

COURSE TITLE:	(Updated for 2026)—Integrating Artificial Intelligence (AI) into your classroom: A Hands-On Guide	WA CLOCK HRS: 50
NO. OF CREDITS:	5 QUARTER CREDITS [semester equivalent = 3.33 credits]	OREGON PDUs: 50
		PENNSYLVANIA ACT 48: 50
INSTRUCTOR:	Michael Boll michael@bollnet.com	

COURSE DESCRIPTION:

Do you ever feel like you're living in a sci-fi movie? With artificial intelligence (AI) in education, you might as well be! But don't worry; I am here to help you navigate this brave new world and leverage AI's transformative magic.

In this practical, hands-on course, I'll show you how to harness the power of AI to engage your students and transform their learning experience. I'll introduce you to AI tools and techniques that help you teach everything from math to rap battles (yes, you read that right).

It does not stop there! Be ready to cover topics like how it all works, how to master communicating with AI, so it serves your needs, using AI in your teaching situation, and much, much more. So, what are you waiting for? Join us in this AI revolution, and let's make teaching and learning a little more...robotic.

This course is appropriate for teachers K-12.

Interested in a Group Course?

This course may be taken as a group. With the uses for AI changing so fast, working in a group is an excellent way to expand how you use AI and help set the narrative at your school. [See here](#) for more information.

LEARNING OUTCOMES: Upon completion of this course, participants will have:

1. Understand the basics of what AI is and how it works.
2. Set up your own AI account.
3. Learn to communicate with AI through prompts and parameters.
4. Build a model of ways to use AI in your classroom
5. Develop a summary of the world of AI and its impact on the future of learning for teachers and students.

COURSE REQUIREMENTS:

Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

The use of artificial intelligence is not permitted. Assignment responses found to be generated by AI will not be accepted.

HOURS EARNED:

Completing the basic assignments (Section A. Information Acquisition) for this course automatically earns participants their choice of CEUs (Continuing Education Units), Washington State Clock Hours, Oregon PDUs, or Pennsylvania ACT 48 Hours. The Heritage Institute offers CEUs and is an approved provider of Washington State Clock Hours, Oregon PDUs, and Pennsylvania ACT 48 Hours.

UNIVERSITY QUARTER CREDIT INFORMATION

REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT

Continuing Education Quarter credits are awarded by Antioch University Seattle (AUS). AUS requires 75% or better for credit at the 400 level and 85% or better to issue credit at the 500 level. These criteria refer both to the amount and quality of work submitted.

1. Completion of Information Acquisition assignments 30%

2. Completion of Learning Application assignments 40%
 3. Completion of Integration Paper assignment 30%
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CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)

Antioch University Seattle (AUS) Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents are on a transcript. 400 level credit is equal to a "C" or better, 500 level credit is equal to a "B" or better. This information is on the back of the transcript.

AUS Continuing Education quarter credits may or may not be accepted into degree programs. Prior to registering, determine with your district personnel, department head, or state education office the acceptability of these credits for your purpose.

ADDITIONAL COURSE INFORMATION

REQUIRED TEXT

None. All reading is online.

None. All reading is online.

MATERIALS FEE

An artificial intelligence chatbot account from one of the current providers, such as ChatGPT Claude, or Google Gemini. A paid option is available but not required.

ASSIGNMENTS REQUIRED FOR HOURS OR UNIVERSITY QUARTER CREDIT

A. INFORMATION ACQUISITION

Assignments done in a course forum will show responses from all educators who have or are taking the course independently. Feel free to read and respond to others' comments.

Group participants can only view and respond to their group members in the Forum.

Assignment #1: Who Are You?

Getting to know each other better is an excellent way to start this course, and it helps us all to understand our individual situations and teaching expectations.

Take a few moments and kindly complete a 250+ word description about yourself.

Possible items to include:

- Where and what do you teach?
- What are you hoping to gain from this course? I especially enjoy reading your thoughts here as we don't really know where Artificial Intelligence is going, and there is a lot of fear and excitement around it.
- What do you think your future robot might look like and/or do for you?
- Any other personal details of interest that would be nice to share.

