demonstrations of these tools and explain their relevance to teaching.

1. Khanmigo: Developed by Khan Academy, Khanmigo is an AI-powered tutor and teaching assistant. It provides students with personalized practice and immediate feedback while assisting teachers with lesson planning and data analysis.
2. Adobe Express: A suite of creative tools that includes AI-powered features like Animate All, One-Click Apply, and Text to Image. These tools enable educators and students to efficiently produce high-quality content, fostering creativity in educational projects
3. Microsoft Copilot: An AI assistant integrated into Microsoft 365, Copilot helps educators by automating tasks such as drafting emails, creating presentations, and analyzing data. It streamlines administrative duties, allowing teachers to focus more on instruction.
4. Perplexity AI: An AI-powered search engine that provides concise and accurate answers to complex questions. It can be used by educators to quickly gather information and by students to assist in research and learning

b. Interactive Discovery Task

- Give each group a tool to explore
- Prompts for discussion:

a. How could this tool be used in your classroom?
b. What benefits or challenges do you see in using this tool?
c. Group Sharing

- Ask each group to briefly share their thoughts or findings with the whole group. Highlight any unique or particularly insightful observations.

Step 4: Reflecting on Potential AI Applications

a. Create a Vision for AI in the Classroom

- Pose an open-ended question: “If you could use AI in your classroom tomorrow, what would you use it for?”
- Allow teachers to write their responses on sticky notes

b. Facilitate a Wrap-Up Reflection

- Highlight a few of the responses and connect them to the key themes of the session.

a. Example: “These ideas show how AI could support teaching by saving time, offering new ways to engage students, and helping you meet their individual needs.”

5. Evaluation:

- Reflection Form: Exploring the Basics of AI in Education

Name: _____

Date: _____

1. What is one important concept about AI in education that you learned during today’s session?
2. How do you think AI could be useful in your role as a teacher?
3. What concerns or challenges do you foresee when using AI in education?
4. What aspect of AI in education are you most interested in exploring further?
5. Was there any part of the session that was particularly helpful or unclear? Please share your thoughts.
6. On a scale of 1 to 5, how would you rate your understanding of AI in education after this session?
7. (1 = Not confident at all, 5 = Very confident)
   ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
8. Is there anything else you’d like to share or suggest for future sessions?

ACTIVITY 2: Exploring the Relevance of AI in Education

1. Description:

This activity focuses on helping teachers connect the concept of Artificial Intelligence (AI) to real-world applications within education. Teachers will engage in collaborative discussions and hands-on exploration to identify how AI is already being used in classrooms, schools, and educational systems. The activity includes analyzing case studies of AI tools in education, such as automated grading systems, language learning platforms, and virtual teaching assistants.

Through guided exploration, teachers will evaluate the relevance of these tools by considering their potential benefits, limitations, and applicability in their own teaching contexts. This activity encourages critical thinking and dialogue, empowering teachers to reflect on how AI aligns with educational goals and challenges. By the end of the activity, teachers will have a clearer understanding of how AI fits into the broader landscape of education and its implications for their professional practices.

2. Teaching Materials:

- Handouts with Case Studies
- Flip Charts
- Markers and Sticky Notes

3. Duration: 40 min.

4. Instructions:

Step 1:

1. Provide Case Studies or Examples

- Distribute handouts or display with 2–3 brief case studies of AI tools in education.

- Examples could include:

  - AI-powered virtual tutors providing personalized lessons.

  - Automated essay grading systems saving teachers time.

  - Language learning platforms adapting to student performance.

2. Group Formation

- Divide teachers into small groups of 3–4 participants. Assign each group one case study or example to focus on for the next step.

Step 2: Group Analysis and Discussion

1. Analyzing the Case Studies

- Ask each group to read their assigned case study and discuss the following prompts:

  - What is the main purpose of this AI tool?

  - How does it benefit teachers and students?

  - What challenges or limitations might arise with its use?

2. Prepare Key Insights

- Each group should summarize their findings on a flip chart, listing the potential benefits and challenges of their assigned AI tool.

Step 3: Sharing and Reflecting

1. Group Presentations

- Invite each group to present their findings to the larger group. Encourage them to explain their perspectives on the tool's relevance and potential impact on teaching.

2. Facilitated Reflection

- Lead a discussion by asking:
  - Which AI tool seemed most relevant to your teaching practice, and why?
  - What common challenges were identified across the examples?

Step 4: Wrap-Up

1. Summarize the main points raised during the activity, emphasizing the diverse applications of AI in education and the importance of thoughtful integration.

2. Suggest that teachers think about how they might explore or experiment with AI tools in their teaching environments and bring ideas to the next session.

5. Evaluation:

Self-Assessment Questionnaire: Exploring the Relevance of AI in Education

1. How well do you feel you understand the basic concept of Artificial Intelligence (AI)?

- ☐ Very well
- ☐ Somewhat well
- ☐ Not well

2. What is one key insight you gained about how AI is being used in education?

_____

3. Can you name one example of an AI tool in education that you learned about today?

_____

4. How confident do you feel in explaining the relevance of AI in education to a colleague?

- ☐ Very confident
- ☐ Somewhat confident
- ☐ Not confident

5. Did the case studies/examples provided help you better understand AI in education?

- ☐ Yes, very much
- ☐ Somewhat
- ☐ Not at all

6. Did you find the group discussion valuable for exploring AI's applications in education?

- ☐ Yes, very valuable
- ☐ Somewhat valuable
- ☐ Not valuable

7. Did you actively contribute to your group's discussion or presentation?

- ☐ Yes, frequently
- ☐ Occasionally
- ☐ Not much

8. What part of the activity did you find most engaging or interesting?

_____

9. How might you use an AI tool in your teaching practice?

_____

10. What potential challenges do you foresee when using AI in education?

_____

11. Are there any AI tools you are interested in exploring further? If yes, which ones?

_____

12. On a scale of 1 to 5, how useful was this activity in helping you understand AI in education?

- ☐ 1 - Not useful
- ☐ 2 - Slightly useful
- ☐ 3 - Somewhat useful
- ☐ 4 - Very useful
- ☐ 5 - Extremely useful

13. Is there anything you would suggest to improve this activity?

_____

14. Do you need additional support or resources to understand AI in education better?

- ☐ Yes
- ☐ No

If yes, please specify: _____

ACTIVITY 3: Reimagining Classroom Practices with AI

1. Description:

This activity engages teachers in rethinking classroom practices by exploring innovative AI-driven solutions to common challenges in education. Teachers will work in groups to identify specific challenges and creatively design AI tools or strategies that could address these issues. Through collaborative brainstorming, structured presentations, and individual reflections, teachers will develop actionable and context-specific ideas to integrate AI effectively into their teaching.

The activity focuses on fostering innovation, practicality, and critical thinking, equipping teachers with fresh perspectives and tools for classroom transformation.

2. Teaching Materials:

- Miro, Stormboard, or MindMeister for brainstorming

3. Duration: 40 min

4. Instructions:

Step 1:

1. Introduction:

- Begin with a brief presentation on the role of AI in fostering innovation across various fields, emphasizing its potential in education.

- Share real-world examples, such as:

  - AI-powered virtual assistants for addressing common student queries.

  - Adaptive systems for real-time student assessments.

  - AI tools for automating classroom administrative tasks.

2.

- Present the central task:

"If you could integrate AI into your classroom, what innovative solution would you create to address a teaching challenge or improve classroom practices?"

Step 2:

1. Group Formation and Tool Setup:

- Divide teachers into small groups (3–4 participants) and ensure each group has access to a digital brainstorming platform such as Miro, Stormboard or MindMeister

2. Challenge Identification:

- Groups start by listing common teaching challenges specific to their contexts, such as:

  - Motivating disengaged students.

  - Managing time-intensive grading tasks.

  - Encouraging collaboration in large classes.

3. Innovative AI Solutions:

- Using the brainstorming tool, groups design AI-driven solutions for their challenges. Examples could include:

  - Gamified learning platforms driven by AI to boost engagement.

  - AI algorithms for instant grading and actionable feedback.

- Collaboration-focused tools that pair students based on skillsets using AI insights.

4. Documentation:

- Groups organize their ideas visually on the platform, categorizing them into:
  - Challenge.
  - Proposed Solution.
  - Potential Benefits.

Step 3:

1. Presenting Ideas:

- Each group presents their top two ideas, explaining:
  - The challenge they aim to address.
  - The AI-driven solution they propose.
  - The potential impact on their teaching.

2. Peer Feedback:

- Encourage the audience to ask clarifying questions or offer suggestions for refinement.
- Facilitate a brief discussion after each presentation to connect similar ideas across groups.

5. Evaluation:

- Individual Reflection Questionnaire

1. What AI-driven idea did you choose to explore further?
2. How could this idea address your specific classroom challenges?
3. What potential obstacles do you foresee, and how could you overcome them?
4. What additional support or resources would you need to implement this idea?

ACTIVITY 4: Decoding AI Terminology

1. Description:

This activity is a didactic learning session designed to build a foundational understanding of key AI terms and technologies. Teachers will engage in a structured learning experience involving direct instruction, interactive demonstrations, and collaborative exploration of AI

concepts. The activity aims to ensure teachers gain a clear understanding of terms such as machine learning, algorithms, neural networks, and data analysis, and their relevance to education.

2. Teaching Materials:

- Puzzle Pieces: Cards with AI terms, definitions, and real-world example
- Answer Key

3. Duration: 30 min

4. Instructions:

Step 1:

1. Divide teachers into small groups (3–4 participants per group).

2. Distribute the puzzle pieces to each group, ensuring the pieces are shuffled.

3. Explain the task:

- Groups must match the AI term, its definition, and a real-world example to complete each puzzle set.

Step 2:

1. Groups work together to solve the puzzle by matching terms with their corresponding definitions and examples.

- Example:

- Term: Natural Language Processing

- Definition: AI technology that enables machines to understand and respond to human language.

- Example: Virtual assistants like Siri or Alexa.

2. Encourage groups to discuss and justify their matches as they work.

3. If a group completes the puzzle early, they can review their matches or assist another group.

Step 3:

1. Each group presents one completed puzzle (term, definition, and example) to the class.

2. Discuss:

- Why did they choose these matches?

- How might this term be relevant to their teaching?

Step 4: Debrief

1. Review the correct matches using the answer key, clarifying any misconceptions.

2. Summarize how understanding these terms lays the foundation for exploring AI in education.

5. Evaluation:

- Reflection and Debrief Review
  1. What was one new AI term you learned?
  2. How do you see this term being used in teaching?
  3. What was the most challenging part of the activity

ACTIVITY 5: Discovering AI Tools for Effective Teaching

1. Description:

This activity provides teachers with hands-on opportunities to explore real-world AI technologies currently used in education. Through a structured and interactive format, teachers will engage directly with tools designed to enhance teaching efficiency, personalize learning experiences, and streamline classroom management.

Teachers will rotate through demonstration stations, each featuring a different AI tool, such as adaptive learning platforms, virtual assistants, grading systems, and interactive chatbots. They will actively interact with these tools, document their observations, and reflect on how these technologies could be integrated into their teaching practices.

The activity emphasizes experiential learning, professional dialogue, and critical reflection. By engaging with AI tools firsthand, teachers will gain a deeper understanding of how these innovations can address specific classroom challenges and improve educational outcomes. The session culminates in a group discussion where teachers share insights, fostering collaborative learning and practical takeaways.

2. Teaching Materials:

- AI Tools
  - ChatGPT
  - EdPuzzle
  - Gradescope

3. Duration: 45 min

4. Instructions:

Step 1:

1. Divide teachers into small groups (3–4 participants per group).

2. Assign one AI tool to each group and provide task instructions.

3. Explain the goal:

- "Each group will use their assigned AI tool to complete the same task. At the end, we'll compare the outputs and discuss the tools' strengths, limitations, and potential classroom applications.

Step 2:

1. Using the Tools:

- Each group uses their assigned AI tool to complete the given task. For example:
  - Group A: Uses ChatGPT to generate quiz questions.
  - Group B: Uses EdPuzzle to create an interactive video quiz.
  - Group C: Uses Gradescope to set up an auto-graded assessment.

2. Documenting Observations:

- Groups use the comparison worksheet to document:
  - The process of using the tool.
  - Time taken to complete the task.
  - The quality of the output.
  - Observed strengths and weaknesses.

Comparison Worksheet

Section 1: Basic Information

Group Name: _____

Assigned AI Tool: _____

Section 2: Tool Exploration

1. Briefly describe the tool and its main features:

2. What steps did you follow to complete the task using this tool?

3. How much time did it take to complete the task?

☐ Less than 5 min

☐ 5-10 min

☐ 10-15 min

☐ More than 15 min

Section 3: Output Analysis

1. Describe the quality of the output generated by the tool (e.g., relevance, clarity, customization):

2. List the strengths of the output generated by this tool:

3. List the limitations or challenges faced while using the tool:

Section 4: User Experience

1. Was the tool intuitive to use?

☐ Very Easy

☐ Somewhat Easy

☐ Challenging

☐ Very Difficult

2. What features of the tool were most helpful?

3. What improvements could make this tool more effective for your teaching?

Step 3:

1. Each group presents:

- Their completed task (e.g., the quiz or lesson).
- A brief explanation of how they used their tool.
- Key observations about the tool's functionality, ease of use, and relevance.

Step 4:

1. Facilitated Discussion:

- Guide a group discussion with prompts such as:

- "Which tool produced the most teacher-friendly output?"

- "Which tool was easiest to use?"

- "What are the potential challenges of using these tools in your classroom?"

2. Summarize Key Takeaways:

- Highlight how different tools serve varied needs and how teachers can select the right tool based on their specific classroom requirements.

 5. Evaluation:

- Reflection Review

1. Which tool did you prefer and why?
2. What challenges did you face with your tool?
3. What is one key takeaway from the activity?

ACTIVITY 6: AI Tools Treasure Hunt

1. Description:

This fun, competitive activity transforms the exploration of AI technologies in education into an exciting treasure hunt. Teachers will work in teams to solve clues, uncover key features of various AI tools, and complete a series of tasks using these tools. Each clue leads to a new tool or challenge, fostering collaboration, discovery, and laughter along the way.

The activity's gamified format keeps teachers engaged while ensuring they gain hands-on experience with AI technologies in a dynamic and enjoyable setting.

2. Teaching Materials:

- Clue Cards
- AI Tools: Pre-selected tools for the treasure hunt, such as ChatGPT, Khan Academy, EdPuzzle, Grammarly, or Google Translate.

3. Duration: 45 min

4. Instructions:

Step 1:

1. Divide teachers into teams of 3–4 participants.

2. Explain the rules of the treasure hunt:

- Teams will follow a series of clues, leading them to different AI tools.

- At each station, they will complete a specific task using the tool.

- Teams earn points for each completed task, with bonus points for speed and creativity.

Step 2:

1. Clue Distribution:

- Provide the first clue to each team, leading them to their first AI tool.

- Example: “I write like a pro and help you grow; find me and polish your words.” (Answer: Grammarly)

2. Tool Exploration and Task Completion:

- At each station, teams use the assigned AI tool to complete a quick task.

- Example Tasks:

  - ChatGPT: Generate three fun facts about climate change.

  - Duolingo: Complete a short language lesson.

  - Grammarly: Fix the grammar in a provided paragraph.

  - EdPuzzle: Create an interactive question for a video.

  - Khan Academy: Solve a math exercise using the platform’s AI features.

3. Scoring:

- Teams submit their completed tasks to the facilitator, who awards points based on task accuracy and creativity.

4. Clue to Next Station:

- Once a task is completed, teams receive their next clue and proceed to the next tool.

Step 3: Reflection and Wrap-Up

1. Celebrating Success:

- Announce the winning team and distribute prizes (if applicable).

2. Group Discussion:

- Facilitate a brief reflection on the activity:

  - “Which tool did you find most interesting or useful?”

  - “What challenges did you face with any of the tools?”

  - “How do you see these tools fitting into your teaching practices?”

3. Key Takeaways:

- Summarize the unique strengths of each tool and encourage further exploration.

5. Evaluation:

- Engagement and Participation

1. How actively did you participate in your team’s exploration of the AI tools?

☐ Very actively

☐ Somewhat actively

☐ Not very actively

2. Did you find the treasure hunt format engaging and enjoyable?

☐ Yes, it was very engaging

☐ Somewhat engaging

☐ Not engaging

3. Were the clues clear and easy to follow?

☐ Very clear

☐ Somewhat clear

☐ Not clear

4. Which AI tool did your team use, and what did you learn about it?

5. What features of your assigned AI tool were most useful?

6. How did your tool help you complete the task assigned?

7. How would you rate your understanding of the tool after using it?

☐ Excellent understanding

☐ Moderate understanding

☐ Limited understanding

8. Based on the group presentations, which AI tool do you think was most effective for the assigned task? Why?

9. What were the main similarities and differences between the tools explored?

10. Which tool do you feel has the most potential for use in your teaching practice? Why?

11. What was the biggest challenge your team faced during the activity?

12. What is one key takeaway from this activity about using AI tools in education?

13. How could this activity be improved in future sessions?

14. Do you feel more confident about exploring and using AI tools in your teaching practice after this activity?

☐ Yes, much more confident

☐ Somewhat more confident

☐ Not more confident

ACTIVITY 7: AI in Education: Benefits and Boundaries

1. Description:

This activity helps teachers critically examine the potential benefits and limitations of AI in supporting their roles in education. Through a structured case study analysis, teachers will identify how AI tools can enhance teaching practices, simplify classroom management, and support student engagement while recognizing the challenges and constraints of these technologies.

The activity encourages analytical thinking, collaborative discussion, and practical reflection, providing teachers with a balanced understanding of AI's capabilities and limitations in education.

2. Teaching Materials:

1. Material package

- Case Studies
- Worksheet
- Discussion Guide

3. Duration: 45 min

4. Instructions:

Step 1:

1.

- Begin by discussing how AI tools are increasingly used in education to support teachers, but like all tools, they have both strengths and limitations.

- Example: AI can help us save time and personalize learning, but it’s not without its challenges, such as data privacy and reliability.”

2.

- Teachers will work in small groups to analyze case studies, document benefits and limitations, and propose practical recommendations for using AI effectively.

Step 2:

1. Group Work:

- Divide teachers into groups (3–4 participants each) and assign one case study per group.

- Provide each group with the case study, worksheet, and discussion guide.

2. Analyze the Case Study:

- Groups discuss and document:
  - The potential benefits of the AI tool described in the case study.
  - The limitations or challenges associated with the tool.
  - Recommendations for how teachers can maximize benefits while addressing limitations.

3.
- Circulate among groups to answer questions, clarify concepts, and ensure progress.

Step 3: Group Presentations

1. Present Findings:
- Each group presents their case study, highlighting:
  - Key benefits of the AI tool.
  - Major limitations or challenges.
  - Practical recommendations for effective use.

2. Peer Feedback:
- After each presentation, encourage other groups to ask questions or share additional insights.

5. Evaluation:

1. Group Rubric Evaluation

Each group's analysis and presentation are evaluated based on the following criteria:

Criteria	Excellent (3 Points)	Good (2 Points)	Needs Improvement (1 Point)
Identification of Benefits	Clearly identifies multiple, specific benefits of the AI tool and explains them in detail.	Identifies benefits but lacks detailed explanation.	Identifies vague or general benefits.
Identification of Limitations	Accurately highlights specific limitations and provides examples from the case study.	Identifies some limitations but lacks clarity or examples.	Fails to clearly identify key limitations.
Recommendations	Provides creative, feasible, and practical solutions to address tool limitations.	Offers some recommendations, but they lack practicality or creativity.	Offers limited or impractical recommendations.
Presentation Quality	Well-organized, clear, and engaging presentation with strong collaboration among group members.	Presentation is somewhat organized and clear, but engagement is inconsistent.	Presentation lacks organization or clarity.
Engagement in Discussion	Actively participates in discussions, offering thoughtful insights and feedback to other groups.	Participates in discussions but with minimal contribution or depth.	Limited or no participation in discussions.

ACTIVITY 8: Exploring MagicSchool AI for Effective Teaching

1. Description:

This activity introduces teachers to MagicSchool AI, an AI-powered platform designed to assist with various classroom tasks such as lesson planning, resource creation, and student engagement strategies. Teachers will explore the platform hands-on by completing a guided challenge to create a teaching resource, evaluate the output, and discuss its practical application.

Through this activity, teachers will learn to navigate MagicSchool AI's features, understand its potential to enhance their teaching practices, and identify its limitations in supporting their roles.

2. Teaching Materials:

- MagicSchool AI Access
- Guided Challenge Handout

3. Duration: 50 min

4. Instructions:

Step 1:

1. Set the Context:

- Briefly introduce MagicSchool AI, highlighting its primary features and how it can support teachers in their roles.

- Example: "MagicSchool AI can help you create lesson plans, quizzes, and even tailor activities for diverse student needs. Today, we'll explore how it works and discuss how it might fit into your teaching."

2. Distribute Guided Challenge Handouts:

- Explain that the activity involves completing a challenge using MagicSchool AI and reflecting on the experience.

Step 2:

1. Task Instructions:

- Each teacher selects a topic or grade level they teach.

- Using MagicSchool AI, they must:

  - Create a Lesson Plan: Generate a detailed plan for a specific topic.

  - Design a Quiz or Activity: Create a 5-question quiz or engaging classroom activity.

- Request Classroom Strategies: Ask the AI for tips on engaging students in the selected topic.

2. Document Observations:

- Teachers complete the Reflection Worksheet as they work, noting:
  - How easy the platform is to use.
  - The quality and relevance of the output.
  - Any limitations or areas for improvement.

3. Facilitator Support:

- Circulate among teachers to answer questions and provide guidance on using the platform.

Step 3: Group Discussion (10 min)

1. Sharing Insights:

- Teachers share their outputs with the group (e.g., lesson plans or quizzes) and discuss:
  - What worked well with MagicSchool AI.
  - What challenges they faced.
  - How they might use the tool in their teaching.

2. Facilitator Prompts:

- “How did MagicSchool AI save you time or effort?”
- “What adjustments would you make to the AI-generated outputs?”
- “Do you see this tool being integrated into your daily teaching practices?”

Step 4:

1. Individual Reflection:

- Teachers complete a final section of the Reflection Worksheet, answering:
  - What is one feature of MagicSchool AI they found most useful?
  - What is one limitation they encountered?
  - How likely are they to use this tool in their teaching, and why?

2. Facilitator Summary:

- Recap the key takeaways, emphasizing that AI tools like MagicSchool AI are meant to support, not replace, teachers.

- Encourage teachers to continue experimenting with the platform and share their insights in future sessions.

Guided Challenge Handout

Task 1: Create a Lesson Plan

- Topic: _____

- Grade Level: _____

- MagicSchool AI Output: _____

Task 2: Design a Quiz or Activity

- Topic: _____

- Number of Questions: _____

- MagicSchool AI Output: _____

Task 3: Request Classroom Strategies

- Topic: _____

- MagicSchool AI Output: _____

5. Evaluation:

Reflection Worksheet: Exploring MagicSchool AI

Name: _____

Grade/Subject Taught: _____

Section 1: Hands-On Experience

1. How easy was it to navigate and use MagicSchool AI?

☐ Very Easy

☐ Somewhat Easy

☐ Difficult

Briefly explain your rating:

Output Quality:

2. How would you rate the quality and relevance of the outputs generated (e.g., lesson plans, quizzes)?

☐ Excellent

☐ Good

☐ Average

☐ Poor

3. What feature of MagicSchool AI did you find most useful during the activity?

4. What limitation(s) did you notice while using MagicSchool AI?

5. How do you see MagicSchool AI supporting your teaching tasks?
6. If you were to use MagicSchool AI regularly, what adjustments would you make to its outputs to fit your needs?

7. How confident are you in using AI tools like MagicSchool AI in your teaching practice after this activity?

☐ Very Confident

☐ Somewhat Confident

☐ Not Confident

8. What is the most important thing you learned about MagicSchool AI during this activity?
9. How likely are you to use MagicSchool AI in your teaching practice?

☐ Very Likely

☐ Somewhat Likely

☐ Unlikely

10. What improvements or new features would you like to see in MagicSchool AI?

Activity Feedback:

11. How engaging and useful was this activity in helping you understand AI tools?

☐ Very Engaging and Useful

☐ Somewhat Engaging and Useful

☐ Not Engaging or Useful

ACTIVITY 9: AI-Enhanced Problem-Solving in Education

1. Description:

This activity focuses on exploring how AI can be used to enhance problem-solving strategies in education. Teachers will use AI tools to address real-world classroom challenges, such as improving student engagement, managing time-consuming tasks, or streamlining curriculum planning. By working in teams, teachers will learn to identify challenges, experiment with AI tools, and develop practical solutions tailored to their contexts.

This activity emphasizes critical thinking, innovation, and hands-on exploration of AI as a tool for addressing specific educational challenges.

2. Teaching Materials:

- AI Tools for Exploration:
- Khan Academy's Khanmigo: AI tutor and assistant for student engagement and personalized learning.
- Perplexity AI: A research assistant for gathering insights and data.
- Microsoft Copilot: For drafting lesson plans, emails, or other teaching resources.
- Canva AI: For creating visual aids and classroom materials.
- Problem-Solving Template

3. Duration: 50 min

4. Instructions:

Step 1:

1. Set the Context:

- Discuss how AI can support problem-solving in education.

Step 2:

1. Group Formation and Challenge Selection:

- Divide teachers into small groups

- Each group identifies a challenge from their own teaching experience or selects from pre-prepared scenarios (e.g., engaging students in STEM, managing assessment workflows).

2. Using AI Tools:

- Groups explore AI tools to develop solutions for their selected challenge.

- Example Tasks:

- Use Khanmigo to design personalized learning strategies for a disengaged student.
- Use Microsoft Copilot to draft a streamlined curriculum plan.
- Use Canva AI to create visual resources for a lesson.

3. Documenting Solutions:

- Groups use the Problem-Solving Template to document:

Problem-Solving Template

Title: AI-Enhanced Problem-Solving Template

Section 1: Identifying the Challenge

Describe the Challenge:

1. What specific classroom challenge is your group addressing?
2. Why is this Challenge Important?
3. Why does this issue need to be solved, and how does it impact teaching or learning?

Section 2: Exploring AI Tools

Selected AI Tool:

4. Which AI tool did your group choose to address the challenge?

AI Tool Features Used:

5. What specific features of the AI tool did you use?

Process of Using the AI Tool:

6. Briefly describe how you used the tool to develop a solution.

Section 3: Designing the Solution

Proposed Solution:

7. What solution did your group develop using the AI tool?

Expected Outcomes:

8. What outcomes do you expect if this solution is implemented in the classroom?

Section 4: Evaluating the Solution

Strengths:

9. What are the strengths or benefits of your proposed solution?

Limitations:

10. What limitations or challenges did you encounter while using the AI tool or developing the solution?

Adjustments Needed:

11. What adjustments would improve the solution or the use of the AI tool?

Section 5: Final Reflections

Group Insights:

12. What did your group learn about using AI for problem-solving?

Future Applications:

13. How might this experience influence how you use AI in your teaching?

Step 3: Group Presentations

1. Present Solutions:

- Each group presents their challenge, the AI tool they used, and their proposed solution.

2. Peer Feedback:

- Encourage other groups to ask questions or suggest additional ideas.

Step 4:

1. Facilitator-Led Reflection:

- Ask questions to guide a group discussion:
  - "What challenges were easiest to address with AI?"
  - "What limitations did you encounter while using the tools?"
  - "How might you adapt these solutions for your classrooms?"

2. Summarize Key Points:

- Emphasize how AI can be a practical support tool for addressing diverse classroom challenges.

