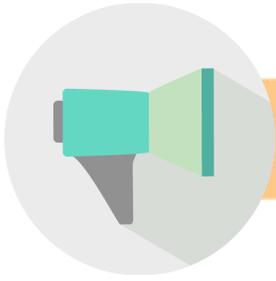


AI in the Classroom

Participant Learning & Reflection Guide

Course Outcomes:

- Explore AI Tools** Explore AI tools to become a more efficient and effective practitioner.
- Improve Teacher Tasks** Utilize AI to improve lesson planning, grading, and reporting.
- Foster Independence** Increase students' knowledge of AI resources to foster more independent learning
- Personalize Learning** Craft dynamic and intuitive personalized learning experiences for students
- Support Students** Devote more time to student interaction and individual support



ABOUT THIS RESOURCE



NOTE *The following details will better help you understand how to use this digital packet and what features are available to you and built into the document.*



Undo tool: Any time you are working in documents like these, accidental edits or modifications are common. Remember to use the UNDO option in the toolbar (shortcut on your keyboard: CTRL + Z on a PC/Chromebook or CMD + Z)



Navigation: Various links have been created throughout the document to navigate more easily. Click on a title or the numbered images in the Table of Contents to skip to that specific section. On each page, double click in the header section on the “NAVIGATE BACK TO TOP” heading to return to the table of contents page. (When clicking links in a Google Doc, you usually have to click twice—first on the linked text or image, and again on the blue link option that appears).



Spacing: Many visual assets are included to support your experience working in this document. Forced page breaks were used after each section, so as you add content to this document, sections will automatically shift to a new page if the previous section overflows onto the next page.



Editing: Most content sections are denoted by shaded boxes to help direct you to the best location to add your thoughts, ideas, and reflections.



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TABLE OF CONTENTS



NOTE

You should plan to use this packet throughout the course. Various lessons will refer to the packet for reflections, activities, and general notes. We encourage you to use this as a vehicle for capturing your thinking and documenting the ideas, insights, and resources you encounter during the course.

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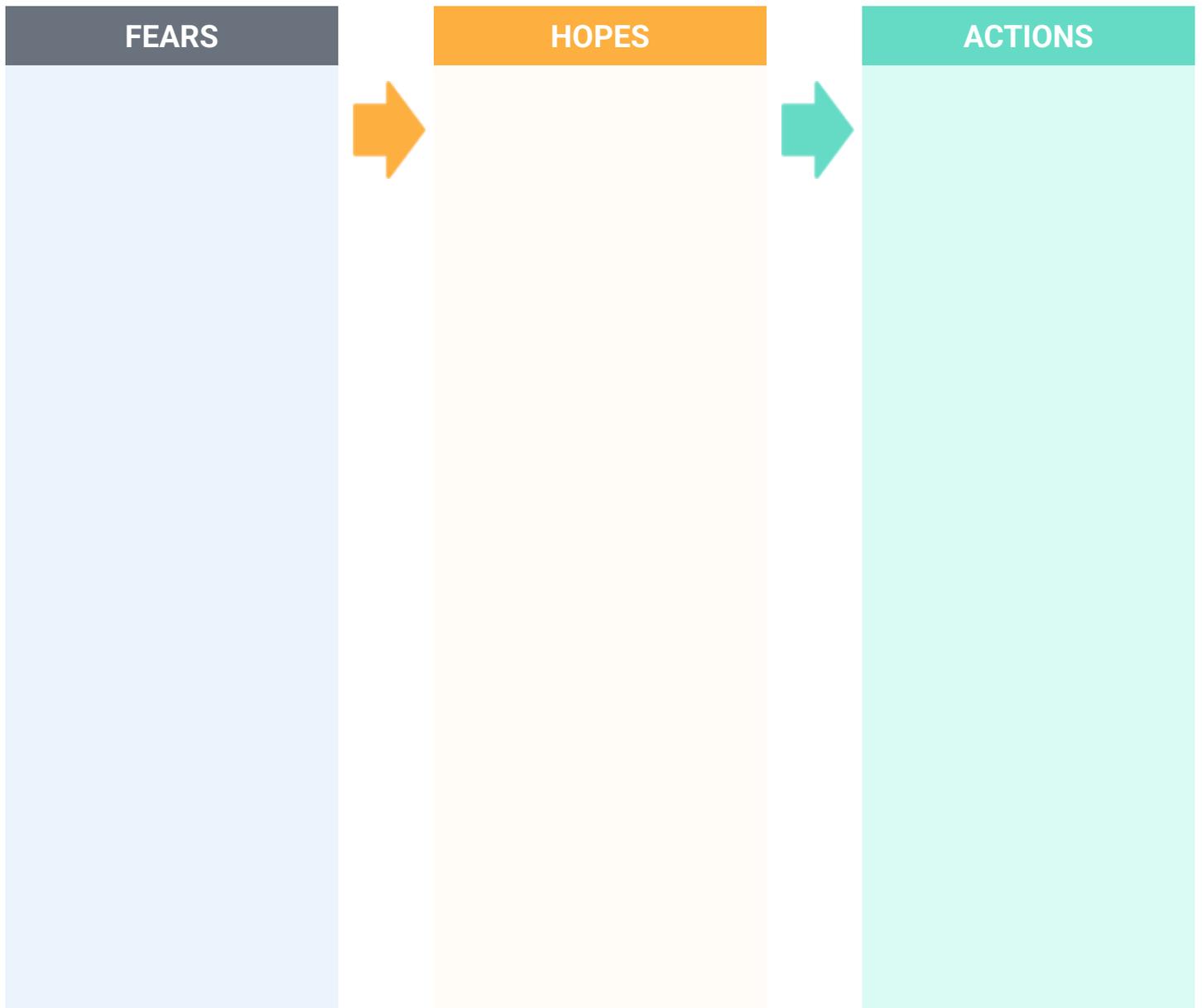
01