If you are attaching your work, please do so as a Word file instead of a PDF.

Resources

[See what ChatGPT \(AI\) wrote about me](#) when I asked it to "Write an introduction for Michael Boll." Much of it was not accurate, but it sure made me sound awesome!

Assignment #2: An Introduction to Artificial Intelligence

Overview

OK, so here we are. AI is everywhere, it's in everything, and it's just getting started.

I can guess what you might be thinking. "I already use it a little." Or maybe, "I'm not really sure where to begin." Or possibly, "my students are definitely using it, and I have no idea what to do about that." All of those are completely valid places to be.

Here is what I know for sure: AI is not the internet. It is bigger. It is more personal and we can't afford to ignore it. Even if we don't like it. As strange as it sounds, this is the worst version of AI we will ever use. It is only getting better from here. Which means whatever you learn today, whatever feels clunky or confusing right now, is the floor. Not the ceiling.

To better understand and use AI, you do not need to be a tech person. You do not need to have figured any of this out yet. You just need to be curious, and since you are here, you already are

https://www.youtube.com/embed/EoGzydXOaGc?si=NM98k_WA_JKC7QOV	https://www.youtube.com/embed/f5Yek1Obhek?si=dtFkjE1iQ14yp
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Assignment

1. Watch my two videos: [An Introduction to Artificial Intelligence](#) and [General Ways to Use AI](#)
2. Write a 250-word or more response to some of the prompts below (there are too many).
 1. Honestly, where are you with AI right now? Still poking around, or has it actually started showing up in your day-to-day?
 2. What part of your teaching week would you love to hand off to something else? Like, the stuff that takes forever and kind of kills your soul a little? Are we allowed to say grading here? ;-)
 3. Your students are already using AI. You know it, we know it. So how does that change things for you? Assignments? Grades? What even counts as "their work" anymore?
 4. What's one thing you'd love AI to help your students with, and one thing you'd fight to keep AI out of?
 5. AI can now hear you, see through your camera, and remember your past conversations. Which of those is actually exciting to you as a teacher? Which one makes you a little nervous or even terrified?
 6. Here's an uncomfortable one: AI is learning from everything you share with it. Where do you draw the line? What stays private?

If you are attaching your work, please do so as a Word file instead of a PDF.

Resources

- If you have time, [watch the movie Her](#). It is about an AI robot that develops a relationship with a lonely man who lost his wife, so applicable today.
- [Chat GPT and the End of Writing](#) with David Pogue (Audio Podcast). I loved this podcast when I was beginning to learn about AI. It is years old now, so it is a bit dated. The general underpinnings of how AI works have not changed.
- [AI For Humans](#): One of my favorite podcasts for learning about artificial intelligence. Not educator-specific, but irreverent and entertaining.
- [Course Flipboard](#)

Find the latest AI tools for educators on my [Substack Blog](#)

<https://aiteachertips.substack.com/embed>

Assignment #3: Set Up Your AI Account

Overview

Here we go! If you have not already, it is time to sign up for your accounts! I say accounts as there are a bunch of really good ones out there. As of this writing, my favorites (in order) are:

1. [Claude.ai](#)
2. [ChatGPT](#)
3. [Google Gemini](#)
4. [Microsoft CoPilot](#)

All are free, and all have paid versions. So far, the free versions appear to meet our needs. However, I do find myself paying for Claude now, as it has some really nice advanced features.

Additional Notes:

- Google Gemini should already be there, ready to go on your personal account if you have a Gmail account. If you have the school version, it might not be activated. That is likely a decision each district makes on its own. In other words, you might only find Google Gemini on your personal account.
- The same situation should apply to Microsoft CoPilot as well

Now since this is not my first time at the rodeo, I know that you might be using AI to “help” you with the writing prompts in this course. No worries, I encourage that! I used AI to help me with big chunks of this course. AI suggestions are often very helpful.