5. Evaluation:

- **Problem-Solving Evaluation Rubric**

Criteria	**Excellent (3 Points)**	**Good (2 Points)**	**Needs Improvement (1 Point)**
Challenge Identification	Clearly defines a relevant and specific classroom challenge.	Defines a general or less relevant challenge.	Challenge is vague or unclear.
AI Tool Application	Uses the AI tool effectively to address the challenge.	Uses the AI tool but with limited effectiveness.	Minimal or unclear use of the AI tool.
Proposed Solution	Practical, innovative, and well-documented solution.	Practical solution but lacks innovation or detail.	Solution is impractical or poorly documented.
Presentation Quality	Clear, engaging, and well-organized presentation.	Presentation is somewhat clear but lacks engagement.	Presentation is unclear or poorly organized.

- Reflection Questions

1. What was the most interesting challenge your group addressed, and why?
2. How did the AI tool help in developing a solution?
3. What limitations of the AI tool did your group encounter?
4. What is one way you could use AI for problem-solving in your classroom?
5. What additional training or support would help you feel confident using AI for problem-solving?

ACTIVITY 10: Mastering AI Prompts for Effective Responses

1. Description:

This activity teaches teachers how to craft effective prompts to maximize the usefulness of AI tools in education. Teachers will explore strategies for framing clear, specific, and goal-oriented questions to get the best responses from AI platforms. Through hands-on practice and collaborative exercises, they will refine their prompting techniques and learn to adapt responses to meet their classroom needs.

The activity emphasizes practical skills in prompt engineering, making teachers confident and efficient users of AI tools.

2. Teaching Materials:

- Prompt Examples
- ChatGP
- Prompt Practice Worksheet

3. Duration: 45 min

4. Instructions:

Step 1:

1. Discuss Prompting Basics:

- Explain what prompts are and why they matter when interacting with AI tools.

Prompt Examples

2. Provide Examples:

- Show examples of ineffective vs. effective prompts:

  - Ineffective: “Create a lesson.”

  - Effective: “Create a 30-minute lesson plan for 7th-grade science about photosynthesis, including objectives, activities, and assessment methods.”

3. Tips for Effective Prompts:

- Be specific about what you want.

- Provide context or additional information.

- Specify the format of the output (e.g., list, paragraph, or step-by-step guide).

Step 2:

1. Prompt Practice Activity:

- Divide teachers into small groups.

- Each group receives the **Prompt Practice Worksheet**, which includes various classroom scenarios, such as:

  - Designing a lesson plan.

  - Creating quiz questions.

  - Suggesting classroom management strategies.

2. Crafting Prompts:

- Groups craft prompts for their assigned scenario and test them on the AI tool.

- Adjust prompts based on the AI’s responses to improve clarity and specificity.

3. Documenting Results:

- Groups document the initial prompt, AI response, and any adjustments made to improve the outcome.

Step 3: Group Sharing and Feedback

1. Present Results:

- Each group shares one scenario, their initial and adjusted prompts, and the AI’s responses.

2. Facilitator Feedback:

- Provide constructive feedback on the prompts, highlighting what worked well and what could be improved.

Step 4:

1. Facilitated Discussion:

- Ask reflective questions:

- "What was the most challenging part of crafting prompts?"

- "How did refining your prompts improve the AI's responses?"

- "What tips would you share with colleagues about using prompts effectively?"

2. Summarize Key Takeaways:

- Reinforce the importance of specificity, context, and iterative refinement in prompt crafting.

5. Evaluation:

- **Reflection Questions**

1. What did you learn about the importance of specificity in prompting?
2. How can effective prompting improve your use of AI tools in teaching?
3. What challenges did you face during the activity, and how did you overcome them?
4. What is one tip you would give to a colleague about using AI prompts?

MODULE 2
FOUNDATIONS OF INCLUSIVE EDUCATION

1. Module Overview

The fundamentals of inclusive education will be presented to teachers in Module 2, focusing on how AI may complement and improve existing approaches. This module is intended to assist teachers in establishing learning environments where all students, irrespective of their backgrounds, skills, or learning styles, feel appreciated and encouraged. Teachers will learn how to use these tools to create inclusive, dynamic, and student-responsive learning environments as AI's role in education continues to rise.

This module mainly focuses on creating a collaborative, equitable, and respectful teaching environment. The teachers will cover the fundamentals of inclusive education, including identifying and meeting the various learning requirements of the students and designing lessons that play to their unique strengths. Beyond theoretical ideas, this module gives educators useful strategies for promoting inclusion. These strategies are strengthened when paired with AI-driven insights and resources.

Teachers will be able to tailor lessons, adjust to students' different skill levels, and provide focused assistance when required by integrating AI. Teachers can react swiftly and efficiently to kids needing more support or resources by using AI tools to evaluate students' development in real-time. AI can also help uncover patterns and learning preferences, allowing for the customization of educational experiences that promote meaningful involvement and engagement for every student.

The innovative potential of AI in assisting teachers in establishing inclusive classrooms that overcome conventional boundaries is highlighted in this module. To guarantee that every student has the chance to succeed, teachers will leave with the skills and information necessary to create flexible, fair, and encouraging learning environments. By the end of Module 2, teachers will have a basic knowledge of inclusive education concepts and know how AI can help them create learning environments where all students succeed.

2. Module Objectives

f. recognizing and explaining the principles of inclusive education, equity, diversity, and respect, and their role in building supportive classrooms.
g. identifying diverse student needs (cognitive, emotional, and physical) and developing skills to address them inclusively.
h. exploring AI tools for recognizing learning patterns, assessing progress, and providing timely support.
i. applying adaptable teaching methods like differentiated instruction and UDL, using AI to enhance accessibility.
j. creating a respectful, collaborative classroom culture where all students feel valued and included.
k. using AI to monitor engagement and progress, enabling timely interventions to support all learners.
l. assessing inclusive practices through AI-generated feedback and reflection to improve classroom support.

3. Module Learning Outcomes

a. to describe key principles of inclusive education.
b. to recognize and address diverse student needs effectively.
c. to use AI tools to support personalized learning.
d. to apply differentiated instruction and UDL for accessibility.
e. to foster an inclusive and respectful classroom culture.
f. to monitor student engagement and progress with AI.
g. to evaluate and refine inclusive practices using AI feedback.

4. Key Concepts

Equity and diversity in education, AI-driven personalization, Fostering classroom culture and belonging

ACTIVITY 1: Analyzing and Adapting for Inclusive Classrooms Using AI

1. Description:

To promote equality and inclusivity, teachers will investigate how AI tools might be used to recognize and meet a variety of needs in the classroom. To understand how these tools might enable individualized learning routes, they will engage with AI-driven resources that examine student learning habits, preferences, and engagement levels. To guarantee that every student has fair access to resources and growth opportunities, educators will consider how AI might assist them in better understanding and meeting the individual needs, backgrounds, and skills of each student. Teachers are encouraged by this activity to view AI as a collaborator in creating a classroom culture based on respect, equity, and diversity.

2. Teaching Materials:

- Fictional Student Profiles (LINK)

  Student A
  - Learning Style: Visual
  - Engagement Level: Low
  - Strengths: Excels in problem-solving and enjoys collaborative activities.
  - Areas of Difficulty: Struggles with reading comprehension and staying focused on independent tasks.

  Student B
  - Learning Style: Kinesthetic
  - Engagement Level: Moderate
  - Strengths: Highly engaged in group tasks and hands-on activities.
  - Areas of Difficulty: Struggles with written assignments and needs more support for conceptual topics.

  Student C
  - Learning Style: Auditory
  - Engagement Level: Moderate
  - Strengths: Good at following verbal instructions and excels in discussions.
  - Areas of Difficulty: Needs help retaining information from text-heavy materials.

  Student D
  - Learning Style: Mixed (Visual and Kinesthetic)
  - Engagement Level: High
  - Strengths: Quickly grasp new concepts when explained visually or through hands-on demonstrations.
  - Areas of Difficulty: Struggles with group work due to a preference for independent tasks.

  Student E
  - Learning Style: Visual
  - Engagement Level: Fluctuating

    - Strengths: Demonstrates creativity in visual assignments and excels in project-based tasks.
    - Areas of Difficulty: Needs help with time management and completing assignments on time.
- Adaptation Planning Template (LINK)
- Free AI Tool: ChatGPT

3. Duration: 60 min.

4. Instructions:

Step 1: Analyze Student Profiles

- Distribute the Fictional Student Profiles to small groups (3–4 teachers per group). Each group receives a set of profiles that include:

- Student A: Visual learner, struggles with engagement in reading tasks.

- Student B: Kinesthetic learner, highly engaged in group tasks but struggles with individual assignments.

- Student C: An auditory learner with moderate engagement who needs help with comprehension tasks.

- Teachers review the profiles and discuss the students' potential needs and challenges.

Step 2: Use ChatGPT for Strategy Suggestions

- Teachers access ChatGPT (via phone or PC) and input details from one student profile, such as:

"How can I help a visual learner who struggles with engagement in reading?"

- Teachers record ChatGPT's suggested strategies on the Adaptation Planning Template.

Step 3: Plan Inclusive Strategies

- For each profile, teachers:

- Document their AI-generated strategies.

- Propose one additional strategy based on their own teaching experience.

Step 4: Group Sharing and Reflection

- Groups share their strategies for one or more profiles with the larger group.

- Reflect as a group on how AI-supported suggestions compared to their ideas. Discuss:

- How useful was ChatGPT in generating strategies?

- How can AI be integrated into teachers' daily practice for inclusivity?

5. Evaluation:

- Reflection Responses
  - Teachers' reflections (Step 4 of the Adaptation Planning Template) are evaluated for depth and critical thinking.)
  - Indicators
    a. Teachers articulate how AI tools support their strategy development.
    b. Responses indicate an understanding of how AI can enhance inclusivity in classrooms.
    c. Constructive feedback on the use of AI in education is provided.
- Peer Feedback
  - During group sharing, teachers provide feedback on each other's strategies and discuss the relevance and feasibility of AI-generated solutions.
  - Indicators
    a. Constructive, collaborative feedback shared during discussions.
    b. Teachers build on each other's ideas, demonstrating collective learning.

ACTIVITY 2: Recognizing and Explaining the Principles of Inclusive Education

1. Description:

Through the use of real-world scenarios and AI-driven insights, teachers will investigate and explain the three pillars of inclusive education: equality, diversity, and respect. Instructors will examine how these ideas help to establish encouraging learning environments in which every student feels appreciated and involved. To provide a deeper knowledge of how equality and respect may be applied in varied learning situations, they will use AI technologies to propose ways to overcome obstacles in promoting inclusion.

2. Teaching Materials:

- Scenario handouts with classroom situations (LINK)
- ChatGPT
- Strategy Planning Worksheet (LINK)

3. Duration: 60 min.

4. Instructions:

Step 2: Analyze Scenarios

- Distribute scenario handouts featuring classroom situations where inclusivity principles are challenged.
- Teachers work in small groups to discuss how these scenarios reflect the need for equity, diversity, and respect in classrooms.

Step 3: Use AI Tools for Insights

- Provide access to ChatGPT or another free AI tool. Teachers input scenario details into the AI tool, asking questions like:

a. "How can I ensure equity for students with language barriers?"
b. "What strategies can promote respect and inclusivity in diverse classrooms?"
c. Teachers record the AI's suggestions on a worksheet, comparing these insights to their ideas.

Step 4: Develop Strategies

- Based on the AI insights and group discussions, each group creates a strategy for addressing their assigned scenario.
- Strategies should reflect the principles of equity, diversity, and respect, with specific actions to foster inclusivity.

Step 5: Sharing and Reflection (15 min)

- Each group presents their scenario, AI-generated insights, and proposed strategies to the larger group.
- Facilitate a discussion on how these principles can be consistently applied across various classroom contexts.
- Encourage teachers to reflect on how AI can complement their understanding of inclusivity.

5. Evaluation:

- Post-Activity Questions

a. How confident do you feel in applying the principles of equity, diversity, and respect in your classroom? (Rate your confidence from 1-5, with 1 being "not confident" and 5 being "very confident.")
b. How effectively did the activity help you understand the role of equity, diversity, and respect in building supportive classrooms? (Rate from 1-5.)
c. What was the most valuable insight you gained about inclusive education principles during this activity?

d. How can you integrate the principles of equity, diversity, and respect into your daily teaching practice?

ACTIVITY 3: Practical AI-Driven Strategy Development for Inclusive Classrooms

1. Description:

In this activity, teachers will explore how to address cognitive, emotional, and physical student needs using functional and accessible AI tools. Working in groups, they will analyze fictional student profiles and use tools like ChatGPT, Canva (Magic Write), and Google Bard to generate inclusive teaching strategies and create resources tailored to diverse learning needs.

Teachers will identify specific challenges for each student profile, brainstorm solutions, and develop actionable plans. By leveraging AI for brainstorming, resource creation, and research-based insights, this activity empowers teachers to integrate technology into their teaching practice while promoting equity, diversity, and respect in their classrooms.

The hands-on approach allows teachers to familiarize themselves with AI tools and collaboratively develop strategies to support all learners effectively.

2. Teaching Materials:

- Fictional Student Profiles (Link)
- Access to AI Tools
  - ChatGPT (Link)
  - Canva (Link)
  - Google Bard (Link)

3. Duration: 60 min

4. Instructions:

Step 1: Introduction to Practical AI Tools

- Introduce the tools that will be used in this activity:

1. ChatGPT: To generate teaching strategies and lesson adaptations based on specific student needs.

2. Canva (Magic Write): To help brainstorm visual or creative materials tailored to different learning preferences.

3. Google Bard: To provide additional context, such as research-based practices for inclusive education.

Step 2: Assign Scenarios and Access Tools

- Provide each group with fictional student profiles (e.g., a student with ADHD, a student facing emotional challenges, a student with dyslexia).
- Share step-by-step instructions for using the tools:

- ChatGPT: Teachers input details like, "How can I support a student with ADHD in maintaining focus during lessons?"

- Canva (Magic Write): Teachers brainstorm creative ways to make visual aids or interactive materials for diverse learners.

- Google Bard: Teachers search for strategies to promote equity and diversity in group activities.

Step 3: Analyze Needs and Generate AI-Driven Strategies

- Each group analyzes their assigned student profile and uses the tools to:

1. Identify the student's specific needs (cognitive, emotional, physical).
2. Generate 2–3 strategies tailored to these needs using ChatGPT or Bard.
3. Develop one creative or visual teaching resource using Canva.

- Example outputs:

- ChatGPT: Generates step-by-step engagement techniques for a student with ADHD.

- Bard: Suggests collaborative learning strategies to address social inclusion.

- Canva: Creates a graphic organizer or timeline for a student with dyslexia.

Step 4: Compile an Inclusive Action Plan

- Groups organize their findings into an Inclusive Action Plan, including:

1. Key student needs identified.
2. AI-generated strategies (from ChatGPT and Bard).
3. One creative resource (from Canva).
4. Reflections on how the strategies promote equity, diversity, and respect.

Step 5: Group Sharing and Discussion

- Each group presents their Inclusive Action Plan to the class:

- What were the key needs they identified?

- Which AI tool was most helpful, and why?

- How will the strategies and resources they developed foster inclusivity?

- Facilitate a discussion about:

- Practical applications of these tools in real classrooms.

- Potential challenges and how to overcome them.

5. Evaluation:

- Peer Review
  - After presentations, each group provides feedback to another group based on a structured Peer Feedback Form, covering:

a. Clarity of presented strategies.
b. Creativity and practicality of solutions.
c. Effectiveness of AI tools in supporting strategy development.

- Peer Feedback Form Example:

a. What did you find most effective about the group's strategies?
b. What suggestions do you have for improvement?
c. How well did the strategies align with the student's needs?

- Self-Assessment
  - Each teacher completes a Self-Reflection Sheet to evaluate their own learning and contributions:

a. How confident do you feel in applying AI tools to address diverse student needs? (Rate: 1–5)
b. What did you learn about using AI to promote inclusivity?
c. How well did you contribute to your group's discussion and strategy development?
d. What will you do differently in your teaching practice based on this activity?

ACTIVITY 4: Leveraging AI Tools to Recognize Learning Patterns and Provide Support

1. Description:

In this activity, teachers will explore AI tools that help identify learning patterns, assess student progress, and offer tailored support in real-time. By using tools like Quizizz, Mentimeter, and Google Classroom Insights, teachers will analyze sample classroom data to uncover trends in student performance and engagement. They will practice using these tools to create actionable strategies for addressing individual and group learning needs.

This activity emphasizes how AI tools can enhance teaching effectiveness by providing insights that allow teachers to monitor progress, identify challenges, and respond with timely interventions to support all learners inclusively.

2. Teaching Materials:

- Sample Quiz on Quizizz (Link)

- Data Analysis Worksheet (Link)

3. Duration: 75 min.

4. Instructions:

Step 1: Conducting a Sample Quiz

Part A: Joining the Quiz

1. Create a free Quizizz account (Link)

2. Share the game code with teachers and have them participate in the quiz as students.

Part B: Analyzing Real-Time Data

1. After the quiz, display the live performance dashboard:

- Highlight data insights, such as:
  - Accuracy Rates: Identify which questions were most challenging.
  - Completion Times: Spot students who may need more time for tasks.
  - Engagement Levels: See who skipped or answered incorrectly.

2. Discuss how this data can help identify:

- Learning gaps (e.g., students struggling with specific concepts).
- Patterns of engagement (e.g., students needing more interactive tasks).

Step 2: Developing Support Strategies

Part A: Group Analysis (10 min)

1. Divide teachers into small groups.

2. Provide each group with a Data Analysis Worksheet

- Groups review the performance data and answer:
  - What learning patterns do you notice?
  - Which questions were most challenging, and why?
  - What support strategies would you suggest for students facing these challenges?

Part B: Strategy Development (10 min)

1. Groups develop 2–3 actionable strategies based on the data. Examples:

- If students struggle with conceptual questions, plan to use visual aids or simpler explanations.

- If engagement was low, propose gamified or collaborative activities.

2. Document these strategies in the worksheet.

Step 3: Presentation and Reflection

1. Each group presents:

- Their analysis of learning patterns.

- The strategies they developed to address specific needs.

2. Facilitate a discussion on:

- The benefits of using Quizizz for tracking learning patterns.

- How timely data can support differentiated teaching.

5. Evaluation:

- Self-Assessment
  a. How confident do you feel in analyzing data from Quizizz reports? (Rate 1–5)
  b. What was your most valuable takeaway from this activity
  c. How will you apply Quizizz insights in your classroom?

ACTIVITY 5: Enhancing Accessibility Through AI-Powered Teaching Tools

1. Description:

In this activity, teachers will explore how to apply differentiated instruction and Universal Design for Learning (UDL) principles using AI tools to enhance accessibility and inclusivity. Teachers will use an AI tool, such as Canva (Magic Write) or Microsoft Immersive Reader, to create adaptable teaching materials tailored to diverse learning needs.

Through hands-on exploration, teachers will design resources that align with the principles of differentiation (content, process, product) and UDL (multiple means of engagement, representation, and expression). This activity emphasizes how AI can streamline the creation of accessible materials, ensuring all students can engage with and benefit from the content.

2. Teaching Materials:

- Access to Microsoft Immersive Reader (Free with most Microsoft products)
- Sample Text on Microsoft Word

3. Duration: 50 min

4. Instructions:

Step 1:

1. Explain Key Concepts:

- Differentiated Instruction: Adapting content, process, or products to address diverse learning needs.

- Universal Design for Learning (UDL): Providing multiple means of engagement, representation, and expression to support all learners.

2. Discuss the Role of AI:

- Highlight how Microsoft Immersive Reader enhances accessibility by:

- Simplifying text for diverse reading levels.

- Providing visual, auditory, and translated representations of content.

Step 2: Before the activity let the teachers watch the video

1. Showcase Core Features:

- Upload a sample text (e.g., a reading comprehension passage or assignment prompt).

- Demonstrate how the tool:

- Converts text to speech for auditory learners.

- Translates text into different languages.

- Highlights keywords and breaks sentences into smaller, digestible chunks.

2. Interactive Exploration:

- Teachers practice uploading their text to Immersive Reader and explore its features.

Step 3: Create an Adaptable Teaching Material

1. Choose a Scenario: Teachers select one of the following classroom needs:

- Scenario 1: A student with dyslexia struggles to read lengthy instructions.

- Scenario 2: English as a Second Language (ESL) students need simplified text and translation support.

- Scenario 3: Students with ADHD require shorter, focused reading tasks.

2. Use Immersive Reader:

- Teachers upload a piece of text from their teaching materials (e.g., a lesson plan or assignment).

- Adjust the text to meet the selected scenario using features like:

  - Line Focus: To reduce distractions.

  - Text-to-Speech: To provide audio support.

  - Translation: To make the content accessible in multiple languages.

Step 4: Peer Review and Feedback

1. Teachers share their transformed materials in pairs or small groups.

2. Use a Peer Feedback Template to evaluate:

- Does the material align with differentiated instruction and UDL principles?

- Is it accessible and easy to use for the selected student scenario?

5. Evaluation:

- Peer Feedback
  - Teachers evaluate each other's adapted materials using a Peer Feedback Rubric.
  - Rubric Criteria:

a. Does the material effectively address the chosen scenario? (Rate 1–5)
b. How well does it demonstrate UDL principles? (Rate 1–5)
c. What strengths and improvements can you suggest?

- Self-Assessment

a. What specific features of Immersive Reader enhanced accessibility in your material?
b. How did this activity help you understand UDL and differentiation better?
c. How will you implement Immersive Reader or similar tools in your classroom?

ACTIVITY 6: Building Inclusive Classroom Culture with AI-Powered Collaborative Tools

1. Description:

In this activity, teachers will use Miro, an AI-powered collaborative platform, to design and facilitate activities that foster respect, collaboration, and inclusion in the classroom. Through Miro's interactive templates and AI-enhanced brainstorming tools, teachers will develop strategies for creating a classroom environment where all students feel valued and included.

This hands-on activity enables teachers to experience how AI can support real-time collaboration, visualize inclusive practices, and co-create activities that promote teamwork, empathy, and mutual respect among students.

2. Teaching Materials:

- Miro (Link)

3. Duration: 50 min.

4. Instructions:

Step 1: Introduction to the Activity and Miro

1. Overview of the Objective:

- Explain that this activity focuses on creating a collaborative and respectful classroom culture where all students feel valued.

- Highlight how tools like Miro enable inclusive brainstorming, group participation, and creative collaboration.

2. Introduction to Miro (Video):

- Provide a quick demo of Miro's features:

  - Collaboration: Real-time sticky notes, comments, and voting.

  - AI Tools: Smart clustering of ideas, templates for activities, and auto-suggestions.

  - Accessibility Features: Color coding, visual supports, and drag-and-drop simplicity.

Step 2: Hands-On Exploration of Miro Features

1. Guided Navigation:

- Ask teachers to access Miro Board

- Guide them through essential features:

  - Sticky Notes: For brainstorming ideas collaboratively.

  - Templates: Demonstrate how to use pre-built frameworks (e.g., team-building templates).

  - Voting Tools: For prioritizing ideas democratically.

- AI-Assisted Features: Group clustering and text analysis.

2. Practice Activity:

- Teachers practice creating sticky notes, grouping ideas, and using a template to organize thoughts.

Step 3: Designing an Inclusive Classroom Activity

1. Scenario Selection:

- Provide scenarios that focus on building respect and collaboration:
  - Scenario 1: A student feels excluded from group activities.
  - Scenario 2: Conflicts arise during class discussions due to differing opinions.
  - Scenario 3: Some students dominate group work while others are left out.
- Ask each teacher or group to select one scenario.

2. Using Miro for Planning:

- Teachers use Miro templates (e.g., mind maps or team-building exercises) to design a classroom activity addressing their scenario.
- Key Components:
  - Activity Goal: Define how the activity will foster respect and collaboration.
  - Steps: Outline how students will participate inclusively.
  - AI Tools: Incorporate Miro's features to enhance accessibility and engagement (e.g., voting, clustering ideas).

3. Output:

- A complete activity plan visualized on the shared Miro board, ready for implementation.

Step 4: Sharing and Feedback

1. Group Presentations:

- Each group presents their Miro-designed activity.
- Highlight:

- The chosen scenario.

- How the activity fosters respect, collaboration, and inclusion.

- How Miro features supported their planning.

5. Evaluation:

- Peer Feedback

a. Does the activity address the chosen scenario effectively? (Rate 1–5)
b. How well does it foster respect, collaboration, and inclusion? (Rate 1–5)
c. Suggestions for improvement

- Self-Reflection

a. What Miro features were most helpful in designing your activity?
b. How did using Miro enhance your understanding of building an inclusive classroom culture?
c. What specific classroom challenges can this tool help address?

ACTIVITY 7: Learning and Applying Classcraft for Classroom Engagement

1. Description:

In this activity, teachers will explore Classcraft, a gamified classroom management tool, to learn how to enhance student engagement and collaboration. Through hands-on practice, teachers will set up a virtual classroom, assign roles, create quests, and use points and rewards to motivate students. They will also learn how to track student behavior and engagement using Classcraft's analytics dashboard.

By engaging with real-world scenarios, teachers will understand how Classcraft fosters a collaborative and inclusive classroom environment, making learning fun and meaningful for all students. This activity equips teachers with practical skills to integrate gamification into their teaching practice effectively.

2. Teaching Materials:

- Classcraft

3. Duration: 50 min

4. Instructions:

Step 1: Introduction to Classcraft

1. Overview of Classcraft:

- Explain Classcraft as a classroom management tool that uses gamification to encourage student engagement and teamwork.

- Highlight key features:

  - Class Setup: Creating and customizing classrooms.

  - Gamified Elements: Points, rewards, and quests to motivate students.

  - Analytics Dashboard: Tracking engagement, behavior, and progress.

Step 2: Setting Up a Classroom

1. Class Setup:

- Teachers practice creating a virtual classroom by adding fictional student profiles (or their real class data if applicable).

- Assign roles (e.g., Healers, Mages, Warriors) to students, introducing gamification elements.

- Customize class rules by setting behaviors that gain or lose points (e.g., completing tasks earns points; disruptive behavior loses points).

2. Adding Quests and Rewards:

- Explore the Quest Builder to create an interactive learning task:

  - Example: Team Collaboration Quest with milestones for completing group work.

- Assign rewards (e.g., badges or bonus points) for completing quests or demonstrating teamwork.

Step 3: Exploring Analytics and Engagement Tools

1. Behavior and Engagement Tracking:

- Use the Analytics Dashboard to monitor:

  - Student engagement levels based on points earned or lost.

  - Individual and group performance on tasks or quests.

- Teachers adjust student points based on provided scenarios:

  - Example: Award points for active participation or deduct points for missed deadlines.

2. Scenario Practice:

- Teachers practice handling classroom scenarios using Classcraft tools:
  - Scenario 1: A group of students completes a collaborative task early.
  - Scenario 2: One student consistently disrupts group discussions.
  - Teachers decide how to use points, rewards, or feedback to address these situations.

Step 4: Collaborative Discussion and Reflection

1. Group Sharing:

- Teachers discuss their experiences with Classcraft, focusing on:
  - Challenges in setting up the classroom or using gamification elements.
  - How the tool could address common classroom engagement issues.

5. Evaluation:

- Questionnaire to Evaluate the Classcraft Activity

1. How well did this activity help you understand the features of Classcraft?

(Rate on a scale of 1 to 5, where 1 = Not at all and 5 = Extremely well)

2. How confident do you feel in setting up and managing a classroom using Classcraft?

(Rate on a scale of 1 to 5)

3. Which feature of Classcraft do you think will be most useful in your teaching practice?
4. Do you feel better equipped to address student engagement and collaboration challenges after this activity?

(Yes/No – Please explain your answer if possible.)

5. How practical was the activity for learning how to use Classcraft?

(Rate on a scale of 1 to 5)

6. Was the scenario-based practice helpful in understanding Classcraft's tools?

(Yes/No – Please explain your answer.)

7. How likely are you to use Classcraft in your teaching practice?

(Rate on a scale of 1 to 5)

8. How clear were the instructions provided during the activity?

(Rate on a scale of 1 to 5)

9. Did the activity effectively balance hands-on practice and guided learning?

(Yes/No – If no, please suggest improvements.)

