**Lesson Plan**

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| **AI Literacy for Teacher Professional Development** | | | |
| **Module 1** | | **Assessing ethical use of generative AI to ensure that its outputs are true, inclusive, and non-discriminatory** | |
| Learning Objectives | | | Assessments |
| By the end of this module teachers will be able to: | | | 1. Discussion board engagement and response to classmate 2. Online quizzes (embedded in video) 3. Kahoot quiz at the end of the in-person section |
| LO1 | | Explain what an AI system is |
| LO2 | | Explain how biases permeate Gen AI and be able to identify solutions like fairness and transparency |
| **Resources** | | | |
| **Video**   1. Class introductory video 2. Common Sense Education, [What is AI?”](https://www.youtube.com/watch?v=b0KaGBOU4Ys&t=2s) 3. Rebecca Winthrop and Ezra Klein, [Educating Kids in the Age of AI](https://www.youtube.com/watch?v=HQQtaWgIQmE&t=1s) (optional) | | | **Readings**   1. Common Sense Education (2025, May 19). [Here's what educators can do as artificial intelligence evolves](https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools). 2. Mollick, E., Mollick, L. (2024, Sept 24). [Assigning AI: Seven Approaches for Students with prompts.](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4475995) (skim) 3. [UNESCO AI Competency Framework for Teachers](https://www.unesco.org/en/articles/ai-competency-framework-teachers) (Chapter 3) |
| **Learner action items / Assessments** | | | |
| **Before engaging with online materials:** | | | |
| Padlet Discussion | | Write an introduction and respond to at least one post from a classmate | |
| Kahoot Poll | | How would you describe your knowledge of   1. AI systems 2. Ethics of AI use 3. AI-based tools for lesson planning 4. AI-based tools for student learning | |
| **After engaging with online materials, before in-person session:** | | | |
| Padlet discussion | | Respond to one of the follow prompts and p*lease respond to one classmate.*   1. Consider how biases permeate AI systems and some potential solutions for identifying stereotypes in AI generated responses in tools used in class to ensure classroom remains inclusive. 2. Why is it important that AI remains human centered*?* | |
| **After in-person session** | | | |
| Kahoot Quiz | | Facilitator uses a Kahoot quiz to summarize learnings and see if teachers’ have achieved the LOs. | |
| **Lesson plan – self-directed & online, est. 60 minutes to complete** | | | |
| **Overview:** Introduction to the Workshop, overview of what AI systems are, the importance of keeping AI human-centered, ethical dimensions of AI including mitigation measures like fairness and transparency, importance of data privacy and knowledge of data collection policies. | | | |
| Self-directed learning activities | 1. Listen to the introductory video, complete the included quizzes written introduction with audio 2. Padlet: write an introduction in the Discussion Board 3. Listen/watch the video: What is AI? 4. Read and listen to slides with description of of bias, fairness, transparency, privacy and data collection 5. Do readings 6. Participate in the Padlet discussion | | |
| **Lesson plan – in person, 60 minutes** | | | |
| 5 min:  15 min:  20 min:  15 min:  Assessment: | Facilitator reviews the online poll to see how much teachers currently know, assess their learning priorities, and the mix of grades represented in the session.  Review Padlet discussion board and break out into small groups to discuss the prompt responses.  Facilitator: Overview of ethical dimension of AI in the classroom, biases inherent in the algorithms with demonstrations using AI prompts for images  Break out into groups to discuss mitigation measures and importance of ensuring that students understand ethical and human-centered usage of AI  Facilitator implements Kahoot quiz to summarize learnings and see if most teachers’ have achieved the LOs. | | |
| **Module 2** | **AI for lesson planning and course development** | | |
| Learning Objectives | | | Assessments |
| By the end of this module teachers will be able to: | | | 1. Discussion board engagement and response to one classmate 2. Online quizzes (embedded in video) 3. Kahoot quiz at the end of the in-person section |
| LO3 | Identify AI apps that support lesson planning and assessment | |
| LO4 | Design lessons more quickly offloading some routine tasks | |