FLIP-IT Organizer



Use this page to record your thinking for each of the FLIP-IT activity steps (throughout the course). You will be directed to this page at different times to complete different steps in the process. We encourage you to avoid trying to complete any of the sections below until instructed in the course.

(This activity originates with [Gamestorming.com](https://www.gamestorming.com))



02

Debate the Chat Bot

Instructions: Read the article provided, then visit the chat bot listed and engage in the debate activity. Once you have completed the debate, use the space provided (below) to reflect on your experience.

Activity Steps:



Read the US News ChatGPT Article here: bit.ly/debate-chat-article



Visit <https://chatgpt.com/> to perform the debate activity (no account needed, totally free to use).



Begin the debate by asking the chat bot: “**Should students and classrooms be allowed to use ChatGPT for school?**” Offer responses and rebuttals, and feel free to introduce evidence, news, or other research.



Do not limit yourself to your current opinion, necessarily. Challenge the AI to produce compelling arguments and positions.



After you have finished the debate, write about your experience below. **Questions to consider:** How do you feel about the AI’s responses? What was surprising? Was the AI able to provide any new insight for you? Did this activity inspire any changes in your existing thoughts about AI (positive, negative, or otherwise)?

03

Lesson Planning & Assessment



Instructions: Considering the tools and ideas shared around lesson planning and assessment creation, use the prompts below to reflect on your takeaways as well as possible future uses.

Activity Steps:



Use the organizer below to note tools and ideas and reflect on possible connections to your own content and instruction.

What tools/ideas stood out to you?

How could you use those tools?

<i>Tool/Idea</i>	<i>Lesson/Content Connection</i>	<i>Explanation</i>

04

Feedback & Differentiation



Instructions: Considering the tools and ideas shared around **feedback and differentiation**, use the prompts below to reflect on your takeaways as well as possible future uses.

Activity Steps:



Use the organizer below to note tools and ideas and reflect on possible connections to your own content and instruction.

What tools/ideas stood out to you?

How could you use those tools?

<i>Tool/Idea</i>	<i>Lesson/Content Connection</i>	<i>Explanation</i>

05

Philosophical Chairs

Instructions: Complete the Philosophical Chairs activity with an AI chatbot (explained in the course), then reflect on the activity using the 3-2-1 Processor organizer (below).

Activity Steps:



Use an AI chat bot like ChatGPT (<https://chatgpt.com/>) to complete the Philosophical Chairs discussion.