10. What part of the activity was most engaging or helpful?

(Open-ended)

11. What part of the activity could be improved?
12. How would you rate your overall experience with this activity?
    (Rate on a scale of 1 to 5)

ACTIVITY 8: Empowering Engagement with AI-Powered Tally

1. Description:

Teachers will explore Tally, an AI-powered survey and form-building platform, to design quick and effective student engagement check-ins. Teachers will use Tally to create surveys that assess classroom dynamics, identify disengaged students, and gather actionable feedback from students about their learning experiences.

By analyzing the AI-supported insights generated from Tally's forms, teachers will learn to identify patterns in student responses, develop targeted strategies to address engagement challenges and foster a more inclusive classroom environment. This activity highlights the role of AI in gathering and interpreting student input to make informed teaching decisions

2. Teaching Materials:

- Tally Account
- Data Analysis Worksheet (Link)

3. Duration: 60 min

4. Instructions:

Step 1: Create a Survey with Tally

1. Log in to Tally using the provided link

2. Start creating a new form and include the following questions to assess student engagement and classroom inclusion:

- What part of the class do you enjoy the most?

- How comfortable do you feel sharing your ideas in class?

- What can we do to make learning easier for you?

- Which learning activities help you feel the most included? (Multiple choice: Group projects, Discussions, Independent tasks, Others)

3. Customize the form with simple visuals and accessibility features (e.g., larger fonts, inclusive language).

4. Save and generate a unique survey link for sharing.

Step 2: Simulate Student Responses

1. Input simulated responses directly into the form to mimic real student feedback.

- Example responses:

- I enjoy group discussions but feel nervous about sharing my ideas.

- I learn best with visuals and examples.

- Independent tasks are too difficult without additional instructions.

2. Submit the form responses to populate the results in the Tally dashboard.

Step 3: Analyze AI-Generated Insights

1. Open the Tally analytics dashboard to review response data.

2. Identify trends, such as:

- Commonly enjoyed activities (e.g., group discussions).

- Barriers to inclusion (e.g., difficulty with independent tasks).

- Patterns in engagement levels across different learning activities.

3. Note key observations using a Data Analysis Worksheet (e.g., students prefer collaborative work but struggle with independent learning).

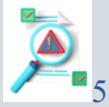
Step 4: Group Sharing and Feedback

1. In small groups, share the engagement strategies developed based on the Tally insights.

2. Provide feedback to peers, focusing on:

- The practicality of the strategies.

- How well the strategies address engagement and inclusion challenges.



5. Evaluation:

- Evaluation Survey Questions

1. How well did this activity help you understand the features of Tally?

(Rate on a scale of 1 to 5, where 1 = Not at all and 5 = Extremely well.)

2. How confident do you feel in creating and analyzing Tally surveys?

(Rate on a scale of 1 to 5.)

3. What feature of Tally did you find most useful for improving engagement and inclusion?
4. How likely are you to use Tally in your teaching practice?

(Rate on a scale of 1 to 5.)

5. How practical was the activity for real-world classroom application?

(Rate on a scale of 1 to 5.)

6. How effectively did the activity demonstrate the role of AI in improving classroom engagement and inclusion?

(Rate on a scale of 1 to 5.)

7. What specific classroom scenarios do you think Tally is best suited for?
8. How would you rate your overall experience with this activity?

(Rate on a scale of 1 to 5.)

9. What is one key takeaway from this activity that you will apply in your teaching?

ACTIVITY 9: Using ChatGPT for Personalized Learning

1. Description:

This activity introduces teachers to ChatGPT, a free AI-powered platform that has the potential to completely transform individualized instruction. Teachers will get a taste of how ChatGPT can produce customized lesson plans, differentiated teaching methods, and student-specific feedback. Teachers will actively investigate how AI can improve their capacity to meet a variety of learning demands, expedite preparation, and promote student achievement by practicing realistic classroom scenarios.

Through a combination of investigation, real-world implementation, and cooperative improvement, the activity gives educators practical tools to include ChatGPT in their lesson plans while maintaining flexibility and inclusion.

2. Teaching Materials:

- ChatGPT
- Classroom Scenarios (given in the instruction part)

3. Duration: 60 min

4. Instructions:

Step 1: Getting Started with ChatGPT

1. Teachers access ChatGPT

2. Provide teachers with example prompts to explore ChatGPT's capabilities:

- Generate a differentiated activity for a student struggling with fractions.

- Create a personalized feedback message for a student who excels in group discussions but struggles with independent tasks.

- Suggest a lesson plan for teaching photosynthesis to visual and auditory learners.

3. Teachers practice entering these prompts and observe the responses generated by ChatGPT.

Step 2: Customizing Learning Materials

1. Teachers are given a classroom scenario to work with, such as:

- Scenario 1: A student with ADHD needs help focusing during reading assignments.

- Scenario 2: An English language learner struggles with understanding complex vocabulary.

- Scenario 3: A group of students excels in math but finds writing tasks challenging.

2. Using ChatGPT, teachers:

- Generate activities tailored to the specific needs of the student or group in their assigned scenario.

- Create lesson plans or instructional supports that align with the student's preferred learning styles.

- Draft supportive, personalized feedback messages to help students improve.

Step 3: Refining AI-Generated Content

1. Teachers review and refine the content generated by ChatGPT to ensure it aligns with their teaching style and classroom goals.

2. Discuss ways to adapt AI-generated materials to better suit individual student needs, ensuring they are inclusive and practical.

Step 4: Sharing and Collaboration

1. Teachers pair up and share the outputs generated by ChatGPT for their scenario.

2. Partners provide constructive feedback:

- Is the content appropriately personalized?

- Are the strategies practical and actionable for the given scenario?

Step 5: Reflection and Application

1. Teachers reflect individually on how ChatGPT can support their teaching practice using the following prompts:

- How did ChatGPT make it easier to personalize learning materials?

- What challenges might you face when using AI for lesson planning or feedback?

- How can you integrate ChatGPT into your current workflow?

2. Group discussion:

- Share key takeaways and brainstorm additional classroom applications for ChatGPT.

5. Evaluation:

- Self-Assessment

a. What was the most valuable feature of ChatGPT for your teaching needs?
b. How did ChatGPT help you personalize learning materials?
c. What challenges might you face in integrating ChatGPT into your classroom?

- Peer Feedback

a. Is the AI-generated output practical and relevant? (Rate 1–5)
b. Are the strategies or materials inclusive and engaging? (Rate 1–5)

ACTIVITY 10: Designing an Inclusive Classroom Framework with AI Tools

1. Description:

Teachers will synthesize their learning from the module Foundations of Inclusive Education to design a comprehensive framework for fostering an inclusive classroom environment. This activity integrates multiple AI tools to support planning, collaboration, and reflection, allowing teachers to create practical, data-driven strategies for equity, diversity, and inclusion.

2. Teaching Materials:

ChatGPT: For brainstorming inclusive strategies.

Tally: For collecting and analyzing simulated student feedback.

Miro: For designing the inclusive framework.

Canva (Magic Write): For creating visual representations of the framework.

3. Duration: 90 min.

4. Instructions:

Step 1: Setting the Stage – Analyzing Inclusive Education Principles

1. Group Discussion:

- Teachers are divided into small groups and provided with prompts to revisit the key principles of inclusive education:

  - What are the core principles of equity, diversity, and inclusion in the classroom?

  - How can inclusive teaching methods address diverse student needs?

2. AI-Assisted Brainstorming:

- Each group uses ChatGPT to generate a list of strategies that align with inclusive education principles. Example prompts:

- Suggest strategies for fostering collaboration among students with diverse abilities.

- How can I ensure equity in group tasks and assessments?

- What are effective ways to engage both introverted and extroverted students during group discussions?

- How can I teach students to respect and value cultural differences among their peers?

- What are examples of activities that allow students to demonstrate their knowledge in different ways?

- What strategies can I use to handle conflicts among students in a way that promotes collaboration?

Step 2: Scenario Analysis – Identifying Needs

1. Scenarios:

- Each group is assigned a detailed classroom scenario involving diverse student needs. Examples:

1. A student with ASD finds group activities overwhelming and prefers working alone but misses out on collaborative learning opportunities. The teacher needs to balance the student's comfort with their social development.
2. A student with a hearing impairment struggles to follow verbal instructions during discussions and lectures. The teacher must ensure they have equal access to the learning materials and classroom communication.
3. A student frequently avoids presenting in front of the class due to severe anxiety. The teacher needs to find ways to help the students gradually build confidence while respecting their emotional limits.
4. A student often comes to school unprepared because of limited access to resources like textbooks, internet, or school supplies. The teacher must find ways to provide equitable opportunities for participation.
5. A visually impaired student struggles to engage with visual-heavy lessons, such as reading from the board or using standard worksheets. The teacher must adapt materials to ensure accessibility.
6. A student with ADHD has difficulty focusing during long lessons and often disrupts peers. The teacher needs to create a structured, engaging environment while managing the student's impulsive behaviors.
7. A student who uses a wheelchair feels excluded from physical activities and struggles to participate fully in classroom seating arrangements. The teacher needs to create a more inclusive physical and social environment.
8. A classroom includes students whose reading levels range from beginner to advanced. The teacher must provide appropriately leveled texts and activities to ensure all students are engaged and challenged.
9. A student recovering from trauma often withdraws from class discussions and group work. The teacher must create a safe and supportive environment to reengage the student in learning.
10. A classroom includes students who speak different home languages and struggle with communication in the primary language of instruction. The teacher must ensure that every student can participate and understand the lessons.

2. Data Collection and Insights:

- Using Tally (free AI-powered form tool), each group creates a short survey to collect student feedback based on the scenario.

- Simulated student responses are provided for analysis.

Step 3: Designing the Inclusive Framework – AI-Enhanced Planning

1. Framework Development:

- Groups use Miro (collaborative digital whiteboard) to design their inclusive classroom framework.

- Elements of the framework should include:

  - Engagement Strategies: Activities that foster collaboration and respect.

  - Adaptation Techniques: Differentiated instruction and UDL applications for diverse learners.

  - Assessment Plans: Methods for equitable assessment.

2. AI Tool Integration:

- Use Canva (Magic Write) to create a visually appealing presentation of the framework.

- Example task: Generate a visual representation of how the framework addresses cognitive, emotional, and physical needs.

Step 4: Presenting and Peer Review

1. Presentations:

- Each group presents its framework to the class, showcasing their use of AI tools and inclusive strategies.

- Highlight:

  - The key features of their framework.

  - How the framework addresses specific needs from their scenario.

2. Peer Feedback:

- Groups provide feedback using guiding prompts:

  - Does the framework align with inclusive education principles?

  - Are the strategies practical and applicable to real classrooms?

5. Evaluation:

- Individual Reflection:

- What was the most valuable aspect of designing an inclusive classroom framework?

- How did AI tools enhance your planning and collaboration?

- What challenges did you face, and how can they be addressed in future planning?

- Group Discussion:

- Facilitate a final discussion on how teachers can integrate the frameworks and AI tools into their teaching practices.

MODULE 3
ADAPTATION OF AI TOOLS FOR SPECIAL NEEDS STUDENTS

1. Module Overview

This module focuses on understanding and addressing the unique special needs of students who require additional support from teachers, thus through AI tools. Teachers will learn to recognize and select appropriate AI resources that cater to diverse learning challenges while considering privacy and ethical issues related to their implementation. They will develop strategies for using AI to create personalized learning tasks, ultimately designing adaptive learning plans.

2. Module Objectives

a. understanding the specific needs of students requiring additional support with AI tools

b. recognizing and choosing AI tools that help meet different student needs

c. planning ways to use AI in the classroom to support students with special needs

d. considering privacy and ethical issues related to using AI tools with special need students

e. applying an interdisciplinary approach to integrate AI tools across multiple subject area

f. enhancing the inclusivity of educational experiences for diverse learners.

3. Module Learning Outcomes

a. to identify basic features of AI tools that support students with special needs

b. to explain how AI tools can address different learning challenges

c. to use AI tools to create personalized learning tasks for special needs students

d. to examine how effective AI tools are in meeting students' learning needs

e. to design a learning plan that adapts AI to support special needs student

4. Key Concepts

AI tools and accessibility, interdisciplinary approach, learning challenges, personalized learning, ethical issues in AI, adaptive learning plans, assessment criteria, rating scales, soft skills

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ACTIVITY 1: Using memes inclusively in the classroom

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1. Description:

This activity focuses on using memes as a fun and effective teaching tool. Teachers will work together to discuss what memes are and how they can be used in the classroom, sharing their own experiences and looking at how memes can support different learning styles.

2. Teaching Materials:

- paper and pen
- laptop with Internet access
- bit.ly/WeAreSpiral (for creating one-sentence snapshots)
- collective end-result in Canva or Lino wall
- self-check notes
- AI tool like ChatGPT
- AI-based brainstorming tool like Padlet with AI insights, Coggle, MindMeister

3. Duration: 90 min

4. Instructions:

Step 1:

Group work: Brainstorm on the use of memes in our inclusive classrooms. Consider:

- different types of learners (visual, auditory, kinesthetic)
- diverse students' needs
- special needs students

- ways of supporting inclusivity in our classroom
- soft skills (like creativity, and empathy) that we need to focus on

Use an AI-based brainstorming tool like Padlet with AI insights, Coggle, MindMeister…

Materials: paper and pen/laptop with Internet access

Time: 20 min

Step 2:

Group work: Discuss the following questions and write down the key takeaways:

- What are memes and how do we use them in our classrooms?
- Do you have any personal experiences with using memes in your teaching?
- How can memes help address diverse learning styles in the classroom?
- How can visual learners, auditory learners, and kinesthetic learners benefit differently from memes?
- Consider notions, such as student engagement, encouraging creativity and critical thinking, and presenting concepts through humour and/or visual elements.

Use an AI tool like ChatGPT to generate ideas.

Materials: paper and pen/laptop with Internet access

Time: 25 min

Step 3:

Group work: Prepare a one-sentence snapshot takeaway from your discussion. Your one-sentence takeaway should include at least three of these notes:

- how memes can engage students in learning
- personal experiences with using memes in your teaching
- how memes can cater to different learning styles
- how can they benefit all students
- how each type of learner can benefit from memes: visual learners, auditory learners, and kinesthetic learners

Before submitting your work, use these self-check notes.

Use bit.ly/WeAreSpiral to create your group's one-sentence snapshot and add it to the collective end result in Canva or Lino wall.

Materials: laptop with Internet access, self-check notes

Time: 30 min

Step 4:

Group work: As a group, have a look at other groups' work and provide feedback for them based on the self-check notes. Your peer assessment of one-sentence snapshots should be friendly and constructive.

Materials: collective end result in Canva or Lino wall, self-check notes

Time: 15 min

 5. Evaluation:

- self-reflection
- discussion
- self-check notes

ACTIVITY 2: Pedagogical memes as a creative and effective teaching tool

1. Description:

This activity focuses on using memes as a fun and effective teaching tool. Teachers will work together to discuss what memes are and how they can be used in the classroom, sharing their own experiences and looking at how memes can support different learning styles.

2. Teaching Materials:

- students' memes exhibition
- MagicSchool, Diffit, EdcafeAI, BriskTeaching (AI tools for meme assessment)
- template for the meme assessment criteria

3. Duration: 100 min

4. Instructions:

Step 1:

Group work: Have a look at some memes (bit.ly/MemesAI) created by students on the topic of the use of AI in the classroom.

- Choose 2 or 3 memes to analyse.
- analyse:
    - the topic and possible educational relevance
    - the level of originality and creativity
    - encouragement of critical thinking

Materials: students' memes exhibition, laptop with internet access
Time: 20 min

Step 2:

Think of the assessment criteria used in the previous task. Use AI like MagicSchool, Diffit, EdcafeAI, BriskTeaching to help you consider the possible assessment criteria when assessing student memes. Add to the list of criteria:

- the topic and possible educational relevance
- the level of originality and creativity

- encouragement of critical thinking
- *clarity of the message being sent*
- *student appropriateness*
- ...

Materials: students' memes exhibition, laptop with internet access

Time: 20 min

Step 3:

- Decide on the assessment criteria for a meme creation task.
- Use AI tools to help you. Do not forget to add the ones you used later to your sources. Use MagicSchool, Diffit, EdcafeAI, BriskTeaching, or any other you are familiar with.
- Use this template for the meme assessment criteria.
- Before submitting your assessment criteria, assess the chosen memes designed by students using your criteria to see if they work.
- Share your work (in Canva or Lino wall).

Materials: students' memes exhibition, laptop with internet access

Time: 40 min

Step 4:

Group work: In pairs, have a look at the assessment criteria submitted by other groups.

- try applying them on the memes you chose
- suggest improvements

Materials: laptop with the Internet access, the collective end-result, students' memes exhibition

Time: 20 min

5. Evaluation:

- Self-assessment of one-sentence snapshots
- Peer-assessment of educational meme criteria
- Kahoot quiz

ACTIVITY 3: This is my meme!

1. Description: Through various group activities, teachers will create their own memes about the use of AI in education and ethical issues, highlighting the importance of creativity, critical thinking, and getting students engaged when using memes in teaching.

2. Teaching Materials:

- paper and pen
- laptop with Internet access
- Breaking News Generator! link
- Break Your Own News - Breaking News Generator link
- MemeCam link
- collective end result in Canva or Lino wall
- Mentimeter

3. Duration:

110 min

4. Instructions:

Step 1:

Group work: Create your own pedagogical meme:

- consider the target audience
- think of the learning objectives when designing the meme
- context for your meme:
    - AI's impact on students' soft skills
    - privacy and data concerns
    - ethical implications
    - creativity, critical thinking skills
    - originality
- use one of the meme creators below:
    - Breaking News Generator! link
    - Break Your Own News - Breaking News Generator link
    - MemeCam link

Add it to the collective end result in Canva or Lino wall.

Materials: Laptop with the Internet access

Time: 45 min

Step 2:

Group work: Groups share their memes with the whole group. While presenting, first let your audience try to guess all the implications of your meme. Then, you can go into greater detail.

Materials: collective end result digital exhibition

Time: 25 min

Step 3:

Group work: Peers provide feedback for other groups' memes by:

- assessing the effectiveness of the memes in conveying the intended message
- suggesting how the memes could be improved or adapted.

Materials: collective end result digital exhibition

Time: 20 min

Step 4:

Group work: Based on what you heard from other groups presenting and on the obtained feedback:

- improve your educational memes based on the feedback received
- discuss the effectiveness of peer feedback: add the advantages of peer feedback to Mentimeter (word cloud of added replies)

Materials: collective end result digital exhibition

Time: 20 min

5. Evaluation:

- Peer-assessment of educational meme criteria
- Reflections in Mentimeter

ACTIVITY 4: Thinking outside the box - linking special needs with challenges and identifying effective AI tools

1. Description: The activity aims to raise awareness among teachers about the challenges faced by special needs students and the wide range of diverse needs encountered in the classroom daily. Through linking special needs with the challenges as well as through identifying the most effective AI Tools in given situations, teachers will engage in meaningful discussions about recognizing specific challenges and exploring AI tools that can effectively support and enhance learning for all students.

2. Teaching Materials:

- paper and pen
- markers
- laptop with Internet access
- paper hexagons - blue and green
- reference worksheet (for the trainer)
- AI tools

3. Duration: 90 min

4. Instructions:

Step 1:

Group work: Think about the special needs you encounter in your classroom on a daily basis.

- consider students with varying abilities, learning styles, and challenges
- brainstorm and write them down on the blue hexagons
- each hexagon contains one specific need

Materials: blue paper hexagons, markers

Time: 20 min

Step 2:

Group work: Use AI to make a list of tools recommended for use with special needs students.

- as a group choose from the AI-generated list 5 tools you are familiar with and 5 you would be willing to explore
- write them down on the green hexagons
- each hexagon contains one specific AI tool

Materials: laptops/cell phones/tablets with Internet access, green paper hexagons

Time: 20 min

Step 3:

Group work: Looking at the blue and the green hexagons you as a group created,

- report how these needs you identified impact learning in your subject area
- consider strategies for addressing them with AI tools
- matching exercise: mix and match the green and the blue hexagons as you see appropriate

Materials: display area: a desk, a (cork) board… reference worksheet (for the trainer)

Time: 20 min

Step 4:

Individual work: Think of your subject area, or each AI tool (green hexagons) provide an example of a task/a teaching unit a special needs student would be able to complete with it.

- write the chosen teaching unit on the appropriate hexagon and then put it back so other group members could do the same
- try to include different teaching units for different AI tools

Materials: display area

Time: 15 min

Step 5:

Group work: Share each other's insights about the AI-tool use in your subject areas. Think of the possible combinations and discuss how these AI tools could be used in interdisciplinary lessons.

Materials: display area

Time: 15 min

 5. Evaluation:

- reflective discussion
- self-reflection

ACTIVITY 5: Fetching fresh ideas

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1. Description:

This activity focuses on exploring the use of AI in education and its potential for enhancing interdisciplinary teaching in a group of students with different needs. Teachers will start with a *Find Somebody Who* game to discuss AI usage in classrooms.

2. Teaching Materials:

- paper and pen
- markers
- laptop with Internet access
- Find somebody who… game
- Find somebody who… game generator
- teaching sustainability interdisciplinary presentation

3. Duration: 110 min

4. Instructions:

Step 1:

To raise awareness about how often and why AI should be used in the classroom, you'll participate in a Find somebody who games. In this activity, you'll walk around the room and talk to your colleagues to find the ones who have had experiences or ideas about using AI in education.

- Find somebody who… game: download and print or play virtually

Materials: Find somebody who… game, template link

Time: 20 min

Step 2:

Next, you'll create a Find somebody who game for your students. You will focus on their experiences of the use of AI at school and also in their lives.

- Find somebody who… game generator: download and print or play virtually

Materials: Find somebody who… game generator

Time: 25 min

Step 3:

Group work: Teaching interdisciplinarity - study how sustainability can be approached across different school subjects.

- presentation
- bearing in mind the topic of sustainability, write an outcome and activity for each subject area in your group
- define the subject areas to tackle and the key competencies

Materials: presentation, pen and paper/laptop

Time: 15 min

Step 4:

Group work: Now that you have defined the outcomes and suggested activities for different subject areas:

- think about: the special needs you would concentrate on this time
- name the AI tools you would use

Materials: presentation, pen and paper/laptop

Time: 20 min

Step 5:

Group work presentations and peer feedback - looking for similarities and differences in approaching the same topic and diverse student needs.

- what special needs the group focused on
- how well they combined the AI tools with the defined competencies and special needs
- suggest improvements
- wrap-up discussion

Materials: presentation, pen and paper/laptop

Time: 30 min

 5. Evaluation:

Peer review and improvement suggestions followed by a wrap-up discussion.

ACTIVITY 6: Enhancing interdisciplinary teaching in a group of students with different needs

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1. Description:

This activity focuses on exploring the use of AI in education and its potential for enhancing interdisciplinary teaching in a group of students with different needs. Teachers will design an interdisciplinary lesson plan focused on sustainability will help them take integrating AI tools to support special needs students into consideration. The activity emphasizes using AI tools to address special needs and create effective rubrics for assessment.

2. Teaching Materials:

- paper and pen
- markers
- laptop with Internet access
- MagicSchool, Diffit, EdcafeAI, BriskTeaching
- rubrics designer RubiStar
- lesson plan template link
- peer review

3. Duration: 100 min

4. Instructions:

Step 1:

Group work: Study the list of topics and decide how it could be approached from your different subject areas.

- choose a teaching unit to create a draft of an interdisciplinary lesson plan
- use MagicSchool, Diffit, EdcafeAI, BriskTeaching: make sure you use them to get inspired

- define the subject areas to tackle and the key competencies
- think about: the special needs you would concentrate on this time
- name the AI tools you would use
- design rubrics using RubiStar
- add your lesson plan to the Canva link

Materials: Lesson plan template

Time: 45 min

Step 2:

Group presentations: present your interdisciplinary lesson plan, outlining:

- subject areas and key competencies addressed
- the specific special needs you focused on
- how the selected AI tools would be applied to support special needs students

Materials: prepared lesson plans

Time: 20 min

Step 3:

Individual work: Go through the prepared lesson plans, for each provide feedback with a personal touch, focusing on special needs addressed and AI tools used to address them. Pay special attention to the designed rubrics and if these were included.

Materials: prepared lesson plan

Time: 15 min

Step 4:

Group work: Read individual feedbacks and:

- improve your lesson plans based on the feedback received
- discuss the effectiveness of peer feedback

Materials: individual feedbacks, prepared lesson plans

Time: 20 min

5. Evaluation:

Peer review and improvement suggestions followed by a wrap-up discussion.

ACTIVITY 7: Would You Rather

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1. Description:

This activity helps teachers explore AI tools for teaching catering to different student needs. Participants then design their own interdisciplinary *Would You Rather* activity typically used to start discussion and engagement. Canva's AI features like Avaritify and Sketchify will be used to create personalized images and discuss their benefits for privacy, creativity, and digital safety.

2. Teaching Materials:

- paper and pen
- markers
- laptop with Internet access
- Would You Rather Activity (link)
- Would You Rather Question Generator (AutoClassmate)
- Canva: Avaritify and Sketchify
- Padlet (for end-result exhibition)
- Mentimeter

3. Duration: 100 min

4. Instructions:

Step 1:

Group work: Take part in this Would you rather activity - it is meant to be an incentive to discuss rather than simply answer the questions.

- players select one of the possibilities from the card they draw and then say what they would rather be or do; you should choose one and then explain your choice
- reply to your team's answer and explanation

Materials: Would you rather activity (template link)

Time: 20 min

Step 2:

Group work: As a group, choose a teaching unit you could design a would-you-rather activity and try making it both engaging, interdisciplinary and funny.

- Would You Rather Question Generator (AutoClassmate)

Materials: laptops with internet access, AutoClassmate

Time: 30 min

Step 3:

Individual work: Log in to your Canva account and choose a Poster as a new design. It offers a wide variety of AI-assisted applications. You will try out some first:

- go to the menu on the left-hand side and choose applications, then *Avaritify*: Upload an image of yourself and then *avaritify* it. Think about the advantages of the use of such an image
- take a picture of the room/your group and upload it to Canva and use the *Sketchify* application
- add your work to the end-result exhibition on Padlet
- get engaged on Padlet: Give posts 1-5 stars rate and choose at least 3 to comment on positively.

Materials: laptops with internet access, Canva, end-result exhibition on Padlet

Time: 30 min

Step 4:

Group work: Think of the advantages of using AI tools like that. What the advantages would they provide concerning:

- privacy protection
- strengthening the digital literacy
- enhancing digital safety
- raising the awareness of digital footprints
- promoting creativity

Mentimeter activity: Ranking these issues after the group discussion to get the whole group's insight.

Materials: Mentimeter

Time: 20 min

 5. Evaluation:

- peer-assessment of Padlet
- Mentimeter

ACTIVITY 8: Exploring the impact of Industry 1.0 on education

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1. Description:

In this activity, teachers will work in groups to find images of early 20th-century factories and then use them to create their own images using Canva. They discuss how industrial work influenced education and compare the two settings. This activity helps them understand the connection between industry and educational practices.

2. Teaching Materials:

- paper and pen
- markers
- laptop with Internet access
- platforms like Pexels and Unsplash
- Canva
- Leonardo.AI, Midjourney…

3. Duration: 100 min

4. Instructions:

Step 1:

Group work: You will now go deeper into the connection between people's lives, that is the industry and education. First, we will look more closely at the Industry 1.0 setting.

- find a photo online that best depicts the work on an assembly line in the first half of the 20th century: use platforms like Pexels and Unsplash, as they are often royalty-free and suitable for educational purposes
- log in to your Canva account, and choose an Instagram (square post) as a new design. Next on the left choose a 2-photo frame design you like. Add the photo you found on the left side of the 2-photo frame.

Materials: Pexels and Unsplash, group's Canva designs

Time: 20 min

Step 2:

Group work: Working in groups, try to describe the industry 1.0 setting.