We will learn more about this in upcoming lessons.

Assignment

1. Sign up for at least one (more is better) of the accounts above.
2. Play! Have a blast. Need some ideas? Check out [this list](#) of 100-plus ideas for using AI.
 1. Also, [here is a list of ideas](#) from other teachers in this course. Thanks to AI, it was easy for me to put it in a nice visual format that auto-updates itself.
3. In 250 words or more, respond to some of the prompts below:
 1. Explain your initial thoughts out of the gate. Easy to use? Confusing? A feeling of “How am I supposed to use this thing?”
 2. How did you use AI? Where do you find it helpful? Where is it lacking?
 3. After using AI, how would you describe it to someone you know, such as a colleague, a friend, or a family member?
 4. Any other thoughts or ideas? Please share them.
4. Take your writing and drop it into your AI platform with this prompt: Improve this writing: (Then paste in your writing).
 1. If you are using Google Docs, it is even easier to just click the AI button after highlighting some text.
5. Modify your written work to add some or all of the suggestions.

If you are attaching your work, please do so as a Word file instead of a PDF.

Resources

- [List of 100 plus ways to use AI](#) (Same as above)
- [AI Educator Tools](#)
- [My Suggested List of AI Tools for Educators](#)
- [Course Flipboard](#)

Check out new and awesome AI tools for educators on my [SubStack Blog](#)

<https://aiteachertips.substack.com/embed>

Assignment #4: Communicating with AI

Overview

We have an AI account. We've played around a bit. Now what?

It is time to upgrade how we chat with our chatbots. That means understanding prompts and parameters. Prompts are the questions or instructions you give AI. Parameters are the dials you turn to shape the response.

Think of them like an audio mixing board: you can tweak the same answer to come back as a Pirate, Taylor Swift, Shakespeare, or a comedian. You can make it shorter, longer, funnier, or more like a poem. You are in charge.

Then there is the part that really surprised me when I first tried it: AI is not just a one-way thing. You can have a real back-and-forth conversation with it. Ask it to quiz you, have it ask you questions before it writes something. It listens, and that might be what makes it both incredibly powerful and our future with AI incredibly scary.

Assignment

<https://www.youtube.com/embed/rNoODLma3tA?si=Ih5vIou3Mmog3TC1>

1. Watch my video: [Communicating with AI](#)
2. Try a few (not all) of the techniques below, and in about 250 words, provide your thoughts and experiences with these prompting ideas.
 1. The Basic Prompt: Ask AI for a simple 100-word explanation of a topic in your subject area.
 1. Add Parameters: Now, refine that response by adding two parameters from the video:
 2. Use the "Act as..." parameter. Maybe a writer from a Seinfeld episode, a wolf who just got back from therapy, or a pirate who doesn't eat meat, or your own idea(s)
 3. Add a specific length or format. Maybe exactly 200 words, include a 15-line poem, output as a table, or your own idea.
 4. Following the Romeo & Juliet vs. Taylor Swift example in the video, create a resource that hits professional standards. Take a core concept you teach and apply these four specific parameters:
 1. Vibe/Tone: Define the "energy" of the response (e.g., tragic and intense vs. romantic and hopeful).
 2. Accessibility: Set a specific Lexile Level (e.g., "Level 200") to see how the AI simplifies complex ideas for learners.
 3. Educational Frameworks: Ask the AI to organize the output using MTSS Tiers (Tier 1, 2, and 3) or align it with UDL Action & Expression strategies.
 4. Structure: Request a Comparison Chart or Table that you could theoretically download and use in class.
5. The R.A.F.T Prompting Method. Please [view the visual explanation here](#). It is great for students!
 1. **R - Role.** Tell the AI who it should be. "You are a 5th-grade science teacher..." or "Act as an instructional coach..." Giving it a role shapes vocabulary, tone, and what it pays attention to.
 2. **A - Audience.** Who is the output for? A parent? A struggling reader? A school board? "Audience" changes everything about word choice and complexity.
 3. **F - Format.** What should the output look like? A bulleted list? A rubric? A parent email? A slide outline? Be specific.
 4. **T - Task (sometimes Topic).** What do you actually want it to do, and about what? This is the meat of the request.