Use the prompt **“Do teachers save time with AI?”** and instruct the chat bot to share responses to the prompt from three different perspectives in a debate format (student, teacher who is for AI use, and parent who is against AI use).



After completing the prompting and reading the AI’s responses, complete the 3-2-1 Processor reflection (next page).



3-2-1 Processor



Based on the Philosophical Chairs activity, capture your thoughts and reactions via the prompts below. (3-2-1 Processor is a common teaching strategy often used for student self-reflection or checks for understanding.)

3

Three surprising, unexpected, or interesting insights shared by the AI were...

1.

2.

3.

2

Two concerns or questions I have about the AI's comments are...

1.

2.

1

One insight shared by the AI that influenced my thinking in a new way was...

1.

06

Digital Citizenship



Instructions: Based on the digital citizenship lesson, reflect on your own digital citizenship instruction and policies and brainstorm topics you might add to your classroom policies.

How do you currently teach (or teach about) Digital Citizenship in your classroom?

Blank area for reflection on current digital citizenship teaching.

What is your classroom policy around digital citizenship (and/or appropriate technology use)?

Blank area for reflection on current classroom policy.

What are three digital citizenship topics you could include or revise in your classroom policies?

1.

Blank area for topic 1.

2.

Blank area for topic 2.

3.

Blank area for topic 3.

07

AI Tools for Personalized Learning



Instructions: Based on the lesson around personalizing learning with AI tools, use the guided reflection below to identify an area you might be able to personalize learning for your students.

What is one standard or group of standards where you would like to see more personalized learning for your students?

STANDARDS

What AI tools do you feel might be helpful in personalizing student learning in that content?

AI TOOL(S)

What might this look like?

(Additional space for more reflection is included on the next page.)

When students...

The AI tool helps...

So that students will/can...

Ex: Write a rough draft for their story, they paste it into ChatGPT and ask for feedback.

ChatGPT is prompted to give the student three focus areas fitting for a 3rd grade student to improve that piece of writing.

Then the students revise their rough draft based on the feedback from ChatGPT and RE-submit it to the AI to ask for further feedback on those areas and whether they improved.

08

AI Tools for Students (FLIP-IT)

Instructions: Having now learned about many different ways to leverage AI for student learning, return to the FLIP-IT activity page one last time and identify tools and strategies you might use to help achieve your “actions” listed in the final column (you may also want to add new actions as well).

Activity Steps:



Locate the FLIP-IT Organizer (page 3 in the packet) or [click here](#).



Review the ACTIONS you previously listed. Add ideas around tools and/or strategies that you feel might help achieve any of the actions listed.



If desired, add additional actions based on the hopes and fears already listed.

09

Create a Plan



Instructions: Use one of the three graphic organizers below (and on the following pages—your choice!) to capture your thinking on how you will use AI to benefit your own productivity/workflow and your students' learning.