- discuss the early 20th-century assembly line work: industrial settings, the production process and workers' role, room organisation…
- add a Text box to your Canva design (left-hand side of the design) with the keywords connected to the early 20th-century assembly line work (e.g. *mass production, monotonous tasks*…)

Materials: Pexels and Unsplash, the group's Canva designs

Time: 30 min

Step 3:

Group work: The way people live inevitably influences the way they learn in education. Next, we will compare the results of your research on early 20th-century industrial life with educational principles of that period, focusing specifically on the classroom environment.

- classrooms of the early 20th century and how teaching methods compared to the assembly line system
- look for patterns and similarities in the organization of work and education: compare the early 20th-century assembly line industry workspace to the educational settings of that time

Materials: Pexels and Unsplash, group's Canva designs

Time: 30 min

Step 4:

Group work: The early 20th-century industrial life had a great influence on the classroom environment.

- find a photo online that best depicts the classroom in the first half of the 20th century: use platforms like Pexels and Unsplash

- add your photo as well as a text box with keywords about your research to the same 2 photo Canva design (right-hand side of the design)

Materials: Pexels and Unsplash, group's Canva designs

Time: 20 min

 5. Evaluation:

- self-reflection

ACTIVITY 9: Industry 4.0 and understanding its impact on inclusive education

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1. Description:

In this group activity, teachers will explore the key features of Industry 4.0 and how they shape modern education. Using research, AI tools, and Canva, they will create images and keywords that reflect Industry 4.0's impact, including automation, AI, and smart systems. They will discuss how these advancements influence today's classrooms and design a 21st-century learning space.

2. Teaching Materials:

- paper and pen
- markers
- laptop with Internet access
- platforms like Pexels and Unsplash
- Canva
- Leonardo.AI, Midjourney…

3. Duration: 100 min

4. Instructions:

Step 1:

Group work: As emphasized many times, industrial life influenced our educational system. Let us now focus on the industry 4.0 setting.

- add a new page to the same Canva design with the same design
- research the main features of Industry 4.0

- write the keywords in a textbox on the second page of your Canva design (left-hand side of the design, page 2)

Materials: Canva

Time: 30 min

Step 2:

Group work: As emphasized many times, industrial life influenced our educational system. Let us now focus on the Industry 4.0 setting.

- create an image of it using an AI tool, such as Leonardo.AI (image creation Type a prompt) or Midjourney: (generate image, from text, image prompt)... the keywords you came up with during your research will be the prompts for the AI assessed image creation
- add the photo to your Canva design (left hand side of the design, page 2)

Materials: Canva, Leonardo.AI, Midjourney…

Time: 20 min

Step 3:

Group work: Discuss how each of the features of the Industry 4.0 world should influence today's modern classrooms.

- automation, AI integration, smart factories, IoT, and cyber-physical systems
- based on your findings, write the keywords to your Canva design (right-hand side of the design, page 2)

Materials: Canva

Time: 30 min

Step 4:

Group work: Discuss how each of the features of the Industry 4.0 world should influence today's modern classrooms.

- now you are ready to create a design of your perfect 21st-century classroom setting taking into consideration how the world has changed and students' diverse needs (Leonardo.AI, Midjourney…)

- add your to your Canva design (right-hand side of the design, page 2)

Materials: Canva, Leonardo.AI, Midjourney…

Time: 20 min

 5. Evaluation:

- self-reflection

ACTIVITY 10: AI - the future of our students

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1. Description:

In this activity, teachers focus on how AI and industry change impact education and careers, with a focus on supporting special needs students. They explore new career paths, essential skills, and how AI can help students succeed. In a final discussion circle, they rotate through stations to talk about AI's role in making learning more personalized, fun, and supportive. This activity helps them feel more comfortable and knowledgeable about using AI in education.

2. Teaching Materials:

- paper and pen
- markers
- laptop with Internet access
- station-specific discussion prompts
- AI tools

3. Duration: 100 min

4. Instructions:

Step 1:

Consider how the evolution of industry production and the changing needs of education and students have impacted careers in today's world.

- provide examples of the new career paths
- name and explain the skills required nowadays
- how will special needs students be more successful in the labour market one day
- how can teaching them to be more comfortable with AI tools help them develop the required skills

Materials: groups' Canva designs

Time: 30 min

Step 2:

Group work: Let's get ready for the final activity in this module - the discussion circles. Discuss in your groups and take notes:

- think about the issues raised in this module
- what were your main concerns at the beginning
- which do you feel more comfortable about now
- which need to be further developed

Materials: paper and pen, markers

Time: 20 min

Step 3: Group work: Use your notes and AI tools to come up with 5 questions that you would like to be a part of discussion circles.

These questions can be used in the next activity instead of the suggested ones.

Materials: laptop with Internet access, AI tools

Time: 20 min

Step 4:

Group work: The final activity is taking part in discussion circles.

- split into small groups (around 4-5 people per circle)
- there will be 5 different stations: each station will have a mentor who will guide the discussion

- each group will focus on a different aspect of the module
    - How can AI help create lessons that are just right for each student's needs?
    - What are the risks of privacy and ethics when using AI with special needs students?
    - How can AI make learning more fun and engaging for students who need extra help?
    - How can AI help teachers understand how students are doing and give useful feedback?
    - How can AI tools help teachers adjust lessons for students with different learning needs?
    - How can AI support students in improving their social skills and emotional understanding? (AI generated)
- after 4 min, you will hear a bell and the whole group needs to move to the next table, on their right to discuss a different aspect
- finally, when all groups cover all stations, every teacher will share one challenge they now feel more comfortable with when using AI in teaching special needs students (5 min)

Materials: station-specific discussion prompts, pen and paper or devices for note-taking

Time: 30 min

 5. Evaluation

- discussion circles
- self-reflection

MODULE 4
AI-POWERED DIFFERENTIATED INSTRUCTION

1. Module Overview

Differentiated instruction represents a pedagogical strategy that customizes educational delivery to meet the diverse learning requirements of every student. While all students pursue a common learning objective, the instructional methods employed differ according to each student's interests, preferences, strengths, and challenges.

Instead of teaching the lesson to the whole class in one way, for example, a lecture, a teacher uses different pedagogical methods. The techniques can include teaching students in small groups or one-on-one sessions.

As Carol Ann Tomlinson, a teacher famous for her innovative work in this area, puts it: students have "multiple channels for learning information, making sense of ideas, and expressing their knowledge."

Tomlinson identifies four domains where educators can differentiate their instruction:

Identifying a student's learning needs and defining the resources necessary to achieve this goal.

Process: Activities that help students make sense of what they learn

Initiatives: Students ways to demonstrate their learning and knowledge.

Learning environment: How the classroom "feels" and how the class works together

This module introduces educators to AI-powered tools and strategies for implementing differentiated instruction in their classrooms. Participants will explore various AI applications that can help adapt learning materials, assess student needs, and create personalised learning experiences for diverse learners. Special emphasis will be placed on Diffit, an AI-powered platform designed specifically for creating differentiated worksheets and assessments, and Twee, which helps teachers generate varied instructional materials at different complexity levels. These tools, along with other AI applications, will form the foundation for transforming traditional teaching materials into differentiated resources.

2. Module Objectives

a. Understand the intersection of AI technology and differentiated instruction.

b. Identify appropriate AI tools for different aspects of differentiation (content, process, product).

c. Develop skills in implementing AI-powered differentiation strategies safely and effectively

3. Module Learning Outcomes

a. Evaluate and select appropriate AI tools for differentiated instruction.

b. Create differentiated learning materials using AI tools

c. Apply AI-assisted strategies to address diverse learning needs

4. Key Concepts

- Differentiated Instruction principles
- AI tools for education
- Adaptive learning
- Personalised assessment
- Universal Design for Learning (UDL)
- Digital accessibility
- Ethical AI use in education

ACTIVITY 1: AI Tools Exploration Introductory Workshop

1. Description:

In this activity, teachers will explore eight powerful AI tools designed to support differentiated instruction in the classroom:

Diffit https://app.diffit.me/

Twee https://twee.com/

MagicSchool.ai https://www.magicschool.ai/

EduAide.ai https://www.eduaide.ai/

AI Differentiated Instruction Planner https://www.hyperwriteai.com/aitools/ai-differentiated-instruction-planner

Brisk Teaching https://www.briskteaching.com/

Academiq AI https://academiq-tools.io/dashboard

Schoolai https://app.schoolai.com/

These tools offer various features to help teachers create personalised learning experiences, adapt content for different learning levels, generate differentiated materials, and provide individualised support to students. Through hands-on exploration and guided practice, teachers will understand the basic functionality of each tool and how they can be integrated into their differentiated instruction strategies. This foundational activity sets the stage for more advanced applications of AI tools in subsequent training modules.

2. Teaching Materials:

Computers and devices with internet access

Activity worksheets for tool evaluation

Note-taking materials

Quick-reference guide for each tool

3. Duration: 90 min

4. Instructions:

a. Use brainstorming techniques to gather teachers' insights on what they understand with the term "differentiation.". You can effectively brainstorm using an AI tool like IdeaMap. https://ideamap.ai/ (5 min)

b. Clarify terminology and make sure everyone understands what it means to differentiate (5 min).

c. Comparative Analysis Framework (30 min)

-Present a side-by-side matrix of all eight tools showing:

- Primary differentiation focus (content/process/product)
- Target student learning styles
- Real-time adaptation features

d. Critical Features Assessment (30 min)

-Analyze briefly each tool through three lenses:

- Integration complexity with existing teaching methods
- Evidence-based differentiation outcomes

e. Strategic Tool Categorisation (20 min)

Group tools by instructional purpose:

- Planning and Preparation Tools (AI Differentiated Instruction Planner, Brisk Teaching)
- Content Modification Tools (Diffit, Explainlikeimfive.io)
- Student Engagement Tools (MagicSchool.ai, Twee)
- Assessment and Feedback Tools (EduAide.ai, Khanmigo)

-Examine tool complementarity and potential combined applications

5. Evaluation:

Feedback Survey (You can create an online survey using Google Forms: https://www.google.com/forms/about/)

Please rate your agreement with the following statements on a scale of 1-5:

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

1. I identified AI tools that will effectively address my differentiation needs. 1, 2, 3, 4, 5
2. I feel confident about implementing these AI tools in my classroom. 1, 2, 3, 4, 5
3. These AI tools will significantly improve my current differentiation practices. 1, 2, 3, 4, 5
4. I have adequate support to integrate these AI tools into my teaching. 1, 2, 3, 4, 5

5. I can envision specific ways to use these AI tools in my upcoming lessons.	1, 2, 3, 4, 5
6. The current features of these AI tools meet my differentiation needs.	1, 2, 3, 4, 5
7. These AI tools will positively impact student engagement and learning.	1, 2, 3, 4, 5
8. I feel comfortable using AI tools for classroom differentiation.	1, 2, 3, 4, 5
9. These AI tools will enhance my existing differentiation strategies.	1, 2, 3, 4, 5
10. The capabilities of these AI tools exceeded my expectations.	1, 2, 3, 4, 5

ACTIVITY 2: Creating Differentiated Geography Worksheets with Diffit—"Know Europe"

1. Description:

Learn to create differentiated worksheets for a geography lesson about Europe using Diffit. Teachers will practice generating materials at different complexity levels to accommodate diverse learning needs.

2. Teaching Materials:

Computer with Internet access

Diffit platform access

Provided text about Europe

Sample learning objectives for different ability levels

3. Duration: 45 min

4. Instructions:

Step 1: Log into Diffit (5 min)

Access the Diffit platform https://app.diffit.me/

Create a new worksheet project titled "Know Europe."

Step 2: Input Content (10 min)

Copy a text about Europe into Diffit.

Set the subject area as "Geography."

Define three learning levels: basic, intermediate, and advanced (this could be different among countries).

Step 3: Generate Differentiated Questions (15 min)

Create worksheets focusing on:

Basic Level:

See the example lesson here: Know Europe—made with Diffit

See the example worksheet here: https://drive.google.com/drive/u/0/folders/1WyG_4iHlfu2EB6HzRPqvBkrYgaqVFt3v

Intermediate Level:

See the example lesson here: Know Europe - made with Diffit

See the example worksheet: https://drive.google.com/drive/u/0/folders/1WyG_4iHlfu2EB6HzRPqvBkrYgaqVFt3v

Advanced Level:

See the example lesson here: Know Europe - made with Diffit

See the example worksheet here: https://drive.google.com/drive/u/0/folders/1WyG_4iHlfu2EB6HzRPqvBkrYgaqVFt3v

Step 4: Review and Modify (10 min)

Review generated questions

Adjust complexity levels as needed.

Add visual elements if available.

Format worksheets for clarity.

Step 5: Save and Share (5 min)

Save different versions

Preview final worksheets

Export materials

5. Evaluation:

TRAINING EVALUATION SHEET-Diffit (https://app.diffit.me/)

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of the Diffit platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated worksheets independently

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using Diffit in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate Diffit into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

ACTIVITY 3: Exploring Twee for Differentiated Activities—"Alexander the Great"

1. Description:

This activity guides teachers in using Twee to create differentiated activities for a history lesson on Alexander the Great. The lesson utilizes two reading texts: one below grade level and one at grade level, ensuring accessibility for all students. Using Twee, educators will generate activities that cater to various learning needs while fostering engagement and comprehension.

2. Teaching Materials:

Reading Texts:

- Below Grade Level Version: A simplified narrative about Alexander the Great's life and achievements.
- At Grade Level Version: A detailed account of Alexander the Great's conquests, leadership, and historical impact.

-A twee-generated worksheet with differentiated exercises, including word unscrambling, matching, fill-in-the-blank tasks, and true/false statements.

- Computers or tablets with internet access.

- Twee Platform access.

3. Duration: 45 min.

4. Instructions:

Step 1: Log into Twee (5 min)

Access the Twee platform at https://app.twee.com/.

Create a project titled "Alexander the Great – Differentiated Activities."

Step 2: Input Content and Generate Activities (10 min)

Use ChatGPT or any other tool to generate two versions of a text on Alexander the Great for 5th-grade elementary (below grade level and at grade level): Reading texts Alexander the Great.pdf

After you have created the texts, visit Twee and go to the category: 'Tools".

Select activity types: word unscrambling, matching halves, fill-in-the-blank, and true/false statements.

Use Twee's functionality to generate differentiated activities aligned with the texts like the ones in the worksheet you can find here:. Alexander the Great-Worksheet (powered by twee).pdf

(See also Reading Texts and Worksheet on Alexander the Great, at the relevant file).

Step 3: Review and Modify Activities (10 min)

Review the Twee-generated exercises for clarity and relevance.

Ensure alignment with students' learning levels by tailoring questions and prompts. Alternatively, you can go back to the category “Tools” and choose other types of activities based on your learners’ needs and learning profiles.

Step 4: Implement Activities (15 min)

Distribute the activities to students, allowing them to choose tasks based on their preferred difficulty level.

Facilitate group discussions and individual work to address student needs.

Step 5: Evaluate Engagement (5 min)

Collect feedback from students on the difficulty and enjoyment of the activities.

5. Evaluation:

Twee Training Evaluation Sheet (https://twee.com/)

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of the Twee platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated worksheets independently

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using Twee in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate Twee into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

ACTIVITY 4: Understanding Earthquakes Using MagicSchool.ai

1. Description:

This activity leverages MagicSchool.ai to create a differentiated lesson plan, choice board assignments, and texts and worksheets at three reading levels about earthquakes. Teachers use these tools to cater to diverse student needs while ensuring alignment with Universal Design for Learning (UDL) principles.

MagicSchool.ai provides a suite of tools tailored for educators to create engaging, personalised, and differentiated learning materials. These tools allow teachers to address the unique needs of students with varying skill levels, interests, and learning styles.

2. Teaching Materials:

 MagicSchool.ai Tools:

- **Lesson Plan Generator**: Created a detailed lesson plan about earthquakes. Understanding Earthquakes_lesson plan.pdf
- **Choice Board Generator**: Designed multiple assignment options based on UDL principles. Understanding Earthquakes_choice board_UDL.pdf
- **Text Leveller**: Generated three versions of an earthquake-related text for below-level, at-level, and above-level students: Understanding Earthquakes_6th grade (below level).pdf Understanding Earthquakes_6th grade (at level).pdf Understanding Earthquakes_6th grade (above level).pdf
- **Worksheet Generator**: Created corresponding differentiated worksheets for each text level: Understanding Earthquakes- below grade level worksheet.pdf Understanding Earthquakes_at grade level Worksheet.pdf Understanding Earthquakes_ Above grade level worksheet.pdf

- Devices with internet access.

- Printed texts and worksheets for in-class distribution (see relevant file)

3. Duration: 60 min

4. Instructions:

Step 1: Prepare Lesson Materials (10 min)

- Use the "Lesson Plan" tool in MagicSchool.ai to generate a lesson plan introducing students to the causes of earthquakes, seismic waves, and tools for measuring earthquakes.

Step 2: Assign Choice Board Tasks (10 min)

- Introduce students to the "Choice Board" assignments, which include options such as creating a safety plan, building a seismic wave model, and designing an earthquake timeline.

Step 3: Distribute Differentiated Texts (10 min)

- Provide students with one of three levelled texts about earthquakes based on their reading abilities:
  - Below Level: Simplified text focusing on basic earthquake concepts.
  - At Level: Intermediate text offering more details.
  - Above Level: Advanced text with technical explanations.

Step 4: Engage with Worksheets (20 min)

- Assign corresponding worksheets tailored to the reading levels. Students complete activities such as fill-in-the-blanks, multiple-choice questions, and open-ended questions.
- Worksheet below level
- Worksheet at level
- Worksheet above level.

Step 5: Class Discussion and Reflection (10 min)

- Facilitate a class discussion where students share insights from their texts or choice board assignments.
- Encourage reflections on what they learned about earthquakes and their global impact.

5. Evaluation:

Magic.ai Training Evaluation Sheet (https://app.magicschool.ai/tools)

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of the Magic.ai platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated worksheets independently

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using Magic.ai in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate Magic.ai into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

ACTIVITY 5: Understanding the Solar System Using EdCafe

1. Description:

This activity introduces teachers to EdCafe, a dynamic AI-powered educational platform designed to streamline the creation of differentiated learning experiences. EdCafe offers intuitive tools that enable educators to create customised lesson plans, levelled texts, and interactive activities that cater to the diverse needs of students.

2. Teaching Materials:

- EdCafe Platform Access:
    - EdCafe Website.
- Lesson Plan: Created using the "Differentiated Instruction tool" on EdCafe Exploring the Wonders of the Solar System_Differentiated Instruction.pdf
- Levelled Reading Texts:
    - Generated via EdCafe's "Text Leveller" tool for three reading levels:
        - Below Grade Level: Reading_The Solar System_below level.pdf
        - At Grade Level: Reading_Exploring Our Solar System_5th grade (at level).pdf
        - Above Grade Level: Reading_Exploring Our Solar System_5th grade (above level).pdf
- Interactive Activities:
    - Flashcards: Solar System Flashcards.
    - YouTube Video Quiz: Solar System Video Quiz.
    - Quizzes: Designed with multiple-choice, fill-in-the-blank, and true/false questions on EdCafe: https://t.ly/NU-p_
- Additional Equipment:
    - Computers or tablets with internet access for students.
    - Printed copies of the leveled texts for offline use.

3. Duration: 60 min (Hands-on Workshop)

4. Instructions:

Step 1: Create a Differentiated Lesson Plan (10 min)

1. Log in to EdCafe.
2. Click "Create New" and select "Differentiated Instruction.".
3. Define your lesson details:
    - Topic**:** The Solar System.
    - Objectives**:** Introduce concepts like planets, moons, and the Sun.
    - Differentiation Strategies**:** Visual aids for visual learners, hands-on activities for kinaesthetic learners, and written explanations for linguistic learners.
4. Save the lesson plan for use in the classroom.

Step 2: Generate Levelled Texts (15 min)

1. Under "Teaching/Learning Materials," click **"**Create New" and select **“**Text Leveller”
2. Input a basic text about the Solar System (e.g., “The Solar System includes the Sun, planets, and other celestial objects”).
3. Choose reading levels and generate texts:
    - Below Grade Level: Simplified with key concepts.
    - At Grade Level: Moderate detail with standard language.
    - Above Grade Level: Advanced with technical terms.
4. Save and review each version for accuracy.

Step 3: Create Interactive Activities (20 min)

A. Flashcards:

1. Click "Create New" and select "Flashcards.".
2. Add solar system terms and definitions.
3. Save and share the set: Solar System Flashcards.

B. YouTube Video Quiz:

1. Click "Create New," then "YouTube Quiz.".
2. Add a video and create questions at specific timestamps.
3. Save and share the quiz: Solar System Video Quiz.

C. Quizzes:

1. Use EdCafe's quiz tool to create multiple-choice and fill-in-the-blank questions (quiz 1, quiz 2).
2. Example question: "What is the largest planet in the Solar System? (Answer: Jupiter)"

Step 4: Implement in the Classroom (5 min)

1. Distribute levelled texts based on student abilities.
2. Use flashcards for vocabulary practice.
3. Assign quizzes and YouTube video-based questions as interactive assessments.

 5. Evaluation:

EdCafe Training Evaluation Sheet - https://app.edcafe.ai

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of https://app.edcafe.ai platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated worksheets independently

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using https://app.edcafe.ai in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate https://app.edcafe.ai into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

ACTIVITY 6: Creating Differentiated Instruction Lesson Plans with HyperWrite

1. Description:

Learn to create differentiated lesson plans for an English lesson about traveling using HyperWrite. Teachers will practice generating tailored learning activities based on a specific topic and standard at different complexity levels to accommodate diverse learning needs.

2. Teaching Materials:

Computer with internet access

HyperWrite platform access

Provided topic about Travelling

Sample learning objectives for different ability levels

3. Duration: 45 min

4. Instructions:

Step 1: Log into HyperWrite (5 min)

Access the HyperWrite platform. https://www.hyperwriteai.com/aitools/ai-differentiated-instruction-planner

Create a new lesson plan titled "Travelling."

Step 2: Input Topic “Travelling” and Standard “Students should be able to plan their travelling, communicate at the airport, and ask for help.”. HyperWrite generates 4 levels: below-level students, average students, and above-average students. HyperWrite provides differentiated lesson plans and activities ready on other websites. In case these are not suitable, teachers continue with Step 3. (10 min).

Step 3: Generate Differentiated Dialogues and Exercises (15 min)

Create dialogues for four different levels of language proficiency and exercises for each dialogue to help reinforce understanding and vocabulary.

Sample Dialogues and exercises https://shorturl.at/bZGKf

Step 4: Review and Modify (10 min)

Review generated questions

Adjust complexity levels as needed.

Add visual elements if available.

Format worksheets for clarity.

Step 5: Save and Share (5 min)

Save different versions

Preview final worksheets

Export materials

5. Evaluation:

HyperWrite Teaching Training Evaluation Sheet

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of the HyperWrite Teaching platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated presentations independently.

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using HyperWrite in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate HyperWrite into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

ACTIVITY 7: Creating Differentiated History Worksheets with Brisk Teaching—The 12 Labours of Hercules

1. Description:

Learn to create differentiated worksheets for a history lesson about The 12 Labours of Hercules using Brisk Teaching. Teachers will practice generating materials at different complexity levels to accommodate diverse learning needs.

2. Teaching Materials:

Computer with internet access

Brisk Teaching platform access

Sample learning objectives for different ability levels

3. Duration: 45 min

4. Instructions:

Step 1: Go into Brisk Teaching and add the Chrome Extension (5 min).

Access the Brisk Teaching platform https://www.briskteaching.com/

Add the extension to Chrome.

Step 2: Input Content

Click on the Brisk Teaching Extension (10 min).

Create a presentation about the 12 Labours of Hercules.

Choose the language.
- Choose the level and the grade.

- Choose the number of slides—with images.

Step 3: Generate Differentiated Presentations

Teachers can boost them up or add them to the vocabulary list, quiz, etc.

Beginner level

See example presentation here: Presentation_Hercules and the 12 Labors - 2nd grade

See the example vocabulary list, a multiple-choice quiz with the answer key here: Grade Level 2_Vocabulary list -The 12 Labors of Hercules

Intermediate Level

See example presentation here: Presentation_The 12 Labors of Hercules - 6th grade

Boost the presentation with a tutor.

See how students will see the presentation, an example here: https://app.briskteaching.com/ws/UYIUVI

Advanced level

See example presentation here: Presentation_The 12 Labors of Hercules - Advanced level

See example quiz here: Advanced level_The 12 Labors of Hercules - Quiz

See the example presentation that checks understanding here:

https://app.briskteaching.com/ws/YNTAFR

Step 4: Review and Modify (10 min)

Review the generated presentation, vocabulary list, and multiple-choice quiz.

Adjust complexity levels as needed.

Format worksheets for clarity.

Step 5: Save and Share (5 min)

Save different versions

Preview final worksheets

5. Evaluation:

BRISK TEACHING TRAINING EVALUATION SHEET

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of the Brisk Teaching platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated presentations independently.

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using Brisk Teaching in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate Brisk Teaching into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

Google Forms Evaluation https://shorturl.at/dbCdD

ACTIVITY 8: Creating Differentiated Science Worksheets with "SchoolAI—Photosynthesis"

1. Description:

Learn to create differentiated worksheets for a science lesson about photosynthesis using SchoolAI. Teachers will practice generating materials at different complexity levels to accommodate diverse learning needs. Teachers will learn how to create a space to help their students learn by themselves.

2. Teaching Materials:

Computer with Internet access

SchoolAI platform access

Sample learning objectives for different ability levels

3. Duration: 45 min

4. Instructions:

Step 1: Log into SchoolAI (5 min)

Access the SchooAI platform https://app.schoolai.com/

Create a new space called Science.

Step 2: Input Content (10 min)

Go to create a space

- Add a title: “Photosynthesis”

- Add AI Prompt: Students will learn all about photosynthesis; they will be ready to answer questions about it, and they will create a science project on it.

- Optional Details: Generate All Fields—Start Preview—Launch a Space

Check sample space here: https://app.schoolai.com/student-space?code=7APN

Step 3: Generate Differentiated Worksheets (15 min)

Go to Tools

Create worksheets and lesson plans focusing on:

Intermediate Level:

See the example lesson here: https://app.schoolai.com/sd/cm4yhfsvm000p11d7rs3n749g

See the example worksheet here: https://app.schoolai.com/sd/cm4ygzqsm03t710mprzo8mqvy

Advanced Level:

See the example lesson here: https://app.schoolai.com/sd/cm4yhmd9d03zt10mppmtoosjk

See the example worksheet here:https://app.schoolai.com/sd/cm4yhb3ze03y214a1xedor69m

Step 4: Review and Modify (10 min)

Review generated questions

Adjust complexity levels as needed.

Add visual elements if available.

Format worksheets for clarity.

Step 5: Save and Share (5 min)

Save different versions

Preview final worksheets

Export materials

5. Evaluation:

SCHOOL AI TRAINING EVALUATION SHEET

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of SchoolAI platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated worksheets and lesson plans independently.

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain the differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using SchoolAI in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate SchoolAI into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

Google Forms: https://shorturl.at/S3ZMD

ACTIVITY 9: Teaching about the French Revolution with https://academiq-tools.io/dashboard

1. Description:

This activity introduces teachers to **Academiq AI**, an AI-powered platform that supports differentiated instruction by generating adaptive learning materials. Teachers will explore how AI can assist in lesson planning, worksheet creation, and real-world applications to ensure accessibility for students with diverse learning needs. By the end of this activity, participants will have created **customized lesson materials** for teaching the **French Revolution** using Academiq AI's tools.