A quick example to show it in action:

Role: You are a middle school ELA teacher. **Audience:** Parents of 7th graders, many of whom speak English as a second language. **Format:** A short email, under 150 words, no jargon. **Task:** Explain why we're starting a unit on persuasive writing and what students will be doing at home.

Resources

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[List of 100 plus ways to use AI](#) (Same as above)

- [AI Educator Tools](#)
- [Course Flipboard](#)
- [Sal Khan's Math Tutor Demo](#)

Check out new and awesome AI tools for educators on my [SubStack Blog](#)

<https://aiteachertips.substack.com/embed>

Assignment #5: Build Your Super Context Prompt (SCP)

Overview

Congrats, you now understand what a prompt is and how to add parameters to enhance the response from AI. That is a big step forward.

Time for the next step: The Super Context Prompt (SCP).

With a "Super Context Prompt," you can give AI a much more profound grasp of your specific educational setting, student needs, individual tastes, and even the things that frustrate you. This helps AI systems to understand what you are asking for and your specific context.

This assignment focuses on the development of your very own "Super Context Prompt" and how to use it with AI. We'll develop this together, and of course, AI will help us along the way.

Here is a [visual explainer](#) of how an SCP benefits the response you receive from AI.

https://www.youtube.com/embed/t8nG7AvdC_U?si=Tny6VIZyle7BLDzB

<https://www.youtube.com/embed/yNVTuWCbhOw?si=olx9Tz8W0xn5wQnB>

Assignment

This assignment has a lot of steps, and I worry it is a little confusing. Please check out [this visual explainer](#) for an alternative explanation.

1. Watch these two videos
 1. How to [Develop Your Own Super Context Prompt \(SCP\)](#)
 2. SCP Development in Action: <https://youtu.be/yNVTuWCbhOw>
2. Take a look at [a fictional SCP](#) to get an understanding of what a completed version looks like.
3. Build your own SCP
 1. Open the file of [interview questions and instructions](#) (It will ask you to make your own copy). This is what you're going to copy and paste into your AI platform to start a conversation and develop your SCP
 2. Pay particular attention to the list of questions you will be asked. Maybe you want to add or change some of them?
 3. After any adjustments to the questions, or if you are satisfied, paste it into your AI platform and engage in the conversation.
 1. Use the highest version of your platform to produce the best results
 2. If it tries to give you a shortcut version, get a little angry and let it know you do not want a shortcut version. If you are not fully satisfied with the SCP that is built, tell your AI platform to make modifications as needed.
 1. Give it a hard time if necessary, so it pays attention and gives you and SCP you can use. The AI's of the world actually respond better to anger.
 4. At the end, save the SCP it puts together for you. You are going to copy and paste this as part of your prompt the next time you use AI. Give it a test right now if you like.
- 4.

Upload a copy of your SCP.

5. In 250 words or more, respond to some of the prompts below:

1. You looked at a fictional SCP before building your own. What surprised you most, either about what a completed SCP looks like or about what came up when you built yours?
2. What did you change or add?. Did you add anything? Remove anything?
3. What's your actual plan for using it consistently, or what's the thing most likely to stop you from using it?
4. What's still missing? Your SCP is a first draft. After going through the process, what do you feel like it doesn't quite capture yet?
5. Would you recommend this to a colleague? Give me the version you'd actually say in the hallway, not the formal explanation. ;-)

If you are attaching your work, please do so as a Word file instead of a PDF.

<https://aiteachertips.substack.com/embed>

Assignment #6: Building your AI Workflow

Overview

You've made it this far. That means you know enough about AI to be dangerous (in a good way). Now we should put it to work!