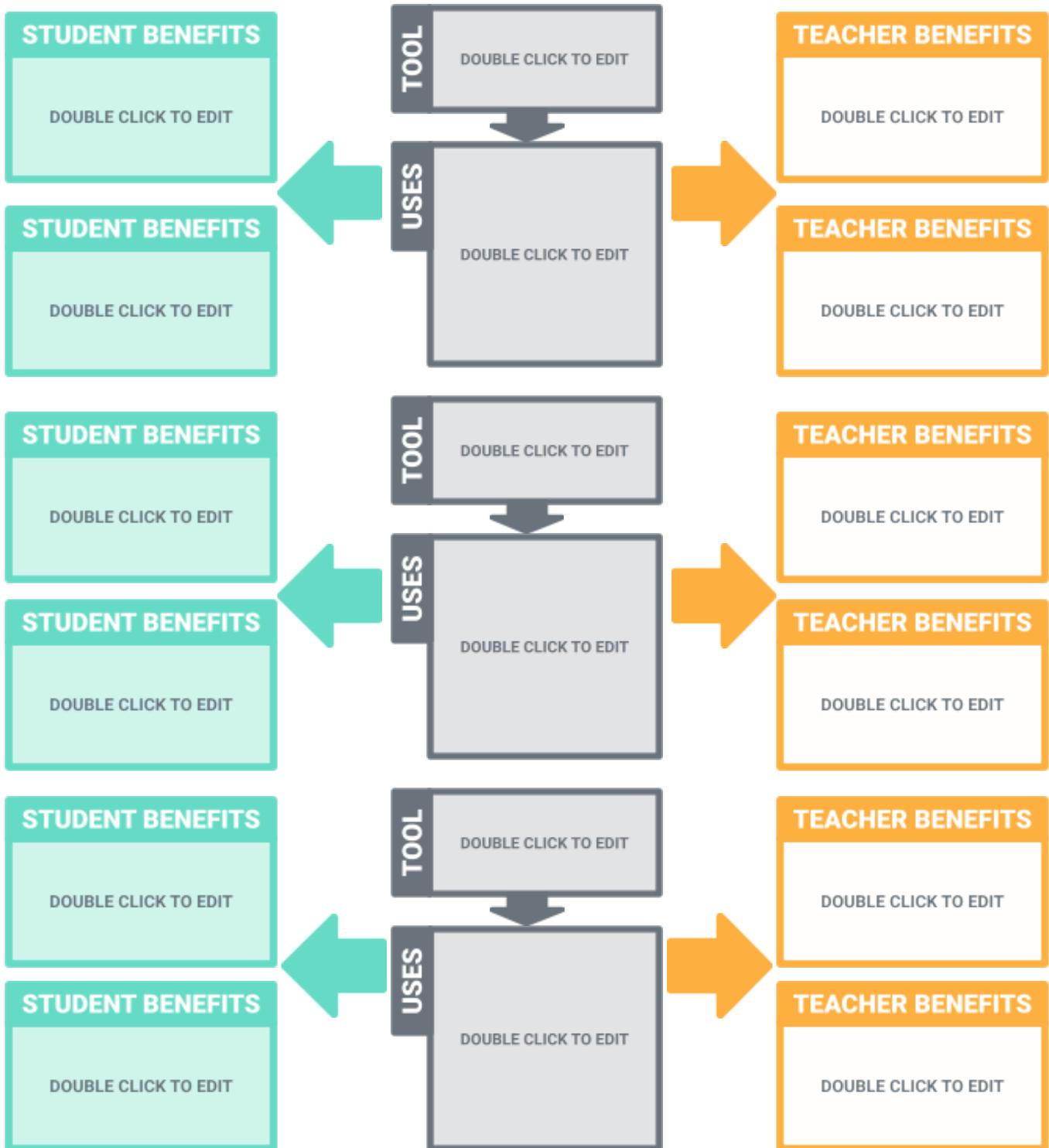
ORGANIZER OPTION 1: List Structure

Use this organizer for a more linear, list structure reflection on the tools and benefits. Be sure to indicate which area you feel is benefited by each tool and HOW/WHY that area is benefited.

Tool/Idea	Uses/Application	Benefit (teacher productivity and/or student learning)

ORGANIZER OPTION 2: Web Structure

Use this organizer for a more visual reflection on the tools and benefits. *To edit a box/bubble, double click on the object.*



ORGANIZER OPTION 3: Outcome-based List

Use this organizer if you would like to focus first on the outcome or desired result (essentially orienting your plan around the benefits instead of the tools).

What is a desired *OUTCOME* or benefit?

What tool(s) will support that outcome?

How will those tools help achieve that outcome?

10

Final Reflection

Instructions: *Congratulations! You have nearly completed AI in the Classroom. To complete this course, please take a moment to reflect on your experience and share those reflections in our survey.*

Reflection Instructions:



Respond to the reflection questions about your learning (**below**).



Respond to the reflection questions about the course (**next page**).



Share your thoughts via our survey by [CLICKING HERE](#).

Final Reflection: Your Learning

We know that reflection—metacognition—is the vehicle for forming new learning. Having completed all the content and tasks of this course, take a moment now to consider what you learned.

What was the most valuable thing for you in this course? Why?

What do you feel was the most important idea for educators in general? Why?

Final Reflection: The Course Experience

As you noticed, this course included content built both by our team of designers as well as various AI content-generating services. This was deliberately done to demonstrate some of the ideas conveyed in the course as well as create an opportunity for you to compare and contrast these content sources.

What did you notice about content generated by our team compared to content generated by an AI?

Did you feel one form of content was better for your learning than another? Why?