2. Teaching Materials:

- Academiq AI platform: https://academiq-tools.io/dashboard
- Lesson Plan: "The French Revolution" (generated via Academiq AI- see annexes)
- Worksheets: Fill-in-the-blanks, MCQs, and short answer questions (see annexes)
- **Real-World Connections** document (see annexes)
- **Teach Me Like X Years Old** simplified texts 1, 2(see annexes)
- **Computers or tablets** with internet access

3. Duration: 60 min

4. Instructions:

Step 1: Generate a Lesson Plan (10 min)

- Log into **Academiq AI** and use the **Lesson Planner** tool.
- Input "The French Revolution" as the topic.
- Define learning objectives such as:
    - Understanding the causes and consequences of the French Revolution.
    - Analyzing primary and secondary sources.
    - Evaluating its impact on modern democratic ideals.
- Review the generated **lesson plan** and make adjustments as necessary.
- See example lesson plan here

Step 2: Create Differentiated Worksheets (15 min)

- Use the **Worksheet Generator** to develop:
    - **Fill-in-the-blanks** exercises on key historical facts.
    - **MCQs** covering major events and figures.

- **Short answer and long-answer questions** to assess critical thinking.

- Preview and modify the worksheets based on student learning levels.
- See example worksheets here

Step 3: Relating the French Revolution to Real-World Events (15 min)

- Use the **Real-World Connections** tool to explore:
  - How the **Declaration of the Rights of Man** influenced the **Universal Declaration of Human Rights**.
  - The revolution's role in inspiring **the Haitian and Latin American Revolutions**.
  - Modern civic movements that still reflect the themes of **liberty, equality, and fraternity**.
- Facilitate a short discussion with participants on these connections.
- See example here

Step 4: Simplifying Content for Diverse Learners (15 min)

- Use **Teach Me Like X Years Old** to generate **two simplified versions** of the lesson:
  - **Basic level** (for struggling readers). See example here
  - **Intermediate level** (for on-grade-level students). See example here
- Compare how different versions explain the Revolution in relatable ways.
- Discuss how teachers can adjust content to meet diverse student needs.

Step 5: Sharing and Reflection (5 min)

- Save and share the generated lesson materials.
- Teachers discuss how AI tools can enhance **differentiated instruction** in their classrooms.

5. Evaluation:

Academiq.ai TRAINING EVALUATION SHEET

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of SchoolAI platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated worksheets and lesson plans independently.

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using SchoolAI in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate SchoolAI into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

ACTIVITY 10: Creating differentiated informative text using eduaide.ai

1. Description:

This activity introduces teachers to Eduaide.Ai which is a comprehensive workspace designed specifically for teachers. The application offers a wide range of generative resources to help with lesson planning and teaching.

Content Generator

The Content Generator is where you create instructional materials—teaching resources and learning objects. You use this tool for lesson planning, creating information objects to present content, generating independent practice exercises, cooperative learning activities, gamification strategies, and various types of questions for both formative and summative assessment.

2. Teaching Materials:

- Eduaide.ai. Platform Access:
- https://www.eduaide.ai/academy/fundamentals/navigating-eduaide#content-generator
- Informative text: Created using the "Content Generator" tool on eduaide.ai Informative Text + Review Questions- ANIMAL RIGHTS
- Levelled Reading Texts + Review Questions:
    - Understanding Animal Rights and Respect for Living Creatures (3rd Grade)
    - Understanding Animal Rights and Ethical Implications (Grade 6-8)
    - Ethical Implications of Animal Rights (Grade 11-12)

- Levelled activities:
    - **True/False** Questions on Animal Rights (3rd Grade)
    - **Multiple Choice Questions** Animal Rights (Grades 6-8)
    - **Exit Slip** Animal Rights (Grade 11-12)
- Additional Equipment:
    - Computers or tablets with internet access for students.
    - Printed copies of the levelled texts for offline use.

3. Duration: 60 min (Hands-on Workshop)

4. Instructions:

Step 1: Create a Differentiated Informative Text with Review Questions (10 min)

1. Log in to https://www.eduaide.ai/
2. Click "Launch" and select "Generator" then click "Information Objects" and select "Informative Text and Questions"
3. Define your lesson details:
    - Choose the subject and students' grade
    - Choose the topic
    - Enter a topic or key words
    - Choose "add to workspace"
    - Copy and save the lesson for use in the class

Step 2: Generate Levelled Texts (15 min)

- Under "Generator" click "Information Objects" and select "Informative Text and Questions"
- Keep the same topic and change the students' grade to create a text for another level
- You can select "enhance" to enhance your topic or key words
- Choose "add to workspace"
- Copy and save the lesson for use in the class

See example lesson for the 3rd grade here

See example lesson for Grade 6-8 here

See example lesson for Grade 11-12 here

Step 3: Create levelled Activities (20 min)

- Under “Content Generator” select “Questions”
- Keep the same topic and change the students’ grade to create a text for another level
- Choose the desired activity “Multiple Choice Questions”, “True /False Questions”, etc.
- Choose “add to workspace”
- Copy and save the activities for use in the class.

  See example worksheet, True/False questions for 3rd grade here

  See example worksheet, multiple choice questions for Grade 6-8 here

Exit slip

- Under “Content Generator” select “Assessments”
- Keep the same topic and change the students’ grade to create an “Exit Slip”
- Choose “add to workspace”
- Copy and save the activities for use in the class.

  See example Exit Slip for Grade 11-12 here

 5. Evaluation:

Eduaide.ai Training Evaluation Sheet - https://www.eduaide.ai/

Name: _____ Date: _____

Subject Area: _____ Grade Level: _____

TECHNICAL COMPETENCY (Rate 1-5: 1=Poor, 5=Excellent)

__ Navigation of https://www.eduaide.ai/ platform

__ Understanding of basic features

__ Ability to adjust difficulty levels

__ Skill in generating multiple versions

__ Management of platform settings

WORKSHEET CREATION ASSESSMENT

Quality of Created Materials:

□ Beginner □ Developing □ Proficient □ Advanced

Content Differentiation (Check all achieved):

□ Clear progression between difficulty levels

□ Appropriate content for target grade level

□ Varied question types utilised

□ Clear instructions for each level

□ Coherent formatting and layout

IMPLEMENTATION READINESS (Yes/No)

__ can create differentiated worksheets independently

__ understand how to modify existing content

__ able to align content with curriculum standards

__ can explain differentiation strategies used

__ ready to implement in a classroom setting

FEEDBACK QUESTIONNAIRE (1=Strongly Disagree, 5=Strongly Agree)

__ The training met my professional needs.

__ I feel confident using https://www.eduaide.ai/ in my classroom.

__ The hands-on practice was valuable.

__ The pace of training was appropriate.

__ I understand how to integrate https://www.eduaide.ai/ into my lessons.

AREAS FOR IMPROVEMENT

List three aspects you need additional support with:

Evaluator's Comments:

Overall Rating: □ Needs Support □ Meets Expectations □ Exceeds Expectations

Evaluator's Signature: _____ Date: _____

MODULE 5
ETHICAL AND RESPONSIBLE AI IN EDUCATION

1. Module Overview

This module explores the ethical considerations and responsible practices surrounding the use of Artificial Intelligence (AI) in educational settings. It examines the potential benefits and risks of AI in enhancing teaching and learning processes while ensuring equity, privacy, and fairness. The focus is on equipping educators, policymakers, and students with the knowledge to implement AI tools ethically and responsibly, safeguarding the educational environment.

2. Module Objectives

a. Understand the ethical implications of AI technologies in education.

b. Identify best practices for responsible AI integration in teaching and learning.

c. Explore ways to ensure AI tools support inclusivity, equity, and privacy in education.

3. Module Learning Outcomes

a. Students will be able to analyze the ethical issues associated with AI use in educational contexts.

b. Students will be able to assess AI tools critically for their ethical and responsible application in classrooms.

c. Teachers will gain skills in developing and advocating for policies that promote ethical AI practices in education.

4. Key Concepts

Ethical AI. Understanding moral principles guiding the development and deployment of AI in education.

- Bias and Fairness: Recognizing how biases in AI algorithms can affect educational outcomes and exploring ways to mitigate them.
- Privacy and Data Security: Analyzing the implications of data collection in AI-driven education tools and ensuring data privacy.
- Transparency: Discussing the importance of making AI systems understandable and accountable to educators and students.
- AI Literacy: Building foundational knowledge on AI for educators and students to facilitate informed decision-making.
- Inclusion and Accessibility: Ensuring AI tools are inclusive and accessible to diverse student populations.
- AI Ethics Frameworks: Exploring existing frameworks and guidelines for ethical AI implementation in education.
- Responsible AI Use: Understanding the strategies and practices for ensuring responsible AI integration in educational environments.

ACTIVITY 1: Introduction to Ethical AI in Education

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1. Description: This activity introduces the ethical use of AI in education, highlighting why ethics are crucial when integrating AI tools.

2. Teaching materials: Presentation slides, case studies on AI misuse in education, short video on AI ethics.

3. Duration: 1 hour

4. Instructions:

Presentation on ethical considerations in AI

Short videos on AI ethics

https://www.unite.ai/10-best-ai-tools-for-education/

Facilitate a group discussion on why ethics matter in AI

5. Evaluation:

Short reflective writing on the importance of ethical AI, focusing on key takeaways from the activity.

ACTIVITY 2: Privacy Ethics and AI

1. Description:

This activity emphasizes the importance of privacy and ethics in AI. Through discussions, group activities and case studies, teachers will gain a deeper understanding of how AI can impact privacy and how developers can balance innovation with ethical considerations.

Moreover, teachers will understand the relationship between AI and privacy, identify privacy concerns in AI systems and discuss their ethical implications, analyze real-world scenarios involving privacy and AI to explore how to balance innovation with privacy protection, engage in a discussion about potential solutions for ensuring privacy in AI development.

2. Teaching Materials:

- video AI and DATA Privacy
- video What is Data Privacy?
- computer/mobile
- markers, pens/pencils

3. Duration: 60 min

4. Instructions:

Step 1:

1. Defining Privacy in the Context of AI:

- Define privacy as the right of individuals to control their personal information and how it is collected, used, and shared.

- Explain that AI systems, especially those powered by data analytics and machine learning, can pose privacy challenges because they often rely on large amounts of personal data to function effectively.

-Use examples like social media algorithms, facial recognition, smart home devices, and health-tracking apps. Ask teachers how they think AI could compromise privacy in each case.

-Discuss the idea of “data collection” and how AI systems gather and analyze personal information to make decisions or predictions. Ask them: “What types of personal data do you think AI collects? How can these data be misused?”

Step 2: Group analysis and discussion

- Discuss the ethical implications of privacy violations in AI. Some key issues include:

    - **Data Ownership**: Who owns personal data? The individual? Is the company collecting it?
    - **Informed Consent**: Are individuals aware of what data is being collected, and do they have control over its usage?
    - **Surveillance and Monitoring**: How can AI systems, like facial recognition or geolocation tracking, be used for surveillance without violating privacy?
    - **Security**: What happens when personal data is stolen or misused by malicious actors or even corporations?
    - **Bias**: How can the collection of biased data lead to discrimination or exclusion in AI decision-making?

Step 3: Small Group Activity

- Divide teachers into small groups. They choose a scenario related to AI and privacy issues:

    - **Scenario 1**: A healthcare AI uses patient data to predict health risks but doesn't inform patients how their data is used.
    - **Scenario 2**: A city government uses facial recognition technology for surveillance in public spaces to monitor crime.
    - **Scenario 3: A** company handles personal data during the hiring process.

Ask each group to discuss the privacy concerns within their scenario and present their findings. Have them consider questions like:

- How does this AI technology affect an individual's privacy?
- How do we prevent discrimination in AI-driven recruitment tools?
- What ethical issues arise from this use of AI?
- What rights should individuals have in controlling or limiting the use of their data?

Step 4. Case Study Analysis

Case Study:

- "A popular social media platform collects user data through facial recognition to improve user experience but is later found to have shared this data with third parties without users' explicit consent. What ethical issues does this raise? How should privacy be protected in this case?"

Discussion Questions:

-What specific privacy violations occurred in this case?

-Was informed consent provided? If not, how could the company have handled consent more ethically?

-What potential harm could arise from this misuse of data?

- How can technology companies be held accountable for privacy breaches?

Step 5: Solutions and Ethical Frameworks

- Discuss various Privacy protection strategies in AI development, such as:
  - **Data Encryption**: Protecting data through secure encryption to prevent unauthorized access.
  - **Anonymization**: Ensuring that personal data is anonymized and cannot be traced back to individuals.
  - **Transparency**: Making AI development and data usage more transparent to users.
  - **User Control**: Giving users control over the data they provide and the ability to opt out or delete data.

5. Evaluation:

Reflection Form: Privacy Ethics and AI

Name: _____

Date: _____

- What is one important concept about Privacy Ethics and AI in education that you learned during today's session?
- What is one action you think AI developers and companies should take to ensure that privacy is respected in the use of AI technologies?
- Summarize the key points discussed throughout the activity: the importance of privacy in AI, ethical concerns, and potential solutions.
- Was there any part of the session that was particularly helpful or unclear? Please share your thoughts.
- On a scale of 1 to 5, how would you rate your understanding of privacy ethics and AI in education after this session?
- (1 = Not confident at all, 5 = Very confident)
  ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
- Is there anything else you'd like to share or suggest for future sessions?

ACTIVITY 3: Understanding the Challenges of AI Ethical Issues in a School Environment

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1. Description

This activity for teachers helps educators understand the ethical issues surrounding AI in schools, giving them the tools to think critically about AI integration while ensuring that student rights and fairness are prioritized.

Moreover, teachers will be encouraged to:

- Understand the key ethical issues related to the use of AI in educational settings.
- Identify challenges AI can pose within schools, including issues of fairness, bias, privacy, and surveillance.
- Explore strategies for addressing these ethical challenges and ensuring responsible AI usage in classrooms and school environments.
- Engage in discussions about the balance between AI's potential and its ethical implications in education.

2. Teaching Materials:

-Ethical guidelines on the use of artificial intelligence and data in teaching and learning for educators | European Education Area

-5 Ethical Implications of AI in Education: A Guideline for Responsible Classroom Implementation

AI 101 for Teachers: Ensuring a Responsible Approach to AI

-Computers/Tablets for research

- Sticky notes

3. Duration: 60 min

4. Instructions:

Step 1

Briefly introduce Artificial Intelligence (AI) and its potential applications in education (e.g., personalized learning platforms, automated grading systems, AI chatbots for student support, surveillance tools for school security).

Ask the group: "What AI tools or systems are currently being used in your school, or how do you foresee AI impacting your classroom or school environment?"

Encourage teachers to share their experiences or concerns related to AI use in their educational context.

Step 2

Introduce the main ethical concerns related to AI in schools:

- **Bias and Fairness**: AI systems can perpetuate biases in decision-making. What impact does this have on marginalized students?
- **Privacy and Data Security**: AI tools often collect significant amounts of data about students, including their academic performance, behavior, and personal information. How can schools protect students' privacy and ensure that data is securely handled?
- **Surveillance**: The use of AI in security systems (e.g., facial recognition, monitoring software) raises concerns about the level of surveillance in schools and the impact on students' sense of privacy and trust.
- **Informed Consent**: Are students, parents, and teachers fully aware of how AI is being used in schools and the data being collected?

Break the group into small teams (3-4 people). Assign each team one of the ethical issues mentioned above (bias, privacy, surveillance, etc.).

Ask each team to brainstorm and discuss the challenges AI may present in a school setting regarding their assigned issue. After 5-7 min, have each group share their thoughts with the larger group.

Example questions for discussion:

How could AI unintentionally introduce bias in school systems?

What are the privacy concerns for students when using AI in schools?

How might surveillance technologies affect students' behavior and trust in the school environment?

Step 3

Case Studies:
Provide the group with a case study or a real-world example of AI's ethical challenges in schools. For example:

Case Study 1: Your school introduces facial recognition software to monitor student attendance and security, but students feel uncomfortable being constantly surveilled.

Case Study 2: An online learning platform tracks students' every move on the system, raising concerns about student privacy and consent.

5. Evaluation:

Reflection Form: Understanding the Challenges of AI Ethical Issues in a School Environment

Name: _____

Date: _____

- What is one important concept about AI Ethical issues in a School environment that you learned during today's session?
- What are the ethical dilemmas in this case?
- What steps could schools take to resolve these ethical concerns?

- How can we, as educators, ensure that AI in our schools benefits all students while safeguarding their privacy and rights?
- What are the long-term consequences if these issues aren't addressed?
- Summarize the key points discussed throughout the activity.
- Was there any part of the session that was particularly helpful or unclear? Please share your thoughts.
- On a scale of 1 to 5, how would you rate your understanding of privacy ethics and AI in education after this session?
- (1 = Not confident at all, 5 = Very confident)
  ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

ACTIVITY 4: **AI in Medical Care, Health, and Wellness**

1. Description: This activity focuses on understanding the role of Artificial Intelligence (AI) in medical care, health, and wellness, its applications, benefits, challenges, and ethical considerations.

2. Teaching Materials:

- Computer with internet access for research
- Top 7 AI Examples In Healthcare - The Medical Futurist
- Artificial intelligence in healthcare: opportunities and challenges | Navid Toosi Saidy TEDxQUT
- Whiteboard and markers
- Handouts of the True/False evaluation questionnaire

3. Duration: 60 min

4. Instructions:

STEP 1

- Briefly introduce the concept of Artificial Intelligence (AI) and its relevance in modern healthcare.
- Define Terms:
  - **Artificial Intelligence (AI)**: The simulation of human intelligence processes by machines, especially computer systems.
  - **Medical Care**: Services provided by medical professionals to maintain or improve health.

- **Health and Wellness**: A holistic approach to maintaining physical, mental, and social well-being.

STEP 2

Groups of 3/4 discuss on how AI is Transforming Healthcare:

- AI's role in diagnostics (e.g., imaging analysis, disease detection).
- Virtual health assistants (e.g., chatbots providing medical advice).
- AI in personalized medicine (using data to create treatment plans).
- Robotics in surgery (e.g., robotic-assisted surgeries).
- Predictive analytics for patient outcomes (e.g., AI tools that predict patient risk factors).
- Highlight real-world applications, such as IBM Watson Health, AI systems used for diagnosing cancers, or wearable devices that track health metrics (e.g., Fitbit, Apple Watch).

STEP 3

Groups of 3/4 discuss on AI's Role in Wellness:

- AI's role in fitness tracking (smart devices that track exercise and health metrics).
- Mental health apps using AI to offer therapy and well-being advice (e.g., Woebot, Talkspace).
- Health recommendations (diet apps, sleep tracking, etc.)
- Impact on Preventative Care**:**AI systems used to predict outbreaks, monitor public health, and prevent diseases before they happen.

Step 4. Discussion on Ethical Considerations and Challenges

Ethical Issues:

- Privacy and security concerns with medical data.
- Bias in AI algorithms (e.g., unequal healthcare outcomes).
- Dependency on technology vs. human touch in healthcare.

 5. Evaluation:

True/False Evaluation Questionnaire:

1. AI is only used in hospitals for diagnostic purposes.
    - True
    - False
2. Artificial intelligence can replace doctors in all areas of healthcare.

- True
- False

3. AI systems can predict patient outcomes and help doctors with treatment planning.
    - True
    - False
4. AI in healthcare eliminates the need for human medical professionals.
    - True
    - False
5. AI-powered apps like chatbots can provide basic medical advice.
    - True
    - False
6. Robotic surgery is a common AI application in modern medicine.
    - True
    - False
7. AI in wellness apps can help with tracking physical activity and managing stress.
    - True
    - False
8. Bias in AI algorithms can affect the fairness of healthcare outcomes.
    - True
    - False
9. AI in healthcare is free from ethical concerns.
    - True
    - False
10. AI can predict outbreaks of diseases by analyzing patterns in health data.
    - True
    - False

Evaluation Answer Key Module 5 activity 4.docx

ACTIVITY 5: Human Rights and AI Ethics

1. Description:

This activity provides students and teachers with a critical foundation in understanding the complex relationship between AI and human rights, encouraging them to think deeply about the ethical issues at play and explore potential solutions for the future.

The objectives of this activity are:

1. Understand the relationship between AI development and human rights.
2. Analyze real-world case studies where AI affects human rights (e.g., surveillance, data privacy, bias).
3. Evaluate the ethical challenges posed by AI and propose solutions.
4. Gain insight into global human rights frameworks and their relevance to AI.
5. Discuss the role of governments, corporations, and individuals in safeguarding human rights in the AI age.

2. Teaching Materials:

- Projector or Smartboard
- Handouts and videos
- Access to computers
- Pen and Paper or Digital Devices for notes
- EEEE's Ethically Aligned Design,
- EU AI Ethics Guidelines,
- OECD Principles on Artificial Intelligence.
- EU AI Act
- Artificial Intelligence and Human Rights

3. Duration: 100 min

4. Instructions:

STEP 1

- Introduce students to the basic concepts of human rights and how AI intersects with them. Give a Brief Overview of Human Rights; Define human rights and give examples (e.g., right to privacy, freedom of speech, right to equality). Mention international human rights frameworks such as the **Universal Declaration of Human Rights (UDHR)**. What are Human Rights?

STEP 2

AI and Human Rights: Explain AI's role in modern society and how it's impacting human rights. Key concepts to cover: Privacy, Equality, Non-discrimination, Autonomy, and Accountability.

Activity:

- **Discussion Question**: "How might AI technology either protect or violate human rights? Give examples."

Step 3

Divide students/ participants into small groups and assign each group one of the case studies. Have them discuss the human rights violations (or protections) in each case and report back to the class with their findings.

Case Studies on AI and Human Rights to provide real-world examples of AI's impact on human rights, showing both positive and negative aspects.

Case Study 1: AI in Surveillance and Privacy

- Example: **China's use of AI in surveillance**, including facial recognition technology and social credit systems.
- Impact on Privacy and Freedom of Expression: How does AI surveillance impact individual privacy? What happens when AI monitors citizens' every move?

Case Study 2: AI Bias in Hiring Algorithms

- Example: Discriminatory outcomes in AI-driven hiring systems (e.g., Amazon scrapped an AI recruitment tool due to gender bias).
- Impact on Equality and Non-discrimination: How does AI potentially perpetuate or reduce biases in hiring practices?

Case Study 3: Autonomous Weapons and International Law

- Example: **Lethal autonomous weapon systems (LAWS)** and their potential to violate international humanitarian law.
- Impact on Life and Security: Should AI have the power to make life-and-death decisions in warfare?

STEP 4

Ethical Challenges of AI:

- **Accountability**: Who is responsible when AI causes harm (e.g., autonomous vehicles in accidents)?
- **Transparency**: Should AI decisions be explainable to humans, especially when they impact personal rights?
- **Bias**: How do we ensure fairness in AI algorithms, especially in sensitive areas like criminal justice and hiring?

5. Evaluation:

Ask students to individually write down one solution for ensuring AI respects human rights, then discuss it with a partner, and finally share it with the class. Take into consideration the following aspects:

- **Regulation and Policy**: the importance of creating laws and regulations around AI that enforce human rights protections. Example: **The EU AI Act**
- **Transparency and Accountability Measures**: AI companies should be required to disclose how algorithms are created, trained, and tested for bias. Encourage the development of "AI audits" to ensure that AI systems are operating fairly.
- **Global Cooperation**: How can nations collaborate to prevent AI from violating human rights, especially in countries with less robust legal systems?

ACTIVITY 6: AI, Global Climate Threats, and Ethics

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1. Description:

This activity will contribute to:

1. Understand the role of AI in addressing global climate threats.
2. Discuss ethical considerations regarding the use of AI in climate change solutions.
3. Analyze how AI can both positively and negatively impact global climate efforts.
4. Critically assess the potential outcomes of AI-driven climate policies.

2. Teaching Materials:

- Whiteboard/Markers or Projector for presentation
- Computers or tablets for research
- videos on AI and climate change: https://x.com/i/status/1649377290923438082
- Final Evaluation Test

3. Duration: 60 min

4. Instructions:

STEP 1

Ask the groups: "What do you know about climate change? How do you think technology like AI could help us fight it?"

Explain that AI can help in areas such as renewable energy optimization, disaster prediction, environmental monitoring, and carbon emissions reduction.

Step 2

1. **Class Discussion**
    - Ask the question: "What ethical concerns arise when we use AI to address global climate issues?"
    - Guide the discussion with the following prompts:
        - Data privacy: Who owns the data used by AI systems for climate monitoring?
        - Bias in algorithms: Could AI solutions disproportionately impact certain communities or regions?
        - Unintended consequences: Could AI-driven solutions have unforeseen negative outcomes (e.g., job displacement, environmental damage)?
        - Equity: Will AI solutions be accessible to all countries, especially developing nations?
2. **Individual Reflection (5 min):**
    - Ask students to write a short paragraph reflecting on one ethical issue related to AI in climate change that they find most concerning.

Conclusion (5 min)

- Recap the main points of the lesson: AI's potential in fighting climate change, its ethical challenges, and the need for careful consideration when using AI technologies for global solutions.
- Encourage students/ colleagues to think about both the potential and the risks when it comes to using advanced technology like AI to solve environmental issues.

5. Evaluation

1. **Multiple Choice**
   What is one of the primary ways AI is used to help fight climate change?
   a) Predicting weather patterns
   b) Designing new smartphones
   c) Creating new fossil fuels
   d) None of the above
2. **True/False**
   AI can help reduce greenhouse gas emissions by optimizing energy use in various industries.
   (True/False)
3. **Short Answer**
   Describe one ethical concern related to the use of AI in addressing climate change.
4. **Multiple Choice**
   Which of the following is a potential negative consequence of using AI in climate change solutions?
   a) Increased access to renewable energy
   b) Job displacement due to automation
   c) Improved climate forecasting
   d) Better management of natural resources

Answer Key for Test:

1. a) Predicting weather patterns
2. True
3. Example answer: *One ethical concern is data privacy, as the information collected by AI systems could be misused or sold without consent.*
4. b) Job displacement due to automation

ACTIVITY 7: AI, Respect, Human Dignity And Rights

1. Description:

This activity will explore the concept of respect in the context of artificial intelligence (AI) and how AI systems should be designed and used to uphold human dignity, rights, and values. Teachers and students will examine the ethical implications of AI, including fairness, transparency, autonomy, and accountability, and understand how AI can reflect the values of respect in both its design and application.

2. Teaching Materials:

- Projector or Smartboard
- Handouts on AI Ethics, Human Values, and Respect
- Internet connection
- Pen and paper or digital devices for notes
- The importance of respect

3. Duration: 100 min

4. Instructions:

STEP 1.

Introduce students to the concept of respect and its importance in human relationships, and connect it to AI. Begin with a Definition of Respect:

a) Discuss what "respect" means in human interactions. Key concepts might include:

- **Treating others with dignity** (acknowledging their worth as individuals).
- **Non-discrimination** (recognizing the equality of all people).
- **Autonomy** (honoring individual choice and freedom).
- **Fairness** (ensuring equal treatment without bias).

Ask your colleagues/ students to share examples of respect in their everyday lives.

b) Connect to AI:

Discuss how the concept of respect extends to AI. In what ways should AI systems respect human values, rights, and dignity? (e.g., how should AI treat individuals equally, honor privacy, and respect autonomy?).

STEP 2

Groups of 4 teachers or students explore specific AI applications and analyze their potential for respecting human values. Each group chooses one of the following AI applications (healthcare, education, employment). Each group will:

- Identify the key ways AI can respect or violate human dignity in their assigned area.
- Discuss how AI systems can be designed to promote respect for human rights in that context.
- Present their findings to the class.

- **AI in Healthcare**:
  - How can AI in healthcare respect patient autonomy, dignity, and privacy?
  - Consider AI systems in diagnosis or treatment recommendations. Should patients have the right to opt out of AI-driven decision-making?
- **AI in Education**:
  - Discuss how AI can be used in educational settings to support students without bias. How can AI systems respect individual learning needs and promote fairness?
- **AI in Employment**:
  - Explore the use of AI in hiring practices, employee surveillance, and productivity tracking. How can AI be designed to respect workers' autonomy and prevent bias?