Here's what I hope you will walk away with:

- A personal AI workflow built around your tasks. Even the boring ones.
- More familiarity with the RAFT prompting method
- A real-world example (Iron Heart, UDL, a grade 5 lesson) that you can steal directly
- A NotebookLM path that makes you curious about if you should build more visual explanations for students
- A way to layer prompts so AI helps you plan for accommodations, not just content

By the end, you should have a workflow that fits your classroom, your subject, and your week.

<https://www.youtube.com/embed/OCE8JH6Q3Fo?si=SWSBsilz2qHsSsTv>

Assignment

1. Watch my video, [Building an AI Workflow](#)
 1. A visual flow chart summary of the video is [found here](#). (Thanks, Claude AI)
2. Open the [Build Your Workflow](#) Google Sheet.
 1. It will ask you to make your own copy.
3. Build out at least five tasks, then pick one and run it through [a full RAFT prompt cycle](#). Include at least one refinement.
4. Drop one of your outputs into Google [NotebookLM](#), and generate an infographic or video overview to share with students.
5. Pick **ONE** of your five tasks. In about **250 words**, articulate your experience asking AI for help with the task.
 1. **The task.** What were you trying to do, and why was it on your list? (Boring, time-consuming, joyless, all of the above?)
 2. **Your RAFT prompt.** Paste in the entire prompt, including Role, Audience, Format, and Topic.
 3. **AI's help.** Summarize the output, or paste the highlights. Was it close to what you wanted, or way off?
 4. **Your next move.** What did you tweak, push back on, or ask for next? (If you accepted the first response as-is, tell me why.)
- 5.

Useful or not so much? How are you actually going to use this in your classroom?

If you are attaching your work, please do so as a Word file instead of a PDF.

Resources

- [List of 100-plus ways to use AI](#)
- [Suggestions for using AI from other teachers in this course](#)
- [Course Flipboard](#)
- [KhanMigo for Teachers](#)
- [Magic School AI](#)

Check out new and awesome AI tools for educators on my [SubStack Blog](#)

<https://aiteachertips.substack.com/embed>

Assignment #7: Explore AI Resources

Overview

AI moves fast. Like, weekly-new-thing fast. To keep up, I lean on a handful of go-to resources, and these are the ones worth your time.

1. [Canva](#) is, at least in my opinion, the most awesome graphic-building program out there for teachers, and it has AI built into it.
 1. Explore their AI options [here](#).
 2. If you are new to Canva, [check out my HOL Canva course](#). You can access all the resources for free by clicking on the Syllabus tab.
2. [Magic School](#) is a superb AI environment aligned to the needs of teachers and students. Its walled garden approach helps teachers develop the resources they need and creates environments for students to use AI with teacher supervision.
 1. If you are new to Magic School, [check out my HOL Canva course](#) (yes, another one). You can access all the resources for free by clicking on the Syllabus tab.
3. [AI Educator Tools](#) is focused only on tools for educators. It is rapidly updated, so check back frequently to see the latest tools.
4. [AI Tool Search](#). Not designed for the education space, but gives you a sense of what is being developed out there.
5. [My Substack Blog](#)
6. My list of [AI Tools for educators](#)
7. [TeachAI](#). A set of guidebooks for the use of AI in schools.

Assignment?

1. In 250 words or more, focus on a couple of the things you found in your exploration of the resources.
 - a. What stood out for you?
 - b. What seemed rather pointless?
 - c. What informed your understanding of AI the best?

If you are attaching your work, please do so as a Word file instead of a PDF.

Check out new and awesome AI tools for educators on my [SubStack Blog](#)

<https://aiteachertips.substack.com/embed>

Assignment #8: Using AI in Your Own Life

Overview

Like the Internet, AI is and will become a regular part of our personal life. As systems like Siri and Alexa improve and add AI, we will be able to verbally prompt them to plan vacations, menus, shopping lists, etc. Rather than search the web, these devices, and others, will use their large language models to provide helpful (most of the time) guidance.