5. Evaluation:

REFLECTION activity: How can we as individuals ensure that the AI systems we use every day respect our dignity and rights? What are some actions we can take to push for more ethical AI? Write a short paragraph on it.

- Take into consideration the following **Key Concepts**:
  - Respect is a foundational human value that AI systems must uphold to promote dignity, fairness, and equality.
  - Ethical considerations such as bias, transparency, privacy, and accountability are critical in ensuring AI respects human rights.
  - Human-centered AI design can promote a more respectful and inclusive technological future.

ACTIVITY 8: AI Ethics, Inclusion, Migration, and Multicultural Society

1. Description:

The following activity will explore the intersection of artificial intelligence (AI) ethics with issues of inclusion, migration, and multiculturalism. Teachers and students will analyze how AI systems can be designed and deployed in a way that respects the diversity of society, promoting fairness and equality for migrant populations and marginalized groups. By the end of the lesson, the participants of the activity will have a deeper understanding of the ethical challenges AI poses in a multicultural world and the role of inclusion in the design and use of AI technologies.

2. Teaching Materials:

- Projector or Smartboard
- Videos on AI ethics, inclusion, and migrationThe impact of AI on diversity and inclusion [1.29.]
- How AI can help shatter barriers to equality | Jamila Gordon
- Computers or tablets for research
- Pen and paper or digital devices for notes and reflection

3. Duration: 100 min

4. Instructions:

STEP 1

Introduce the concepts of AI ethics and the challenges of designing AI systems for a multicultural society.

- **What is AI Ethics?**
  - Define **AI ethics**: The study of the moral implications and challenges associated with the development and deployment of AI technologies, including fairness, transparency, accountability, and privacy.
  - Discuss why AI ethics is important in today's world, where AI plays a significant role in decision-making processes in various areas.
- **What is Multiculturalism and Inclusion?**
  - Define **multiculturalism**: The presence and co-existence of diverse cultural and ethnic groups within a society.
  - Define **inclusion**: The practice of creating environments where people of different backgrounds, abilities, and identities feel respected, valued, and able to fully participate.

STEP 2

Explore how AI can be designed to foster inclusion, equality, and respect for human rights in multicultural societies.

- **Designing Inclusive AI**:
    - **Diverse Data Sets**: Discuss the importance of using inclusive data that represents diverse populations, including migrants, refugees, and marginalized communities. AI systems should be trained on diverse datasets to avoid biased outcomes.
    - **Cultural Sensitivity**: AI systems should be sensitive to cultural differences and promote respect for all cultural identities. This includes language support, understanding cultural norms, and recognizing different forms of communication.
    - **Transparency and Accountability**: Developers must ensure that AI systems are transparent and that users (including migrants) have access to clear explanations of how decisions are made. Also, AI systems must be accountable, and there should be mechanisms in place to address potential harms.
- **Examples of Inclusive AI**:
    - **AI in Language Translation**: Discuss how AI can break down language barriers, helping migrants communicate in their new countries, access services, and integrate into society.
    - **AI in Healthcare**: AI can help provide more equitable access to healthcare for migrant populations by considering their specific needs and challenges (e.g., language barriers, cultural differences).
    - **AI in Employment**: AI-driven job search platforms can be designed to promote inclusion by focusing on skills rather than nationality or ethnicity, helping migrants find employment opportunities.

STEP 3

Groups of 4 teachers/ students reflect on the importance of AI ethics in migration and multicultural societies and review Key Concepts:

- AI can be a powerful tool to promote inclusion and fairness in multicultural societies but presents challenges like bias, discrimination, and exclusion.
- Ethical AI development requires diverse data, transparency, accountability, and cultural sensitivity.
- Governments, companies, and civil society must work together to ensure that AI systems are designed to respect human dignity and promote inclusion for all communities, including migrants.

5. Evaluation:

Case Study: AI and Refugee Resettlement

In a European country, AI systems are being used to streamline the process of refugee resettlement. The AI system helps assess the educational background, skills, and healthcare needs of refugees, and match them with suitable resettlement opportunities. However, reports emerged that the algorithm tends to prioritize refugees with higher levels of education and specific professional skills, resulting in unequal resettlement outcomes for those with less formal education or non-traditional skills. Additionally, refugees from certain regions face discriminatory treatment due to biased data inputs.

5.1. Identify the key ethical issues presented in this case study. How would you address the bias in the AI system?

5.2. Propose potential solutions to ensure that the AI system is fair and inclusive, keeping in mind the diverse needs and backgrounds of refugees.

Scoring Guidelines:

- **Case Study:** Each case study question is worth 10 points, based on the ability to critically analyze the issue and propose viable solutions.

Total Possible Points: 30

ACTIVITY 9: AI Ethics, War, and Peace

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1. Description:

This activity will explore the ethical implications of Artificial Intelligence (AI) in the context of war and peace. The participants in the activity will analyze how AI technologies are shaping modern warfare, the risks of autonomous weapons, and the ethical challenges of AI-driven military systems. Additionally, the activity will consider how AI could be used to promote peace, prevent conflicts, and support post-conflict reconciliation efforts.

2. Teaching Materials:

- Projector or Smartboard
- Articles or videos on AI in military technology
- Artificial Intelligence and Peace
- The role of artificial intelligence in Russia's war in Ukraine | DW News

- Computers or tablets for research
- Pen and paper or digital devices for notes and reflection

3. Duration:60 min

4. Instructions:

STEP 1

Introduce AI ethics in the context of war and peace, and discuss the growing role of AI in military applications, including autonomous systems, drones, and surveillance technologies.

- **AI and War**:
  - AI in warfare is transforming how military strategies are executed, with the introduction of drones, autonomous weapons, and AI-powered surveillance systems.
  - Ethical concerns: autonomy in warfare, accountability for decisions made by AI systems, and the potential for AI to exacerbate violence or misinterpret commands.
- **AI and Peace**:
  - AI's potential to contribute to peacebuilding efforts, including conflict prevention, peace negotiations, humanitarian aid, and post-conflict reconciliation.

Step 2

Group examination on how AI can be used to prevent conflicts, promote peace, and support post-conflict reconstruction.

- **AI in Peacebuilding**:
  - Discuss how AI can be used to **predict and prevent conflict**, through data analysis of social, political, and economic factors that might indicate potential tensions or conflict.
  - **Humanitarian Aid**: AI systems can optimize the distribution of aid, help track displaced populations, and ensure that resources reach those in need efficiently.
  - **Peace Negotiations**: AI can assist in analyzing data from conflict zones to identify patterns and create strategies for diplomatic negotiations.
  - **Post-Conflict Reconstruction**: AI can help rebuild communities by providing insights into resource allocation, infrastructure development, and social reconciliation efforts.
- **AI in Preventing Escalation**:

- Explore the use of AI in military conflict resolution, such as AI systems that could intervene or de-escalate military actions based on real-time analysis of troop movements and regional tensions.

5. Evaluation:

QUESTIONNAIRE

1. How do you think AI could impact the future of war?
2. What are the potential benefits or dangers of using AI in conflict?
3. Could AI play a role in preventing or resolving conflicts?
4. How AI could contribute to:
    a) Preventing future conflicts or wars.
    b) Supporting humanitarian efforts during wartime.
    c) Assisting in post-conflict recovery and reconciliation.

ACTIVITY 10: AI's ability to understand, simulate, and express emotions and creativity.

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1. Description:

E-Tivity

Speaking AI Avatars: Emulating and questioning.

School pupils are expected to act in ways that resemble exemplars. Pupils were encouraged to pick their own exemplars, choosing among famous scientists, moral influencers, politicians, musicians and writers. They used AI applications to let them speak about their school. This arguably promoted moral deference. Sometimes they chose famous people whose behavior was questionable in order to foster moral reasoning and critical thinking.

Rather than seeking to simply imitate or question their exemplars, pupils should be encouraged to take a more nuanced approach to emulation and critical thinking in which they engage with their exemplars, think about how they can promote the values, and embody the ideals and virtues that they identify and admire in them, or, on the contrary, think about how they can question unshared attitudes they don't agree with. This approach is supported by recent insights about which exemplars are more motivating if they are not simply imitated.

2. Teaching Materials:

Online tools, smartscreen, lab.

Product: https://fb.watch/xkeDC_KwLU/

3. Duration:

3 hours (one week)

4. Instructions:

Pupils in groups are guided to use web-based free AI tools to turn text into speaking avatars (Canva, HeyGen,...). Finally, all videos are assembled with Canva and the resulting video is disseminated online.

5. Evaluation:

A self-evaluation form was used to promote deep reflection and self-awareness among pupils.

A. In general, how hard was it to create the speaking avatars?
B. Did you feel confident about your idea?
C. Was it difficult to find the resources and materials you needed?
D. Were the teacher's instructions easy to follow?
E. Were you able to adapt when unexpected changes of direction came up?
F. Were you satisfied with how your project turned out to be?
G. Were you confident about the group you worked with?

On a scale of 1 to 5, how would you rate your answers?

• Strongly Agree 5

• Agree 4

• Undecided 3

• Disagree 2

• Strongly Disagree 1

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

MODULE 6
COLLABORATIVE LEARNING AND AI

1. Module Overview

This module explores how AI technologies can enhance collaborative educational activities by providing personalized feedback, facilitating peer interaction, and supporting skill development within diverse environments, catering to students' special needs. Through this module, educators learn how to effectively integrate AI-driven tools to foster collaborative learning, improve engagement, and adapt to individual learning needs in diverse group settings.

2. Module Objectives

a. recognizing and understanding the role of AI in enhancing collaborative learning in diverse environments.
b. exploring and utilising AI tools designed to support interactive and personalized learning experiences.
c. developing strategies to facilitate effective teamwork and peer feedback using AI-driven platforms.
d. Assessing the impact of AI on learning outcomes and identify best practices for integrating AI into collaborative activities.

3. Module Learning Outcomes

a. to apply AI tools to create engaging, collaborative learning activities.
b. to assess the effectiveness of AI-driven feedback and guidance in supporting group learning objectives.

c. to implement AI solutions to facilitate the learning process across curriculum integrated learning through self-correction and peer learning.
d. to evaluate the impact of AI in collaborative settings, recognizing its benefits and limitations in enhancing learning outcomes in diverse environments.

4. Key Concepts

Collaborative Learning, AI-Powered Learning Support, Adaptive Feedback, Self-Correction and Reflection, Engagement through AI

ACTIVITY 1: Creating Connections: Exploring Collaborative Learning with AI Tools

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1. Description:

This activity explores the concept of collaborative learning and the role AI tools can play in enhancing it. Teachers will work together to reflect on their understanding and experience of collaborative learning, discuss its importance in modern education, how they can enhance different learning styles.

2. Teaching Materials:

- Paper and pen
- Laptop with Internet access
- AI tools:
  - Mentimeter for live polling and real-time reflections
  - Wordwall, Education.com for gamified exploration of ideas
  - Canva, AI image creator, Microsoft Copilot for designing the final output
  - AI-based brainstorming tools: ChatGPT, Padlet, or Coggle
  - "Two Stars and a Wish" template sample TeachBC

3. Duration: 90 min

4. Instructions:

Step 1: Brainstorming on Collaborative Learning (20 min)

- Group work: Discuss and define collaborative learning within your group. Consider the following:
  - What does collaborative learning mean to you?
  - How do you currently use collaborative learning in your teaching practice?
  - What are the benefits of collaborative learning for students with diverse needs?
  - What challenges have you faced with collaborative learning, and how might AI help address them?

Use an AI-based brainstorming tool like Mentimeter or Coggle to generate insights or prompts.

Materials: Paper and pen/laptop with Internet access

Step 2: Interactive Exploration of Collaborative Learning (25 min)

- Group work: Engage in an interactive activity using AI tools.
    - Use Wordwall, ChatGPT or Education.com to explore key concepts of collaborative learning in a gamified format (e.g., quizzes, matching games).
    - Use Mentimeter to answer live poll questions such as:
        - How does collaborative learning benefit diverse learners?
        - What role can AI tools play in supporting collaboration?
- Materials: Laptops with Internet access, Wordwall, ChatGPT, Education.com, Mentimeter

Step 3: Creating a Collaborative Artifact (25 min)

- Group work: Use Canva, AI image creator, Microsoft Copilot to collaboratively design a visual representation (graphic/infographic/leaflet) of your group's understanding of collaborative learning. Your visual artifact should:
    - Define collaborative learning
    - Highlight benefits and challenges
    - Illustrate how AI tools can enhance collaboration
    - Illustrate how AI tools can enhance collaboration amongst diverse learners
- Use the brainstorming results from Step 1 and the insights from Step 2 as inspiration
- Add your visual representation to the collective end-result in Padlet
- Materials: Canva, AI image creator, Microsoft Copilot, Padlet, laptops with Internet access

Step 4: Peer Feedback (10 min)

- Group work: View other groups' visual representation on Padlet and provide feedback by giving them 1-5 stars.

5. Evaluation: (10 min)

- Reflect on what you learned about collaborative learning by reviewing others' work
- Discuss amongst the members of your group and give constructive feedback
- Use a feedback framework, such as:
    - "Two Stars and a Wish" (2 positive points, 1 suggestion for improvement).
- Materials: "Two Stars and a Wish" template sample TeachBC

ACTIVITY 2: Collaborative Visual Representations with AI Tools

1. **Description**: This activity explores how AI tools can be used to create engaging visual content like posters, leaflets, brochures etc. Teachers will collaborate to assess visuals created by students and create visuals that promote teamwork, critical thinking, and problem-solving, emphasizing how AI tools can support collaborative learning in classrooms.

2. **Teaching Materials**:

- Samples of student-created posters, leaflets, brochures for evaluation
- Canva, Canva Magic Design, Bing Image Creator, Microsoft Copilot (for visual design)
- ChatGPT, Canva Magic Design (for brainstorming text and assessment criteria)
- Template for visual design assessment criteria, Canva Feedback Templates
- Padlet (for collecting groups' assessment template)
- Lino (for end result products)
- Mentimeter (for activity evaluation)

3. **Duration**: 100 min

4. **Instructions**:

Step 1: Analysing Visuals (Posters, Leaflets, Brochures) - (20 min)

- Group work: Assess in your group samples of posters and leaflets created by students
- Choose 2-3 visuals in order to:
    - assess visual appeal and content relevance
    - evaluate creativity and effectiveness in conveying messages
    - analyze promotion of critical thinking
    - evaluate the ability to address the audience

- Use the template for visual design assessment criteria to assess students' work

- Materials: Laptop with internet access, students' samples of visuals, template for visual design assessment criteria

Step 2: Brainstorming Assessment Criteria for Visual Designs (20 min)

- Group work: Use the template for visual design assessment criteria from the previous step as a guideline. Brainstorm ideas for developing an assessment template in your group to evaluate students' visual designs. Use ChatGPT or CanvaMagicDesign to collect your group's ideas.
- Discuss and consider the following ideas:
    1. What makes a visual design engaging and meaningful?
    2. How can AI tools be used to generate and refine assessment criteria?
    3. What categories should be included in an assessment template? (e.g., clarity, creativity, teamwork representation, catchy slogan, message relevance, layout etc.).

- Materials: Laptop with internet access, assessment template example

Step 3: Creation of Assessment Template for Visual Representations (20 min)

- Group work: Use your group's ideas from the previous step and use Canva Feedback Template to create your group's assessment template for visual representations.
- Use the template you created to assess the chosen visuals that were created by students and check whether it works
- Share your group's template in Padlet
- Materials: Laptop with internet access, Canva Feedback Template, Padlet

Step 4: Designing Collaborative Visuals (30 min)

- Group work: In your group create a poster, a leaflet or a brochure that promotes collaborative learning using AI design tools. Remember the criteria you considered important for an effective visual. You may use tools like Canva, Copilot, Bing Image Creator or any other tools you are familiar with in order to create an effective visual design.
- Focus:
  - Visual clarity and engagement.
  - Teamwork representation and inclusivity.
  - Catchy slogans.
  - Clear messages.
  - Attractive layout.
- Once your visual designs are ready add them to a collective end-result board in Lino. Evaluate each group's visual by adding one positive remark and one remark on what they could improve.
- Materials: Laptop with internet access, Canva, Copilot, Bing Image Creator, Lino.

 5. **Evaluation**: (10 min)

· Peer Assessment of Visual Representations Criteria

· Answer the following questionnaire on Mentimeter to evaluate the activity on collaborative visual representations with AI tools. Questions included on the Questionnaire:

1. What did you find most valuable about using AI tools for creating visual representations in this activity? (Canva, Bing Image Creator, Padlet, Microsoft Copilot, Lino)

2. Rate the following statements: (Strongly Disagree, Disagree, Agree, Strongly Agree)

· AI tools enhance creativity in visual learning.

· AI tools facilitate better teamwork among students.

· Designing with AI tools improves critical thinking.

· AI tools simplify the assessment process.

3. What challenges have you faced when using AI tools for collaborative projects? How did you overcome them?

4. Rate the following statements: (Strongly Disagree, Disagree, Agree, Strongly Agree)

· The activity helped me develop clearer assessment criteria for evaluating student-created visual designs.

· The activity provided practical strategies that I can use to foster collaborative learning in my classroom.

5. How do AI tools impact the design of assessment criteria?

ACTIVITY 3: Collaborative Video Creation with AI Tools

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1. Description:

This activity introduces teachers to AI tools for creating videos connected to various subjects. Teachers will collaborate to design and produce engaging videos that highlight teamwork, creativity, and effective communication. They will learn to generate logos, slogans, and audio, and compile their videos using AI-supported tools to showcase collaborative learning practices.

2. Teaching Materials:

- For evaluation: students' sample videos
- Canva, Looka and Designs AI (for logo and branding design)
- ChatGPT (for brainstorming slogans and scripts)
- Suno (for generating audio tracks
- Capcut (for video editing)
- Template for video design assessment criteria
- Canva (for sharing ideas and drafts
- Lino (for final video submissions)
- Mentimeter (for activity evaluation)

3. Duration: 100 min

4. Instructions:

Step 1: Analyzing Sample Videos (20 min)

Group Work: In your group choose 2-3 sample videos created by students and evaluate them.

- Assess visual and audio appeal
- Evaluate relevance

- Evaluate creativity
- Assess clarity and effectiveness in conveying the message
- Analyze promotion of critical thinking
- Evaluate the ability to address the audience

· Use the template for video design assessment criteria to guide your evaluation.

- Materials: Laptop with internet access, video samples, assessment template for videos

Step 2: Brainstorming Ideas and Creating Video Concepts (20 min)

· Group Work: Brainstorm ideas for the video's theme, slogan, and core message. Use ChatGPT to generate slogans and scripts.

· Discuss the following ideas in your group and any other ideas that you find important:

1. What makes a promotional video engaging and impactful?
2. How can AI tools enhance creativity and teamwork in video production?
3. What categories should be assessed? (e.g., audio-visual appeal, message clarity, teamwork representation, innovation, etc.)

- Collect your group's ideas on a visual mind map in Canva.
- Materials: Laptop with internet access, ChatGPT, Canva brainstorming mind map template.

Step 3: Designing a Logo and Slogan (20 min)

· Group Work: Use AI tools like Canva, Looka or Designs AI to create a logo for the video.

· Generate catchy slogans with ChatGPT and finalize them as a group.

· Focus on:

- Simplicity and memorability.
- Alignment with the video's theme and collaborative focus.

- Materials: Laptop with internet access, Canva, Looka, Designs AI, ChatGPT.

Step 4: Producing Collaborative Videos (30 min)

Group Work: In your group create short videos using AI tools.

- Use the material your group created in the previous steps (logos, slogans, lyrics or scripts). You may record members of your group performing parts of your video. Compile visuals, logos, and slogans into a cohesive design.

- Generate background music, voiceovers or songs using the scripts you create with Suno to accompany your video.

- Edit and finalize the video using CapCut.

Upload the final video to the collective board on Lino and evaluate peers' videos by leaving comments on strengths and areas for improvement. Remember to be specific, use positive and constructive tone and offer examples to support your feedback. You may use the criteria from the sample assessment template for video design.

- Materials: Laptop with internet connection, AI tools (Suno, CapCut), Lino for submissions, Sample Assessment template for video design.

 5. Evaluation: (10 min)

Answer the following questionnaire on Mentimeter to evaluate the activity and share reflections. Questions included on the Questionnaire:

1. What did you find most valuable about using AI tools for video creation?
2. Rate the following statements (Strongly Disagree, Disagree, Agree, Strongly Agree):

- AI tools enhance creativity in video design.
- AI tools facilitate better teamwork among students.
- Designing with AI tools improves critical thinking.
- AI tools simplify the assessment process.

3.What challenges did you face using AI tools? How did you address them?

4. Which tools would you most likely use in your teaching practices in the future?

- Materials: Mentimeter questionnaire.

ACTIVITY 4: Mastering Collaborative Learning with Mizou

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1. Description:

This activity focuses on equipping teachers with practical knowledge of Mizou, an AI-driven educational tool, and its role in collaborative learning. Educators will work together to explore Mizou's features, including structured prompts, real-time feedback, and vocabulary support. Through hands-on practice, teachers will reflect on how AI can support students in expanding their vocabulary, organizing their ideas effectively, and improving their writing skills. The session emphasizes how Mizou's tools can aid in teaching essay structure and coherence,

fostering stronger written communication skills among students. Teachers will also collaborate to share strategies for integrating these AI-driven techniques into their classrooms.

2. Teaching Materials:

- Paper and pen
- Computer with Internet access
- Mobile phones for real-time interaction with Mizou
- Support materials for Mizou easy onboarding (Collection_CL_with_AI_Mizou_for_teachers)
    - Step-by-step guide
    - Youtube video Mizou Ai Chatbot Tutorial
- Digital tools
    - wakelet.com for content organization
- AI tools
    - mizou.com for vocabulary support, feedback and lesson design for guided writing
    - padlet.com for sharing and collaborating on lesson plans
    - canva.com for visual lesson planning

3. Duration: 90 min

4. Instructions:

Step 1: Introduction to Mizou (15 min)

- Teachers log into the Mizou platform mizou.com in small teams (4) and explore its key features:
    - Vocabulary suggestions
    - Personalized feedback for students
- Each team simulates common student errors (e.g., vocabulary gaps, spelling etc.) and observes how Mizou provides feedback.
- Teams discuss their findings and reflect on how Mizou's features can support diverse learners and enhance lesson planning.
- Each team shares their key findings with the larger group by presenting a brief summary (3–5 min) of the features they explored, highlighting what was most useful and how it can be applied in their teaching practice. This can be done using Padlet IO1 Activity 4_Teaching-practices-exploration-wall, a shared document, or a live presentation.

Step 2: Exploring Personalized Learning (20 min)

· The four teams are assigned diverse student profiles IO1 Activity 4 _Summer_Stories_Student-simulated scenarios. They will explore Mizou's personalized features by creating a chatbot, using the straightforward Mizou guide and tutorial video Mizou guide_Tutorial video both available on the wakelet collection, so they can test the platform's adaptability to address the diverse needs of students.

· Teachers role-play as students with varying proficiency levels (e.g., beginner, intermediate, advanced) to see how Mizou adjusts feedback and vocabulary suggestions. Using a feedback grid IO1 Activity 4_Student_Profiles_and_Feedback, they will analyze the previous scenarios and determine the appropriate proficiency level for each of the six scenarios.

· Teachers in teams discuss how these features can be used to support diverse learners.

· Teams revisit the same Padlet they used earlier and add to their original findings based on the results of this activity. IO1_Activity 4_Teaching-practices-exploration-wall-

· Then, they prepare a quick summary (3–5 min) to share their insights with the larger group. During the group discussion, they will compare their experiences with others and see if they encountered similar challenges.

Step 3: Designing a Lesson Plan (25 min)

· Each team will design a lesson plan that incorporates Mizou's features, including grammar correction, vocabulary support, and personalized learning paths.

· Teams decide whether to focus on using Mizou directly in the lesson or creating tasks inspired by its functionalities. For example:

  - o Developing a Mizou-based writing assignment.
  - o Using Mizou to provide real-time feedback during class.
  - o Designing a vocabulary-building activity that leverages Mizou's personalized suggestions.

· Teachers integrate Mizou's tools into interactive activities, such as guiding students through writing tasks and expanding vocabulary.

· Teams present their lesson plans using a Canva presentation made on canva.com to visually showcase their lesson plan to the group and gather feedback from others.

Step 4: Testing the Lesson Plan (10 min)

• Teams test their lesson plans using the Mizou platform mizou.com simulating student errors and receiving AI feedback.

• Teachers adjust their plans based on how Mizou supports student learning and vocabulary expansion and upload them in a collection shared with all teams on wakelet.com.

Step 5: Peer Feedback (10 min)

• Each team presents its lesson plan, focusing on how Mizou supports diverse learners.
• Teachers provide feedback and suggestions for improvement.

 5. Evaluation: (10 min)

• Teachers discuss what they've learned about using Mizou and how they plan to implement it in their classrooms.
• Teachers share any challenges they foresee in using Mizou to support diverse learners.

ACTIVITY 5: Enhancing Speaking and Debating with AI: Collaboration, Brainstorming, and Idea Organization

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1. Description:

This activity is designed to equip teachers with practical knowledge of AI tools, specifically focusing on their role in fostering collaborative learning for speaking and debating skills. Educators will explore how AI-driven tools can enhance brainstorming, idea organization, and collaboration in the context of developing students' debating abilities.

2. Teaching Materials:

- Paper and pen
- Laptops/ tablets with internet access
- Predefined debate topics for practice
- Free accounts for the following AI tools
    - chatgpt.com or similar conversational AI for research and brainstorming
    - coggle.it for mind mapping and organizing ideas
    - quillbot.com for summarizing and bullet-point creation
    - miro.com for collaborative brainstorming

3. Duration: 70 min

4. Instructions:

Step 1: Challenges in Speaking and Debating (10 min)

- Teachers brainstorm the skills required for effective speaking and debating (e.g., research, organization, critical thinking).
- Teachers use to record their responses on a shared digital whiteboard such as miro.com using the *brainwriting template*.
- Teachers discuss the role of AI tools in improving these skills collaboratively. (e.g., quick and focused research, efficient brainstorming and mind mapping, organizing ideas into clear arguments etc.)
- All responses and insights are captured on miro.com to build a shared understanding of how AI tools can be leveraged to improve speaking and debating skills.

Step 2: Demonstrating AI Tools for Speaking and Debating (30 min)

Teachers work in groups of 3-5 to explore the following AI tools in the order provided, simulating how students might collaborate in preparation for a debate.

ChatGPT (Research) → **Coggle** (Organization) → **QuillBot** (Summarizing) → **Miro** (Collaboration)

- Each team is randomly assigned a topic from the predefined debate topics below:

    1. Should AI replace human teachers in the classroom?
    2. Is technology making students less social?
    3. Should students be allowed to use smartphones in class?
    4. Can social media be a tool for education?

- Each team uses chatgpt.com for research. To enhance the debate simulation later on, it is recommended that the same topic be assigned to at least two teams, allowing for contrasting perspectives.
    - They use prompts to generate arguments for and against the topic.
    - They discuss how this tool can help students collect diverse perspectives quickly.
- Teams use coggle.it (watch the tutorial video if needed) to organize their arguments into a *mind map* or miro.com (Sample mindmap on miro), categorizing points into "Pro" and "Con".
    - They reflect on how this helps students visualize their debate structure.
- Teachers copy key points from their ChatGPT-generated research into quillbot.com using the *summarizer* feature in order to summarize and create bullet points for speaking notes.
    - Discuss how this tool enhances skimming, scanning, and clarity in communication.

- Teachers collaboratively brainstorm rebuttal strategies on a shared miro.com board.
    - Explore how real-time collaboration builds teamwork in preparing for debates.

Step 3: Debate Preparation and Simulation (20 min)

- Teams assigned the same topic use all the tools to prepare arguments for a short debate. Each team selects a spokesperson to present their arguments.
- Discuss how these tools streamline preparation and encourage collaboration among students.
    - How can these tools improve the efficiency of preparing for assignments or projects?
    - In what ways do these tools foster collaboration and inclusivity among team members?

 5. Evaluation: (10 min)

- Teachers discuss what challenges might arise in using AI tools for debate preparation and how they can balance AI guidance with critical thinking development.
    - How can teachers address challenges like over-reliance on AI, bias in outputs, or skill development when using AI tools for debate preparation?
    - What strategies can teachers use to balance AI guidance with fostering critical thinking, ensuring originality, and addressing potential access issues?
- Teachers share one way they will use AI tools to enhance speaking or debating skills in their classrooms on the same shared miro.com board used before.

ACTIVITY 6: "Collaborative Teaching Design: Exploring Networks Fundamentals"

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1. Description:

Teachers collaborate to design a lesson plan on Networks Fundamentals for students aged 15-18. They will create educational materials, such as mind maps and videos, to explain key concepts. At the end of the activity, they will use AI tools to design interactive activities (e.g., Kahoot or Quizizz) to engage students and reinforce learning.

2. Objectives:

- Understand key networking concepts (IP addresses, DNS, TCP/IP, LAN, WAN, etc.).
- Create teaching materials, including mind maps and videos.
- Use AI tools to develop interactive quizzes.
- Enhance collaboration among teachers.

3. Teaching Materials::

1. **Basic Equipment:**
   - Computers with internet access.
   - Mind mapping tools (e.g., Coggle, Miro, MindMeister).

2. **AI Tools:**
   - ChatGPT **or** Perplexity AI**:** To assist with quiz question creation.
   - VEED **to create video.**
   - Canva **or** Microsoft Copilot**:** For visual content design.
   - Kahoot or Quizizz**:** For creating interactive quizzes.

3. **Educational Resources:**
   - Articles, videos, and notes explaining networking fundamentals.

4. Duration:

90 min

5. Instructions:

Step 1: Introduction and Grouping (10 min)

- Divide participants into groups.
- Provide a brief overview of networking fundamentals.

Step 2: Create Mind Maps (20 min)

- Use tools like Coggle or Miro to design interactive mind maps.
- Suggested topics for mind maps:
  - What is a network?
  - Key protocols (TCP/IP, DNS).
  - Differences between LAN and WAN.
  - Everyday use of networks.

Step 3 Create an Educational Video (30 min)

- Groups create a short video (2-3 min) explaining one networking concept.
- Use screen recording tools or AI-based video creators like Canva Video.
- Ensure videos are simple, clear, and engaging.

Step 4: Build an Interactive Quiz with AI (20 min)

- Groups use Kahoot or Quizizz to create an interactive quiz.

- Use AI tools like ChatGPT to generate quiz questions. Example questions:
    - What is an IP address?
    - What is the difference between LAN and WAN?
    - How does DNS work?

Step 5: Presentation and Feedback (10 min)

- Each group presents their mind map, video, and quiz.
- Use the **"Two Stars and a Wish"** method for feedback:
    - Two positive points (stars) and one suggestion for improvement (wish).

6. Evaluation:

To ensure the activity's effectiveness and the quality of the outputs, the evaluation should focus on specific measurable criteria. Below are detailed components for evaluation:

1. Creativity (20%)

- **Innovation:**
    - Are the materials (mind maps, videos, quizzes) unique and engaging?
    - Do they demonstrate creative approaches to explaining networking concepts?
- **Visual Appeal:**
    - Are the designs (e.g., mind maps, videos, quizzes) visually engaging?
    - Are appropriate visuals, diagrams, and layouts used effectively?

Example Feedback Questions:

- Is the mind map visually appealing and organized?
- Does the video include creative elements (e.g., animations, storytelling)?

2. Collaboration (20%)

- **Team Dynamics:**
    - Did all team members contribute equally to the activity?
    - Was the collaboration harmonious, with clear communication and shared responsibilities?
- **Division of Tasks:**
    - Was the workload evenly distributed among team members?
    - Were diverse perspectives considered and incorporated into the outputs?

Example Feedback Questions:

- Did the team demonstrate effective communication and collaboration?

- Were the tasks distributed efficiently?

3. Content Quality (30%)

- **Accuracy:**
  - Are the networking concepts (e.g., IP addresses, DNS, LAN/WAN) explained correctly?
- **Clarity:**
  - Are the explanations easy to understand for a 15-18 age group?
  - Are technical terms well-defined and explained in simple language?
- **Relevance:**
  - Do the outputs (mind maps, videos, quizzes) address the learning objectives effectively?

Example Feedback Questions:

- Are the networking concepts accurate and aligned with the objectives?
- Are the videos and quizzes suitable for the target audience?

4. Use of AI Tools (20%)

- **Effective Integration:**
  - Were AI tools (e.g., ChatGPT, Canva, Kahoot) used effectively to enhance the activity?
  - Were the tools used appropriately for their purpose (e.g., generating quiz questions, designing visuals)?
- **Innovation through AI:**
  - Did the team leverage AI to introduce unique or creative elements into their outputs?
  - Did AI tools simplify or enhance the process of content creation?

Example Feedback Questions:

- Were the AI tools used to their full potential?
- Did the AI tools improve the quality or efficiency of the outputs?

5. Engagement and Interactivity (10%)

- **Student Engagement:**
  - Are the outputs (quizzes, videos) engaging and interactive?
  - Do the materials encourage active participation from students?
- **Interactivity in Quizzes:**
  - Are the quizzes (Kahoot/Quizizz) well-designed with diverse question types (e.g., multiple-choice, true/false)?
  - Do the quizzes challenge and test students' understanding effectively?

Example Feedback Questions:

- Are the quizzes interactive and fun for students?
- Does the video capture attention and explain concepts engagingly?

Reflection and Feedback (10%)

- **Presentation Skills:**
  - Was the final presentation clear, concise, and engaging?
  - Did the team effectively explain their process and choices?
- **Peer Feedback:**
  - Was feedback provided using the "Two Stars and a Wish" method constructive and helpful?
  - Did the team demonstrate reflection and willingness to improve based on feedback?

Example Feedback Questions:

- Was the team's presentation well-structured and insightful?
- Did the feedback improve the understanding or quality of the work?

Scoring Rubric

Criteria	**Weight**	**Excellent (5)**	**Good (4)**	**Average (3)**	**Needs Improvement (2)**	**Poor (1)**
Creativity	20%	Highly innovative	Creative	Adequate	Minimal creativity	Lacks creativity
Collaboration	20%	Exceptional teamwork	Effective	Adequate	Minimal collaboration	Poor collaboration
Content Quality	30%	Accurate & clear	Accurate	Somewhat clear	Some inaccuracies	Inaccurate
Use of AI Tools	20%	Exceptional use	Effective	Adequate	Minimal use	Ineffective
Engagement & Interactivity	10%	Highly engaging	Engaging	Somewhat engaging	Minimal engagement	Not engaging
Reflection & Feedback	10%	Excellent reflection	Effective	Adequate	Minimal reflection	Poor reflection

Final Report or Feedback

At the end of the evaluation, provide teams with:

- A score based on the rubric.
- Specific feedback using **"Two Stars and a Wish"**:
    - **Star 1:** Highlight a strong point of their content or collaboration.
    - **Star 2:** Emphasize an innovative use of AI or creativity.
    - **Wish:** Offer a constructive suggestion for improvement.

7. Annex:

Two Stars and a Wish Template.

Coggle: Common Types of Networks

VEED: Video Explaining DNS

Scoring Rubric for DNS Video Project

ACTIVITY 7: "Collaborative Teaching Design: How Can AI Contribute to the Sustainability of Cities?"

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1. Description:

This lesson explores how Artificial Intelligence (AI) can contribute to urban sustainability by addressing key challenges such as pollution, traffic congestion, and energy consumption. Participants will engage in collaborative activities using AI tools to generate ideas, design solutions, and reflect on the role of AI in creating smarter and more sustainable cities.

2. Objectives:

1. Understand the concept of urban sustainability and identify its challenges.
2. Explore and apply AI tools to generate and analyze potential solutions.
3. Collaborate to design practical and innovative prototypes for urban challenges.
4. Evaluate the effectiveness of AI tools in facilitating problem-solving and teamwork.

3. Teaching Materials:

- **AI Tools:** ChatGPT, DALL·E, Miro, Canva, Mentimeter, Padlet.
- **Equipment:** Computers with internet access, projector for presentations.
- **Support Materials:** Templates for brainstorming and evaluation, sample rubrics.

4. Duration:

90 min:

- Introduction and Problem Diagnosis: 20 min
- Idea Generation and Analysis: 30 min
- Prototype Creation: 40 min
- Presentation and Feedback: 20 min
- Reflection: 10 min

5. Instructions:

Step 1: Introduction and Problem Diagnosis (20 min)

Purpose: Introduce the topic, define the scope of the activity, and identify the core problems to address.

Activities:

1. **Introduction to the problem (5 min):**
    - Brief presentation covering:
        - Definition of urban sustainability (e.g., smart buildings, waste management, energy efficiency).
        - Examples of how AI can contribute (e.g., data analysis, automation, simulations).
2. **Team formation:** Divide participants into groups of 4-6.
3. **Problem diagnosis (15 min):**
    - Group discussion to identify the major urban challenges (e.g., pollution, traffic congestion, energy consumption).
    - Each group selects 2-3 problems to focus on.

Tools:

- Whiteboard or Padlet to gather ideas.
- A PowerPoint or Canva presentation for the introduction.

Step 2: Idea Generation and Analysis (30 min)

Purpose: Use AI tools to explore potential solutions and organize them into categories.

Activities:

1. **Brainstorming with AI (20 min):**
    - Groups use tools like ChatGPT to answer questions:
        - *How can AI help reduce pollution?*
        - *What are AI-based strategies to improve urban traffic?*
    - Each group generates at least 5 ideas.

2. **Categorization (10 min):**
    - Organize ideas into three categories:
        1. Environmental sustainability.
        2. Social sustainability.
        3. Economic sustainability.

Tools:

- Miro**:** Interactive mind maps.
- ChatGPT**:** Idea generation and expansion.

Step 3: Creating a Prototype Solution (40 min)

Purpose: Design a detailed solution using AI tools and present it visually.

Activities:

1. **Select an idea (10 min):**
    - Each group chooses one idea from their brainstormed list.
2. **Develop a prototype (30 min):**
    - Create a visual representation (e.g., infographic, mock-up) of the solution using:
        - Canva for designing visuals.
        - DALL·E to generate AI-created images illustrating their idea.
    - The solution must address:
        - What is the problem?
        - How does AI solve it?
        - What are the benefits and limitations of the proposed solution?

Example solutions:

- AI for optimizing waste collection routes.
- AI-based smart traffic lights to reduce congestion.

Tools:

- Canva: Infographics and posters.
- DALL·E: AI-generated visuals.
- Trello: Organizing tasks.

Step 4: Presentation and Feedback (20 min)

Purpose: Share solutions and receive constructive feedback.

Activities:

1. **Present solutions (3-5 min per group):**
    - Each group showcases their visual representation and explains their solution.

2. **Feedback session:**
    - Participants use the **"Stop, Start, Continue"** method:
        - *Stop:* Identify something the group should discontinue or change.
        - *Start:* Suggest something new the group could incorporate.
        - *Continue:* Highlight something that was done well and should be maintained.

Tools:

- Padlet: Collecting feedback.
- Mentimeter: Voting for the most innovative solution.

Step 5: Reflection (10 min)

Purpose: Reflect on the process, discuss the role of AI, and identify lessons learned.

Activities:

1. **Group discussion:**
    - How did AI tools contribute to the process?
    - What were the strengths of the team collaboration?
    - What challenges did they face, and how did they overcome them?
2. **Survey:**
    - Participants answer questions, such as:
        - *How helpful was AI in designing the solution?*
        - *What was the biggest takeaway from the activity?*

Tools:

- Mentimeter: Interactive reflection survey.

Padlet: Summary of group insights.

6. Evaluation:

Expanded Evaluation Criteria:

1. **Creativity (30%)**
    - **Innovation:** Are the solutions original and creative?
    - **Visual Appeal:** Are the visuals engaging and professionally presented?

Example feedback questions:

- Does the prototype demonstrate an innovative approach to solving urban challenges?
- Are the visuals clear, informative, and visually attractive?

2. **Collaboration (25%)**

   - **Team Dynamics:** Did all team members actively participate?
   - **Inclusivity:** Were diverse perspectives considered?

Example feedback questions:

- How effectively did the team distribute tasks and work together?
- Did all members contribute equally to the project?

3. **Solution Quality (25%)**

   - **Relevance:** Does the solution address a specific urban challenge effectively?
   - **Feasibility:** Is the solution practical and implementable?

Example feedback questions:

- Does the proposed solution align with the challenge it seeks to address?
- How realistic and actionable is the solution?

4. **Integration of AI Tools (20%)**

   - **Appropriate Use:** Were AI tools used effectively for brainstorming, designing, and presenting?
   - **Innovation Through AI:** Did AI tools enhance the creativity and depth of the solution?

Example feedback questions:

- Were the AI tools leveraged to their full potential?
- Did AI tools simplify or enrich the creation process?

Assessment Tools:

- **Rubric:** Use a rubric to grade each group's performance based on the above criteria.
- **Feedback session:** After presentations, facilitators provide structured feedback.
- **Group Self-Assessment:** Each group reflects on their teamwork and identifies strengths and areas for improvement.

Scoring Rubric:

Criteria	Weight	Excellent (5)	Good (4)	Average (3)	Needs Improvement (2)	Poor (1)
Creativity	30%	Highly innovative	Creative	Adequate	Minimal creativity	Lacks creativity
Collaboration	25%	Exceptional teamwork	Effective	Adequate	Minimal collaboration	Poor collaboration
Solution Quality	25%	Highly relevant	Relevant	Somewhat relevant	Minimal relevance	Irrelevant
Use of AI Tools	20%	Exceptional use	Effective	Adequate	Minimal use	Ineffective

Reflection Questions:

1. What did you learn about AI's potential in addressing urban sustainability challenges?
2. How did your team overcome challenges during the activity?
3. What could be improved in the process or tools used?

7. Tasks:

Padlet AI and Sustainable Cities Class Activities - Grade 10

Image Creator: To visualize an AI-optimized city intersection

Canvas: The Urban Planning Digital Twin Concept

Mentimeter: Stop, Start, Continue

Scoring Table

ACTIVITY 8: AI-Facilitated Role-Playing for Interdisciplinary Teaching Collaboration

1. Description:

This activity is designed to empower teachers to collaboratively create an interdisciplinary role-playing lesson using AI tools. Educators will leverage these tools to design realistic scenarios that integrate multiple perspectives, such as historical, scientific, and literary viewpoints. Through this method, teachers will explore how AI can support the development of engaging and student-centered lessons that address complex, real-world issues. For example, the activity may focus on the global refugee crisis to demonstrate how such an approach helps students analyze causes, consequences, and solutions to significant social challenges.

2. Teaching Materials:

- Laptops or tablets with internet access
- Free accounts for the following AI tools:
    - DeepAI Text Generator: For generating background stories and perspectives
    - Perplexity.ai: For gathering factual historical and scientific information
    - Visme: For creating infographics and visual aids
    - Character.AI : For simulating refugee narratives
    - Miro AI : For collaboratively mapping roles and solutions
    - Grammarly.com : For improving writing by checking grammar, clarity, tone, and style

3. Duration: 100 min

4. Instructions:

Step 1: Defining the Scenario (15 min)

- Teachers collaborate to design the context and challenges for the role-playing activity.
- Using DeepAI Text Generator, they generate a background story that incorporates historical, scientific, and human elements.
    - The history teacher provides examples of past refugee crises;
    - The science teacher explores environmental causes of displacement;

- The literature teacher develops fictional refugee narratives to humanize the issue.

Step 2: Developing Subject-Specific Content (30 min)

- Teachers use AI tools to create subject-specific materials for student roles:
  - History: The history teacher uses Perplexity.ai to compile summaries of historical refugee crises, highlighting key lessons learned. (e.g. Perplexity AI_Historical facts about past refugee crisis)
  - Sciience: The science teacher uses Visme to create visual aids, such as infographics, explaining the environmental and social drivers of displacement. (e.g. two main categories: **Environmental Drivers** and **Social Drivers**. Under Environmental Drivers, include factors such as climate change, natural disasters, resource depletion, and environmental degradation. For Social Drivers, include conflict and war, political instability, economic hardship, and cultural or religious persecution. Each factor should have a brief description explaining its role in causing displacement in the global refugee crisis.)
  - Literature: The literature teacher uses Character.AI to generate realistic refugee stories that students can use as scripts or references during the activity. (e.g. Character AI_sample refugee stories)

Step 3: Mapping Roles and Planning Collaboration (30 min)

- Using Miro AI IO1 Activity 8_Student roles, teachers collaboratively map out student roles (e.g., historian, scientist, diplomat, journalist) and define how each role contributes to solving the refugee crisis. Teachers ensure tasks are adaptable to different student abilities, fostering inclusivity.

Step 4: Testing Feasibility Through a Teacher Simulation (15 min)

- Teachers simulate the activity, presenting their findings and testing the role-play framework. By uploading the materials on Grammarly.com teachers can refine and ensure clarity. Teachers reflect on what works, identify potential challenges, and make adjustments as needed.

5. Evaluation: (10 min)

- Teachers discuss how the activity can be implemented with students, focusing on the benefits of interdisciplinary learning and AI integration. They share strategies for balancing AI guidance with fostering critical thinking, ensuring originality, and addressing potential access issues. Additionally, teachers can create an assessment or feedback sheet with the questions provided below using tools like Google Forms or

Microsoft Forms, and then complete the feedback quiz using a 1-5 scale to assess the activity's effectiveness and identify areas for improvement.

	Scale (1-5)
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree	
Question	
The activity effectively supports interdisciplinary learning across different subjects.	1 2 3 4 5
AI integration enhances students' learning experience without hindering critical thinking and originality.	1 2 3 4 5
The strategies for balancing AI guidance with fostering independent thought are clear and actionable.	1 2 3 4 5
I am confident in addressing potential access issues related to using AI in this activity.	1 2 3 4 5
The activity allows for meaningful student engagement and promotes the development of 21st-century skills.	1 2 3 4 5

ACTIVITY 9: Collaboration of Math Teachers Using AI Tools to Create a Lesson on Combinatorics

1. Description:

This activity aims to enhance collaboration among math teachers to create an interactive lesson on combinatorics. Educators will use AI tools to develop scenarios, problems, teaching materials, and examples related to combinatorics (e.g., calculating possible combinations, permutations, and arrangements).

2. Objectives:

By the end of this activity, participants will:

1. Understand the core concepts of combinatorics, including combinations and permutations.
2. Use AI tools to generate engaging problems, real-world scenarios, and teaching materials.
3. Collaboratively design visual aids (e.g., tree diagrams, worksheets) and interactive tools (e.g., Kahoot quizzes) for student engagement.

4. Practice presenting combinatorics concepts and materials to improve teaching methodologies.
5. Reflect on the integration of AI tools into lesson planning to enhance efficiency and creativity.

3. Teaching Materials:

- **Equipment:** Computers with internet access, projector for presentations.
- **AI tools:**
    - **Perplexity.ai**: To research applications of combinatorics in various fields.
    - **Canva** **or** **Visme**: To create visual aids (e.g., tree diagrams).
    - **ChatGPT**: To assist in formulating theory and problem solutions.
    - **Kahoot**: To create self-assessment tools.

4. Duration:

90 min

5. Instructions:

Step 1: Understanding the Topic (15 min)

1. Teachers discuss what combinatorics is and the fundamental concepts to be covered:
    - Combinations and permutations.
    - Tree diagrams for probability problems.
    - Real-world examples (e.g., how to select a team from a group).
2. Use **Perplexity.ai** to find interesting examples and applications (e.g., applications in graph theory, statistics, or data science).

Step 2: Problem Creation (30 min)

1. Use **ChatGPT** to create scenarios and problems:
    - Example: *"How many ways can you choose 3 students from a class of 10?"*
    - Include problems with increasing levels of difficulty (beginner to advanced).
2. Explore applications of combinatorics:
    - In games (e.g., probabilities in dice rolls).
    - In programming (e.g., testing different arrangements).

Step 3: Creating Visual Materials (30 min)

1. Use **ChatGPT** or **Perplexity.ai** to create a scenario for a presentation. Then, use **Visme** to design the presentation.
2. Use **Canva** to design a worksheet with exercises for students.
3. Use **Kahoot** to create a self-assessment quiz for students to test their understanding.

Step 4: Simulation and Review (10 min)

1. Teachers simulate the lesson among themselves by presenting the created materials.

Step 5: Reflection and Wrap-Up (5 min)

1. Discuss their experience using AI tools.
2. Record ideas on how to adapt the activity to the needs of their students.
3. Complete a feedback form to evaluate the activity, identifying strengths and areas for improvement.

6. Evaluation:

The success of the activity will be assessed through:

1. **Quality of Materials Created:**
    - Are the problems engaging and appropriately challenging?
    - Are the visual aids (e.g., diagrams, worksheets) clear and effective for teaching combinatorics?
2. **Collaboration and Use of AI Tools:**
    - Did participants use the AI tools effectively to generate ideas and materials?
    - Was there active collaboration and sharing of ideas among teachers?
3. **Teacher Feedback:**
    - Participants complete a feedback form that includes:
        - Clarity of the activity instructions.
        - Effectiveness of AI tools in supporting lesson planning.
        - Suggestions for improving the activity.

7. Annex:

Perplexity IO 9: Examples of combinatorics

ChatGPT: Exercises in combinatorics

Visme: Combinatorics: Selecting and Arranging Students

Canva: Worksheet with exercises for students

Kahoot: Mathematical Combinations and Permutations

Feedback form

ACTIVITY 10: Exploring European Identity, Citizenship, and Values Through AI Collaboration

1. Description:

This activity aims to promote collaboration among participants to explore European identity, citizenship, and values using AI tools. Participants will create scenarios, presentations, and interactive materials to foster deeper understanding and active engagement.

2. Objectives:

By the end of the activity, participants will be able to:

- Understand the core values and concepts of European identity and citizenship.
- Use AI tools (Mizou and Character.ai) to create dialogues and simulations related to European topics.
- Design visual aids (e.g., posters, presentations) that promote European values.
- Practice collaboration and creativity through group work.

3. Teaching Materials:

- **Equipment**: Computers with internet access, projector for presentations.
- **AI Tools**:
    - **Mizou**: For generating multidimensional dialogues and ideas.
    - **Character.ai**: For simulating discussions with virtual characters.
    - **Canva or ChatGPT**: For designing visual materials.

4. Duration:

90 min.

5. Instructions:

Step 1: Introduction to the Topic (15 min)

- Participants discuss the core European values and citizenship concepts.
- Use Mizou for brainstorming ideas and concepts related to European identity. Example: Discussions with Erasmus of Rotterdam.
    - Participants can ask "Erasmos" to help create a value map representing Europe.
    - Erasmos can describe how values like democracy, equality, and solidarity connect to contemporary issues.
    - The character can offer "advice" on how young people can incorporate European values into their daily lives.

Step 2: Scenario Creation (30 min)

- Use Character.ai to generate dialogues simulating discussions between citizens from different countries on topics such as:
    - The future of Europe.
    - Cultural differences and similarities.
    - Freedom of speech.
    - Technology's role in democracy

Step 3: Creating Visual Materials (30 min)

- Use Canva or ChatGPT to create a poster or presentation depicting for subjects such as:
    - History of European Union
    - European values and the importance of unity in Europe.
- Incorporate examples from AI-generated dialogues into the visual materials.

Step 4: Simulation and Presentation (10 min)

- Teams present their creations, simulating a European citizens' assembly.

Step 5: Feedback and Evaluation (5 min)

- Participants complete Google Forms to evaluate the experience.
- Discussion about the challenges and benefits of using AI tools.

 6. Evaluation:

Evaluation Criteria

1. **Quality of Materials Created**
    - **Scenarios and Dialogues**: Are they creative, engaging, and relevant to the topic of European identity and citizenship?
      Example: Were discussions generated by Mizou or Character.ai realistic and insightful?
    - **Visual Materials**: Are the posters, presentations, or infographics clear, visually appealing, and effectively conveying European values?
      Example: Does the poster on European history highlight milestones accurately and meaningfully?

2. **Collaboration and Use of AI Tools**
    - **Participation**: Was there active involvement from all participants? Did they effectively collaborate during brainstorming and creation stages?
    - **Effectiveness of AI Tools**: Were Mizou and Character.ai used effectively to generate meaningful dialogues and ideas?
    - **Integration of AI Outputs**: Did the teams successfully integrate outputs from AI tools into their final materials?
3. **Participant Feedback**
    - **Clarity of Instructions**: Were the steps of the activity easy to follow?
    - **AI Tools Contribution**: Did participants find the tools useful for creativity and efficiency?
    - **Overall Experience**: What were the highlights and challenges for participants?

Evaluation Methods

1. **Google Forms Feedback**
2. **Facilitator Observation**
    - During the activity, facilitators observe team dynamics, participation levels, and how effectively participants use AI tools.
    - Notes are taken on challenges faced, time management, and group engagement.

Indicators of Success

- High-quality materials that demonstrate creativity and relevance.
- Positive feedback indicating that participants found the activity engaging and the AI tools valuable.
- Active and meaningful collaboration within teams.
- Evidence of critical thinking in the use of AI-generated dialogues or concepts.

7. Annex:

- **Mizou**: Conversations with Erasmos.
- **Character.ai**: Alejandro & Lena
- **History of EU**.

MODULE 7
EVALUATION AND REFLECTION ON AI INTEGRATION PRACTICES

1. Module Overview

This module is designed to empower educators to evaluate students' knowledge and learning outcomes using AI tools. The focus is on fostering inclusivity and addressing the needs of diverse learners. Educators will learn strategies to assess how AI enhances student engagement, supports accessibility, and facilitates differentiated learning. By engaging in reflective practices, they will explore innovative methods to measure student success and adapt AI tools to effectively meet the needs of all learners, including those with special needs.

2. Module Objectives

a. Developing strategies for evaluating students' knowledge and learning outcomes using AI tools, with an emphasis on inclusivity and the needs of diverse learners.
b. Analyzing the impact of AI-driven assessment methods on student engagement, comprehension, and achievement, particularly for those with special needs and varied learning styles.
c. Identifying challenges in leveraging AI for evaluating student learning and devising solutions to enhance fairness and accessibility in assessments.
d. Engaging in reflective practices to review and refine the use of AI tools in measuring student progress, drawing on lessons learned to create an inclusive evaluation framework.
e. Establishing an iterative process for continuous improvement of AI-based evaluation

strategies to ensure they effectively support all learners' success.

3. Module Learning Outcomes

a. Demonstrate the ability to use AI tools to evaluate student knowledge and learning outcomes effectively, with consideration for diverse learning needs and styles.
b. Critically analyze the impact of AI-driven assessments on student engagement, comprehension, and achievement, particularly for students with special needs.
c. Develop strategies to address challenges in using AI tools for evaluation, ensuring inclusivity, fairness, and accessibility in assessment practices.
d. Design and implement a reflective and iterative framework for improving AI-based evaluation methods to better support the success of all learners.

4. Key Concepts

AI-driven assessment, student engagement, inclusive education, diverse learners, accessibility, differentiated learning, reflective practices, evaluation strategies

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ACTIVITY 1: Exploring Assessment Types and AI Tools

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1. Description:

This introductory activity helps educators understand different types of assessments (formative, summative, diagnostic, and peer/self-assessment) and discover AI tools suitable for each type. Participants will evaluate the strengths and limitations of these tools, focusing on how they enhance the assessment process and accommodate diverse learning needs.