Assignment

1. Listen to the Hardfork Podcast in the resource section below. It is set about halfway in, where listeners share their interesting use cases for AI. It is older, but many of the ideas can still apply today.
2. Review some of the articles:
 - [10 Ways Educators Can Use AI to Streamline Daily Life - Tech & Learning](#)
 - [10 Smart Ways to Use AI in Everyday Life - Meta AI](#)
 - [30 Ways to Use AI to Make Life Better and Easier - Art of Manliness](#)
 - [The AI Productivity Paradox: More Work, Not Less - Fortune](#)
 - [UC Berkeley Haas - AI Promised to Free Up Time. Researchers Found the Opposite.](#)
1. In 250 words or more, reflect on how you are or plan to use AI in your own life.
 - a. Are you using it now?
 - b. How do you hope to use it?
 - c. How will it change your world? For example, will you have more free time?
Or will it be a case of, oh, now I have more free time to work?

If you are attaching your work, please do so as a Word file instead of a PDF.

Resources

- [Hardfork Podcast starting at 21:54](#)
- Check out new and awesome AI tools for educators on my [SubStack Blog](#)
- <https://aiteachertips.substack.com/embed>

Assignment #9: Share with the Community

Overview

With AI and education changing so quickly, sharing your learnings, experiences, and successes with others in this community is super helpful. As this course matures, we will end up with a nice set of shared ideas and experiences. Thank you!

Assignment

1. Brainstorm the best uses of AI you have come up with so far and/or hope to use in your situation soon.
2. Build a list of the prompts and parameters you found successful.
3. [Complete this online form](#). This will be shared as a resource in the course for others. In fact, [find it here!](#)

Check out new and awesome AI tools for educators on my [SubStack Blog](#)

<https://aiteachertips.substack.com/embed>

ADDITIONAL ASSIGNMENTS REQUIRED FOR UNIVERSITY QUARTER CREDIT

B. LEARNING APPLICATION

In this section, you will apply your learning to your professional situation. This course assumes that most participants are classroom teachers who have access to students. If you do not have a classroom available to you, please contact the instructor for course modifications. Assignments done in a course forum will show responses from all educators who have or are taking the course independently. ?Feel free to read and respond to others' comments. Group participants can only view and respond to their group members in the Forum.

Assignment #10: From Theory to Practice: Using AI to Enhance Your Teaching Workflow

Overview

As the title suggests, this assignment asks you to bring AI into your daily workflow. There are so many ways to do this, and new ones are being added all the time. You now understand how to use AI, have built a model of ways it interests you, and have browsed a variety of resources.

The key is to find AI ideas that fit your work interests and goals. So let's mix things up and embrace the AI revolution! Who knows, maybe someday we'll be taking coffee breaks with our robot friends. (Full disclosure: AI-assisted in the writing of this last paragraph)

Assignment

1. Review your workflow from assignment six.
2. Decide on at least five ways to use AI in your work situation.
3. In 750 words or more, reflect on the experience
 - a. What five or more ways did you pick?
 - b. How do you anticipate this will help you in your work?
 - c. How much extra work will it take in the beginning before you have a sustainable system?
 - d. What initial thoughts do you have on the future of education and the changes AI brings?

If you are attaching your work, please do so as a Word file instead of a PDF.

Check out new and awesome AI tools for educators on my [SubStack Blog](https://aiteachertips.substack.com/embed)

<https://aiteachertips.substack.com/embed>

Assignment #11: AI & The Future of Education: Robots are Coming to Save (or Take Over) Your Job!

Overview

Satya Nadella, CEO of Microsoft, once said, "The most exciting thing about AI is not its ability to perform tasks, but its ability to help humans think better." While this is certainly a positive viewpoint, it's important to consider both the potential benefits and downsides of AI in education.

One important question to ask is how students will use AI in their learning. Will schools embrace it or ban it? And how might AI impact students' abilities to learn from helpful adults, both in and outside the classroom? As we continue to explore the role of AI in education, it's important to approach the technology with an open mind and consider all of its potential implications.