2. Teaching Materials:

- Laptop with an Internet connection

Handouts:

- Overview of assessment types and their purposes.
- Comparison chart of AI tools for different types of assessments (e.g., Quizizz, Curipod, MagicSchool.ai, Quillbot, Slidesgo, Mentimeter, Diffit).
- Evaluating AI Tools for Assessment
- Questionnaire

Videos:

- "AI in Educational Assessment: A Game Changer!" (3.17 min)
- "AI Tools Revolutionizing Diverse Assessments " (7.48 min)

Online Resources:

- Links to featured AI tools for educators to explore (e.g., Quizizz, Curipod, MagicSchool.ai, Quillbot, Slidesgo, Mentimeter, Diffit).
- Quiz for evaluation

3. Duration:

Total Time: 60 min

- Introduction: 15 min
- Activity execution: 30 min
- Evaluation: 15 min

4. Instructions:

Setup:

Step 1. Begin with a brief presentation on the types of assessments and their significance in evaluating student learning.

Step 2. Introduce a variety of AI tools tailored for different assessment types, emphasizing their features, benefits, and limitations.

Activity Execution:

Step 3. Divide participants into small groups, assigning each group an assessment type (formative, summative, diagnostic, or peer/self-assessment). Handout.

Step 4. Each group explores at least two AI tools from the provided list that align with their assigned assessment type.

Step 5. Groups create a brief presentation outlining:

- Key features of the tools.
- How the tools support their assigned assessment type.
- Potential challenges and solutions for using these tools in diverse classrooms.

5. Evaluation:

Step 6. Groups share their findings with the larger group.

- Discuss with your group how each tool could be used in your teaching practice.
- Summarize your findings by filling out the questionnaire.

ACTIVITY 2: Using Quizizz as a Formative Assessment Tool

1. Description:

In this activity, educators will learn how to use Quizizz to conduct formative assessments that provide real-time insights into student learning. They will design and administer a quiz, analyze the data generated, and reflect on how the tool can support ongoing learning and engagement.

2. Teaching Materials:

Handouts:

- A step-by-step guide to creating and administering quizzes on Quizizz.
- Overview of formative assessment strategies and their benefits.
- Tips for crafting inclusive and engaging questions for diverse learners.

Videos:

- "Introduction to Quizizz: A Quick Start Guide" (3.08 min).
- "Using Quizizz Analytics to Inform Teaching" (5.50 min).

Online Resources:

- Access to Quizizz (https://quizizz.com).

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

- Begin with a discussion on formative assessment, emphasizing its role in identifying learning gaps and providing immediate feedback.

  Some sample discussion questions:

  1. What is formative assessment, and how does it differ from summative assessment?
  2. Why is formative assessment crucial in the learning process?
  3. Why is immediate feedback important for student learning?
  4. What are some effective ways to deliver constructive and timely feedback?

- Introduce Quizizz as an interactive, gamified tool for formative assessment. Highlight features like instant feedback, question randomization, and performance tracking.

Activity Execution (40 min):

- Participants create an account or log in to Quizizz. Handout.
- Design a short quiz (5–7 questions) on a topic of their choice, incorporating a mix of question types such as multiple-choice, true/false, and polls.
- Customize the quiz settings (e.g., enable leaderboards, set time limits, add memes).
- Administer the quiz to their peers in "live" mode to simulate a classroom experience.
- Review the quiz results using Quizizz's analytics dashboard, focusing on student performance trends, commonly missed questions, and individual vs. class performance.

Reflection and Discussion (10 min):

- Reflect on how the data from Quizizz can inform instruction.
- Discuss strategies for using Quizizz to support differentiated learning and inclusivity.

  Discussion questions focused on using Quizizz to support differentiated learning and inclusivity:

  1. How can educators use Quizizz to create quizzes tailored to different learning levels and abilities?
  2. What features of Quizizz can be utilized to ensure all students, including those with learning differences, feel included and supported?
  3. How can the data and analytics provided by Quizizz help teachers identify individual student progress and adjust instruction accordingly?
  4. How does the gamified nature of Quizizz contribute to student engagement, and how can it be adapted to suit diverse learning preferences?
  5. In what ways can Quizizz facilitate collaborative learning experiences while ensuring inclusivity among all students?

5. Evaluation:

Participants will submit:

- A link to the quiz they created.
- A brief reflection addressing the following:
  - How the tool supports real-time learning.
  - Insights gained from analyzing the results.
  - Adjustments they would make to better meet diverse learners' needs.

Feedback will be provided on the quiz design, the use of Quizizz features, and their reflective insights.

ACTIVITY 3: Using Quizizz for Self-Assessment

1. Description:

This activity teaches educators how to use Quizizz as a self-assessment tool to encourage student ownership of learning. Participants will design self-assessment quizzes that allow students to evaluate their understanding, identify areas for improvement, and track progress over time.

2. Teaching Materials:

Handouts:

- Guide to creating self-assessment quizzes in Quizizz.
- Best practices for designing reflective and self-evaluative questions.
- Examples of self-assessment questions and feedback strategies.

Videos:

- "Mastering Self-Assessments with Quizizz: A Step-by-Step Guide" (4.42 min).
- "Boosting Student Reflection with AI Tools" (4.49 min).

Online Resources:

- Presentation "Empowering Students with Self-Assessment"
- Access to Quizizz (https://quizizz.com)
- Sample self-assessment quiz
- Evaluation quiz

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Instructions:

Introduction (10 min):

Step 1. Discuss the purpose of self-assessment in fostering metacognition and student responsibility for learning. Highlight Quizizz's features that make it effective for self-assessment, such as instant feedback, progress tracking, and gamification.

Activity Execution (40 min):

Step 2. Participants create an account or log in to Quizizz.

Step 3. Design a self-assessment quiz (5–7 questions) on a topic of their choice.

Include reflective questions, such as:

"Rate your confidence in solving problems like this."
"What steps would you take to improve your understanding of this topic?"
Add instant feedback for each question, providing hints or resources for further learning.

Step 3. Set up the quiz in "homework" mode, allowing students to complete it at their own pace.

Step 4. Test the quiz by completing it themselves to experience the student perspective and ensure feedback aligns with intended outcomes.

Reflection and Discussion (10 min):

Reflect on the role of self-assessment in promoting student engagement and improvement.
Discuss strategies to ensure students use self-assessment feedback effectively:

1. How can teachers encourage students to reflect on their feedback and apply it to future learning tasks?
2. What role does goal-setting play in helping students use self-assessment feedback effectively?
3. How can educators create a classroom culture that values self-assessment and continuous improvement?
4. What tools and strategies can support students in acting on self-assessment feedback in a meaningful way?

5. Evaluation:

Participants will submit:

a) a link to the self-assessment quiz they created.
b) a brief reflection addressing the following:

- How the quiz promotes student reflection and self-improvement.
- How they used feedback to guide students toward growth.
- Adjustments they would make to better support student ownership of learning.

Feedback will be provided on the quiz design, the appropriateness of reflective questions, and the quality of feedback provided in the quiz.

ACTIVITY 4: Using Curipod for Formative Assessment

1. Description:

This activity focuses on teaching educators how to use Curipod as an interactive formative assessment tool. Participants will design assessments that gauge students' understanding during the learning process, enabling real-time adjustments to instruction. The activity emphasizes using Curipod's polls, quizzes, and open-ended questions to promote engagement and gather actionable insights.

2. Teaching Materials:

Handouts:

- Step-by-step guide: "Creating Effective Formative Assessments with Curipod."
- Best practices for designing formative assessment activities.
- Examples of Curipod's features applied in formative assessment.
- Curipod Evaluation Form

Videos:

- "Getting Started with Curipod for Formative Assessments" (6.04 min).
- "Real-Time Feedback: Leveraging Curipod for Student Insights" (4.53 min).

Online Resources:

- Access to Curipod (https://curipod.com).
- Presentation "Curipod: Innovative Formative Assessment Tool"

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

1. Begin by discussing the importance of formative assessment in the learning process.

Discussion questions on the importance of formative assessment in the learning process:

- How does formative assessment contribute to identifying and addressing students' learning gaps during instruction?
- In what ways can formative assessment promote a growth mindset and encourage continuous improvement among students?

- How can teachers effectively use formative assessment data to adjust their teaching strategies and support diverse learning needs?

2. Highlight Curipod's capabilities for engaging students while collecting real-time feedback.
3. Provide examples of formative assessments, such as gauging prior knowledge, checking understanding, and gathering feedback on lesson clarity.

Activity Execution (40 min):

Step 1: Create an account or log in to Curipod.
Step 2: Design a formative assessment (6–8 slides), incorporating:

- **Polls:** To assess students' prior knowledge or gather opinions.
- **Quizzes:** To evaluate comprehension of a specific topic.
- **Open-Ended Questions:** To encourage reflection or critical thinking.

Step 3: Customize the assessment to ensure inclusivity (e.g., clear instructions, visual aids, and accessibility features).
Step 4: Conduct the formative assessment with peers in the session to experience real-time response visualization and feedback analytics.
Reflection and Discussion (10 min):

- Reflect on the strengths of Curipod for formative assessment and its impact on engagement and understanding.
- Discuss strategies for using the insights to adjust teaching in real time and cater to diverse learner needs. Sample discussion questions:
    1. What strategies can teachers use to quickly interpret student performance data and adjust their instruction during a lesson?
    2. How can real-time insights help differentiate instruction for learners with varying skill levels and learning styles?
    3. What tools or techniques can educators implement to ensure all students receive the support they need based on immediate feedback?
    4. How can collaborative activities and flexible grouping be adjusted using real-time assessment insights to better support diverse learners?

5. Evaluation:

Participants will submit:

A link to the formative assessment they created in Curipod.
A brief reflection addressing the following:

- How the interactive elements supported the goals of formative assessment.
- Key takeaways from the real-time analytics.
- Adjustments they would consider to improve clarity or accessibility for diverse learners.

Feedback will be provided on the assessment's design, its alignment with formative assessment goals, and the quality of their reflections.

ACTIVITY 5: Using Magic School AI to Create Rubrics for Student Evaluation

1. Description:

This activity introduces educators to Magic School AI, a tool for generating tailored rubrics to evaluate student work effectively. Educators will learn how to design rubrics aligned with specific learning objectives, ensuring clarity, consistency, and inclusivity in assessment practices. Participants will create rubrics for different assessment types (e.g., projects, essays, presentations) and reflect on their application in the classroom.

2. Teaching Materials:

Handouts:

- Guide: "How to Use Magic School AI to Generate Rubrics."
- Examples of well-constructed rubrics for various assessment types.
- Best practices for aligning rubrics with learning objectives and standards.
- Rubric Evaluation Feedback Form

Video:

- "Creating Rubrics with Magic School AI: A Step-by-Step Tutorial" (5.30 min).
- "Mastering Student Evaluation with Magic School AI!" (1.28 min)

Online Resources:

- Access to Magic School AI (https://www.magicschool.ai).
- Sample templates for rubric creation in Magic School AI.
- Presentation "The Purpose and Importance of Rubrics in Student Assessment"

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

- Begin by explaining the purpose and importance of rubrics in student assessment, emphasizing how they ensure clarity and fairness. Presentation.

- Highlight Magic School AI's capability to generate customized rubrics based on specific criteria, grade levels, and learning outcomes.
- Share examples of rubrics used in various assessments, such as project-based learning, essays, and oral presentations.

Activity Execution (40 min):

Step 1: Log in to Magic School AI.

Step 2: Select a type of student work to evaluate (e.g., a research project, an essay, or a group presentation).

Step 3: Use Magic School AI to generate a rubric by inputting relevant information such as:

- The learning objectives or skills being assessed.
- The grade level and complexity of the assignment.
- Specific evaluation criteria (e.g., creativity, organization, critical thinking).

Step 4: Review and refine the AI-generated rubric to ensure it meets the needs of diverse learners (e.g., include accommodations for special needs or ELL students).

Step 5: Share the rubric with peers and discuss how it could be applied to different scenarios.

Reflection and Discussion (10 min):

- Reflect on the strengths and limitations of using Magic School AI for rubric creation.
- Discuss strategies to ensure rubrics remain inclusive and align with curriculum standards. Sample discussion questions:
    1. How can Magic School AI assist educators in designing rubrics that accommodate diverse learning styles while ensuring clarity and fairness?
    2. In what ways can Magic School AI help educators align rubrics with curriculum standards while minimizing bias?
    3. How can teachers use Magic School AI to involve students in the rubric creation process, promoting inclusivity and shared understanding of expectations?
    4. What strategies can be implemented using Magic School AI to regularly review and refine rubrics, ensuring they stay equitable and aligned with curriculum goals?

5. Evaluation:

Participants will submit:

A copy of the rubric they created with Magic School AI.

A brief reflection addressing the following:

- How the rubric aligns with learning objectives and ensures clarity for students.
- Adjustments made to enhance inclusivity or relevance.

- Potential challenges and solutions when implementing rubrics in assessments.

Feedback will be provided on the rubric's alignment with objectives, its inclusivity, and the depth of their reflections.

ACTIVITY 6: Using Magic School AI for Student Assessment

1. Description:

In this activity, educators will explore the features of Magic School AI to design, customize, and analyze assessments for their students. Magic School AI will be used to create quizzes, assignments, and personalized evaluation tools that cater to diverse learning needs. Participants will learn how to integrate this AI-powered platform into their assessment strategies to enhance accuracy, inclusivity, and efficiency.

2. Teaching Materials:

Handouts:

- Step-by-step guide: "Using Magic School AI for Assessment Creation."
- Examples of AI-generated assessments across subjects and grade levels.
- Presentation "Tips for designing inclusive and differentiated assessments with AI."
- Evaluation form

Videos:

- "Welcome to Magic School AI: Your Ultimate Guide!" (5.37 min)
- "Transform Your Assessments with Magic School AI!" (3.44 min)

Online Resources:

- Access to Magic School AI (https://www.magicschool.ai).
- Sample assessments created using Magic School AI.

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

- Start with an overview of how AI can streamline assessment design, reduce teacher workload, and provide personalized evaluations.
- Highlight Magic School AI's capabilities, including:
    - Generating customized quizzes and tests.
    - Creating open-ended assignments and problem-solving tasks.
    - Analyzing student performance data to inform instruction.
- Share examples of assessments that cater to different learning styles and needs.

Activity Execution (40 min):

Step 1: Log in to Magic School AI.

Step 2: Select a subject or topic for the assessment (e.g., math, language arts, or science).

Step 3: Use Magic School AI to generate an assessment by specifying:

- The type of questions (e.g., multiple-choice, short answer, project-based).
- Learning objectives and skills being assessed.
- Differentiation needs (e.g., simpler questions for certain students or advanced challenges for others).

Step 4: Preview the AI-generated assessment and make edits to:

- Ensure inclusivity (e.g., accommodating students with special needs).
- Align questions with curriculum standards and classroom goals.

Reflection and Discussion (10 min):

- Reflect on how Magic School AI supports efficient and accurate assessment creation.
- Discuss potential applications for formative and summative assessments.
- Brainstorm strategies to address challenges in using AI tools (e.g., ensuring ethical use or adapting AI output to specific contexts).

Questions for discussion:

1. How does Magic School AI enhance efficiency and accuracy in the creation of assessments, and what specific features support this?
2. In what ways can Magic School AI be applied to design formative assessments that provide actionable feedback for learners?
3. How might AI-generated assessments be adapted to address the diverse needs of students across different contexts?
4. What strategies can educators implement to ensure the ethical use of AI tools, particularly regarding bias and data privacy?
5. How can teachers critically evaluate and refine AI-generated content to align with their specific curricular goals and standards?

5. Evaluation:

Participants will submit:

A copy of the assessment they created using Magic School AI.

A brief reflection addressing the following:

- How the AI-supported assessment aligns with learning goals and supports diverse learners.
- Adjustments made to enhance the assessment's effectiveness or inclusivity.
- Insights on integrating AI tools into their regular assessment practices.

Feedback will be provided on the relevance and quality of the assessment, the educator's ability to customize AI-generated content and the depth of their reflections.

ACTIVITY 7: Using Quillbot for Peer and Self-Assessment

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1. Description:

This activity introduces educators to Quillbot as a tool to support peer and self-assessment in writing tasks. Participants will learn how to guide students in using Quillbot's paraphrasing, grammar-checking, and summarization features to evaluate and improve their own work or provide constructive feedback to peers. This fosters critical thinking and self-regulation skills while enhancing writing quality.

2. Teaching Materials:

Handouts:

- Guide: "Using Quillbot for Peer and Self-Assessment."
- Checklist for peer and self-assessment in writing tasks.
- Example of Quillbot-enhanced writing assessments.
- Checklist for evaluating Quillbot.

Videos:

- "Boost Writing Skills with Quillbot: Peer & Self-Assessment" (1.35 min).
- "Boost Your Peer Feedback Skills with Quillbot!" (1.38 min).

Online Resources:

- Access to Quillbot (https://quillbot.com).
- Presentation "The Role of Peer and Self-Assessment in Writing"
- Sample essays or paragraphs for assessment practice.

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

Discuss the role of peer and self-assessment in improving writing and fostering autonomy.

Highlight Quillbot's features that assist in refining written work, such as:

- **Paraphrasing Tool:** Helps students reframe ideas to improve clarity.
- **Grammar Checker:** Identifies and corrects errors.
- **Summarizer:** Condenses long texts for concise understanding.
- Explain how Quillbot can be a valuable addition to the writing process while still emphasizing critical human judgment.

Activity Execution (40 min):

Step 1: Provide a sample paragraph or ask participants to bring a piece of student writing.

Step 2: Demonstrate how to:

- Use Quillbot's paraphrasing tool to rephrase sentences for better clarity and tone.
- Apply the grammar checker to identify and fix errors.
- Use the summarization tool to condense ideas, ensuring key points are retained.

Step 3: Participants will practice guiding students in self-assessment by:

- Reviewing their own or a peer's work with Quillbot tools.
- Using a checklist (provided in the handout) to assess the revised text's clarity, grammar, and alignment with the assignment's objectives.
- Writing constructive feedback based on Quillbot's suggestions and their personal evaluation.

Step 4: Discuss strategies for helping students balance AI feedback with their own critical thinking.

Reflection and Discussion (10 min):

Reflect on how Quillbot's features can support writing improvement and foster independent learning.

1) How do Quillbot's specific features (e.g., paraphrasing, summarizing, grammar correction) align with key writing skills that students need to develop?
2) In what ways can Quillbot encourage students to analyze and refine their writing independently, rather than just providing answers or corrections?

3) What strategies can educators implement to ensure students use Quillbot responsibly, avoiding over-dependence on AI for content generation?
4) What challenges might arise when incorporating Quillbot into formal assessments, and how can these be mitigated to maintain academic integrity and fairness?
5) How can educators assess whether using Quillbot has a lasting positive impact on student's writing skills and their confidence in independent learning?

5. Evaluation:

Participants will submit:
A sample of writing they improved using Quillbot, highlighting changes made with the tool.

A brief reflection addressing (handout):

- How Quillbot's tools enhanced the writing and assessment process.
- The balance between AI assistance and human judgment in writing evaluation.
- How they plan to guide students in responsibly using AI tools for peer and self-assessment.

Feedback will be provided on the clarity and quality of the improved text, the appropriateness of the feedback checklist, and the participant's reflection on using Quillbot effectively.

ACTIVITY 8: Using Slidesgo to Create Engaging Assessments

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1. Description:

This activity helps educators learn how to use Slidesgo, an AI-powered presentation design tool, to create visually appealing and interactive assessment materials. Teachers will explore how to customize Slidesgo templates for quizzes, projects, and group presentations to assess student understanding creatively and effectively. The focus will be on summative assessments, leveraging Slidesgo to create tools that capture student performance while engaging them through professional and accessible designs.

2. Teaching Materials:

Handouts:

- Step-by-step guide: "Creating Assessments with Slidesgo."
- Checklist: "Design Best Practices for Accessible Assessments."
- Examples: Slidesgo-based quizzes, rubrics, and project instructions.
- Slidesgo evaluation checklist

Videos:

- "Getting Started with Slidesgo: A Guide for Educators" (2.05 min).
- "Designing Summative Assessments with Slidesgo" (2.32 min).

Online Resources:

- Access to Slidesgo (https://slidesgo.com).
- Sample templates for assessment customization.

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

- Begin with an overview of summative assessments and their importance in evaluating overall student learning.
- Explain how Slidesgo can be used to create customized and visually appealing assessment tools, such as:
    - Interactive quizzes and tests.
    - Creative group project presentations.
    - Comprehensive project rubrics and guides.
- Share examples of Slidesgo templates adapted for educational use.

Activity Execution (40 min):

Step 1: Log in to Slidesgo and browse through the education-themed templates.

Step 2: Select a template that aligns with the type of assessment they want to design (e.g., a quiz, a project rubric, or a group task guide).

Step 3: Customize the template by:

- Adding specific questions or project criteria.
- Incorporating images, charts, and other visuals to enhance clarity and engagement.
- Using accessibility features such as clear fonts, sufficient contrast, and simple navigation.

Step 4: Present the assessment tool to their peers in the workshop and gather feedback.

Reflection and Discussion (10 min):

- Reflect on how Slidesgo enhances the design and delivery of assessments.
- Discuss how engaging visuals can improve student motivation and understanding.
- Brainstorm additional ways Slidesgo could support other classroom activities (e.g., student presentations).

1. In what ways does Slidesgo's design library make it easier to create visually appealing assessments, and how might these designs impact students' engagement and focus during assessments?

2. How do engaging visuals, like those available through Slidesgo, contribute to improved student motivation and understanding of complex concepts? Can you share examples where visuals have made a difference in your teaching?
3. What are some challenges teachers might face when incorporating highly visual materials into assessments, and how could these challenges be overcome?
4. What features or templates could Slidesgo add to better support student-led activities, such as presentations or group projects? How would these features enhance the learning experience?
5. Beyond assessments and presentations, what are other creative ways to use Slidesgo in classroom activities, such as collaborative work or lesson summaries?

These questions aim to spark both reflective and forward-thinking discussions about leveraging Slidesgo for enhanced teaching and learning. Would you like assistance elaborating on any of these?

5. Evaluation:

Participants will submit a Slidesgo-based assessment tool they designed, such as a quiz or project guide.
A checklist verifying the accessibility and inclusivity of their design.
Feedback will be provided on the design's effectiveness, accessibility, and alignment with summative assessment goals, along with the participant's ability to reflect on its application.

ACTIVITY 9: Using Mentimeter for Real-Time Formative Assessment

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1. Description:

This activity teaches educators how to use Mentimeter, a real-time interactive polling tool, for formative assessment. Participants will explore how Mentimeter can gather immediate feedback, check student understanding, and promote engagement through quizzes, polls, and word clouds. By using the tool, teachers can assess learning progress during lessons and adjust their teaching strategies accordingly.

2. Teaching Materials:

Handouts:

- Guide: "Using Mentimeter for Formative Assessment."
- Examples of formative assessment questions for different subjects.
- Template for designing Mentimeter quizzes and polls.
- Mentimeter for Real-Time Insights into Student Understanding
- Checklist for Evaluating Mentimeter in Teaching Strategies

Videos:

- "Mastering Mentimeter: Real-Time Formative Assessment for Educators" (5.10 min)
- "Mastering Mentimeter for Formative Assessment" (4.46 min)

Online Resources:

- Access to Mentimeter (https://www.mentimeter.com).
- Sample formative assessment questions pre-designed in Mentimeter

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

- Begin by explaining formative assessment's role in monitoring student progress and guiding instruction.
- Introduce Mentimeter and highlight its features, including quizzes, polls, multiple-choice questions, and word clouds.
- Share examples of how Mentimeter can provide real-time insights into student understanding during a lesson.

Activity Execution (40 min):

Step 1: Log in to Mentimeter and create a new presentation.

Step 2: Design formative assessment questions for a topic, incorporating features like:

  - **Quizzes** to check factual understanding.
  - **Polls** to gather opinions or gauge confidence levels.
  - **Word Clouds** to visualize students' key takeaways or main ideas.

Step 3: Launch the assessment and have participants take it as if they were students.

Step 4: Analyze the real-time results to identify learning gaps or misconceptions.

Step 5: Discuss how the data can inform next steps in teaching.

Reflection and Discussion (10 min):

- Reflect on how Mentimeter's features enhance formative assessment and student engagement.
- Discuss strategies for integrating Mentimeter into lessons while ensuring accessibility for all students.

1. Which specific features of Mentimeter (e.g., polls, word clouds, quizzes) do you think are most effective for formative assessment, and why?
2. How does Mentimeter's interactive design help in keeping students engaged during lessons? Can you give an example from your experience or an imagined scenario?
3. What are some creative ways you could integrate Mentimeter into different stages of a lesson (e.g., introduction, practice, or review)?
4. What challenges might arise in ensuring accessibility for all students when using Mentimeter, and how could these be addressed?
5. How can the instant feedback from Mentimeter responses guide your teaching in real-time to meet the needs of your students?

5. Evaluation:

Participants will submit:

A Mentimeter-based formative assessment they created, including screenshots of the questions and sample results.

A brief reflection addressing:

- How real-time data from Mentimeter can influence teaching strategies.
- How they plan to use Mentimeter in their own classrooms.

Feedback will focus on the relevance and clarity of the questions, the engagement level of the activity, and the depth of their reflections.

ACTIVITY 10: Using Diffit for Differentiated Summative Assessment

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1. Description: This activity introduces educators to Diffit, a tool that creates differentiated resources, to design summative assessments tailored to students' varying abilities and needs. Teachers will learn how to use Diffit to generate multiple versions of an assessment with varying levels of complexity, ensuring accessibility and inclusivity for all learners.

2. Teaching Materials:

Handouts:

- Guide: "Designing Summative Assessments with Diffit."
- Examples of differentiated assessments using Diffit.
- Checklist for evaluating the alignment and fairness of differentiated assessments.
- Evaluation questionnaire

Videos:

- "Mastering Differentiated Summative Assessments with Diffit" (5.53 min)
- "Revolutionize Your Assessments with Diffit! (1.29 min)

Online Resources:

- Access to Diffit (https://diffit.me).
- Sample templates for differentiated assessments.

3. Duration:

Total Time: 60 min

- Introduction: 10 min
- Activity Execution: 40 min
- Reflection and Discussion: 10 min

4. Instructions:

Introduction (10 min):

- Define summative assessment and its role in evaluating overall learning outcomes.
- Explain the need for differentiated assessments to cater to diverse student needs.
- Introduce Diffit as a tool for creating customized assessments with varying difficulty levels.

Activity Execution (40 min):

Step 1: Log in to Diffit and select a subject or topic for the assessment.

Step 2: Use Diffit to create differentiated versions of the assessment by:

- Adjusting the complexity of questions.
- Adding scaffolding or open-ended options for advanced learners.

Step 3: Review the assessments to ensure alignment with learning objectives and curriculum standards.

Step 4: Share the differentiated assessments with peers in the session for feedback.

Step 5: Discuss scenarios where these differentiated assessments could be applied effectively in the classroom.

Reflection and Discussion (10 min):

- Reflect on the benefits and challenges of using Diffit for differentiated summative assessment.
- Discuss how to maintain consistency and fairness when using differentiated versions of the same assessment.

1. What specific benefits have you observed when using Diffit for creating differentiated summative assessments, and how do these align with the needs of diverse learners in your classroom?
2. What challenges might arise when ensuring that differentiated assessments created with Diffit maintain the same level of rigor and measure the same learning outcomes? How can these be addressed?
3. How do you determine the appropriate level of differentiation for individual students while maintaining fairness across the assessment process?
4. What strategies can educators use to ensure that differentiated assessments remain consistent in grading and feedback, especially when multiple versions are involved?
5. How can the use of tools like Diffit be integrated into broader school or district policies to support equitable assessment practices?

5. Evaluation:

Participants will submit:

Differentiated assessments created using Diffit, showcasing two or more levels of complexity.

A brief reflection addressing:

- How the differentiated assessments address diverse learner needs.
- How they plan to use Diffit to create assessments in their own classrooms.

Feedback will focus on the appropriateness of differentiation, alignment with learning goals, and the educator's reflection on inclusivity and fairness.