Assignment

Watch my video: The Future of Artificial Intelligence.

<https://www.youtube.com/embed/JafUu0eGni8>

In 750 words or more, reflect on AI and its potential impact on the future of education.

Choose only two (2) of the options below.

Option A)

How will AI impact students and their learning?

- i. Will they benefit from an incredible source of help and personalized learning?
- ii. Will AI remove the incentive to learn to read and write well? Goodbye to critical thinking skills, hello to a massive deskilling of what we have learned.

AND/OR

Option B)

How will AI impact the career and day-to-day teaching experience for teachers?

- i. Will teachers be expected to change how they teach? How will they present information, and how will a typical school day be conducted?
- ii. Will the education establishment drag its feet with the changes and focus more on banning AI than embracing it?
- iii. Will the need for connection still make the role of a teacher as relevant as ever?

AND/OR

Option C)

How will AI impact both teachers and students?

1. Combine some of the prompts from options A and B.

Be sure to run your response through AI and ask for suggestions to improve your writing. Add as many parameters as needed.

If you are attaching your work, please do so as a Word file instead of a PDF.

Resources

Use your AI platform (Chat GPT, Claude, Gemini, etc.) to help you find resources. For example, I used the prompt "Find helpful articles on AI and the future of education."

Check out new and awesome AI tools for educators on my [SubStack Blog](https://aiteachertips.substack.com/blog)

<https://aiteachertips.substack.com/embed>

Assignment #12: (500 Level ONLY)

Applying Your Learning to Professional Development or Student Education (500 Level)

Overview

We have talked extensively about the impact artificial intelligence will have on education and society. Your students and colleagues may not be as aware as you are now of the details of AI and its trajectory.

This is your chance to help them.

Assignment

Complete **two (2)** of the following options.

Option A)

Create a 30-minute or longer professional development presentation. Something worthy of presenting in a professional setting such as a workshop, team, or school meeting.

It should relate to some (not all) of the themes discussed in this course, such as:

- A relatable explanation of AI and how it works.
- Communicating with AI through the use of prompts and parameters.
- Using AI as a teaching resource.
- AI and the future of education (and life).
- The morality of using AI. For example, if AI responds to my emails, is that ok?
- AI and special education.
- Any other topic of personal interest to you.

AND/OR

Option B)

Create a 30-minute or longer presentation aimed at a **student** audience.

It should relate to some (not all) of the themes discussed in this course such as:

- A relatable explanation of AI and how it works
- Communicating with AI through the use of prompts and parameters
- AI and the future of education for students
- If a student uses AI with their homework, is it cheating?
- The use of AI in social media.

AND/OR

Option C)

Create another assignment of your own design with the instructor's prior approval.

Check out new and awesome AI tools for educators on my [SubStack Blog](https://aiteachertips.substack.com/blog)

<https://aiteachertips.substack.com/embed>

C. INTEGRATION PAPER

SELF REFLECTION & INTEGRATION PAPER

(Please do not write this paper until you've completed all of your other assignments)

Write a 400-500 word Integration Paper answering these 5 questions:

1. What did you learn vs. what you expected to learn from this course?
 2. What aspects of the course were most helpful and why?
 3. What further knowledge and skills in this general area do you feel you need?
 4. How, when and where will you use what you have learned?
 5. How and with what other school or community members might you share what you learned?
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INSTRUCTOR COMMENTS ON YOUR WORK:

Instructors will comment on each assignment. If you do not hear from the instructor within a few days of posting your assignment, please get in touch with them immediately.

QUALIFICATIONS FOR TEACHING THIS COURSE:

Michael Boll is an Apple Distinguished Educator and former Technology Coach at international schools in China and Thailand.

Now based in the United States, Michael is an enthusiastic instructional designer and presenter. He works to make his courses and presentations information-packed, slightly provocative, and fun.

Michael has an adult son with profound autism and is keenly interested in the special needs community and its population of diverse learners.

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