| **Resources** | | | |
| **Video**   1. Video lesson and slides on AI teacher tools | | | **Readings**   1. NWEA (2024). [75 digital tools and apps teachers can use to support formative assessment in the classroom](https://www.nwea.org/blog/2024/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/) 2. [UNESCO AI Competency Framework for Teachers](https://www.unesco.org/en/articles/ai-competency-framework-teachers) (Chapter 3) |
| **Learner action items / Assessments** | | | |
| **After engaging with online materials, before in-person session:** | | | |
| Padlet discussion | | Respond to one of the follow prompts and p*lease respond to one classmate.*   1. What are some ways that teachers can use AI tools to help with lesson planning? 2. What are some strategies for using AI as a time saving resource without cognitive offloading? | |
| **After in-person session** | | | |
| Kahoot Quiz | | Facilitator uses a Kahoot quiz to summarize learnings and see if teachers’ have achieved the LOs. | |
| **Lesson plan – self-directed/online, est. 60 minutes to complete** | | | |
| Self-directed learning activities | | Description of AI tools and how they can be used to free up time in lesson planning and give teachers more time to interact with students in person highlighting time saved by integrating AI tools into lesson planning.  Readings  Padlet discussion board question: | |
| **Lesson plan – in person, 60 minutes** | | | |
| 5 min:  15 min:  15 min:  15 min:  Assessment: | | Workshop facilitator introduces schedule for the in-person session  Review Padlet discussion board questions and break out into small groups to discuss  Small group discussion about key takeaways from the virtual lecture and ideas among teachers about how to use AI tools for lesson planning and creating assessments. Each group chooses an app and creates a demonstration of its usefulness  Each group presents app usage and ideas on how to integrate AI into lesson planning  Facilitator implements an interactive Kahoot quiz to gauge teacher’s understanding of module and responds to any follow up Q&A | |
| **Module 3** | | **AI for student learning and engagement** | |
| Learning Objectives | | | Assessments |
| By the end of this module teachers will be able to: | | | 1. Discussion board engagement and response to classmate 2. Online quizzes (embedded in video) 3. Kahoot quiz at the end of the in-person section 4. Written self-reflection of 250–300 words |
| LO5 | Create a lesson plan incorporating AI use while ensuring academic integrity | |
| LO6 | Design learning opportunities using AI tools to enhance the development of students’ critical thinking skills | |
| **Learner action items / Assessments** | | | |
| **After engaging with online materials, before in-person session:** | | | |
| Padlet discussion | | Respond to one of the follow prompts and p*lease respond to one classmate.*   1. What are some ways that teachers can use AI tools to help with lesson planning? 2. What are some strategies for using AI as a time saving resource without cognitive offloading? | |
| **After in-person section** | | | |
| Kahoot Quiz | | Facilitator implements Kahoot quiz to summarize learnings and see if teachers’ have achieved the LOs. | |
| Self-Reflection (written, 250-300 words) | | Prompts (select one or choose your own):   1. How will this course change my approach to using AI for teaching and learning? 2. How will I identify biases (and help my students identify biases) in AI-outputs course materials? 3. How can I ensure that AI use remains human centered? | |
| **Resources** | | | |
| **Video**  Watch Video lesson on AI teacher tools | | | **Readings**   1. Chow, A. (2025, June 23). [ChatGPT May Be Eroding Critical Thinking Skills, According to a New MIT Study](https://time.com/7295195/ai-chatgpt-google-learning-school/). 2. [UNESCO AI Competency Framework for Teachers](https://www.unesco.org/en/articles/ai-competency-framework-teachers) (Chapter 5) |
| **Lesson plan – self-directed/online, est. 60 minutes to complete** | | | |
| Self-directed learning activities | | Engage with prepared lessons on importance of academic integrity and strategies for allowing students to learn how AI works and experiment with it without giving up critical thinking skills. ie: AI can be used to help with editing, not writing of texts.  Readings  Reply to one of the Padlet discussion board prompts and reply to one classmate. | |
| **Lesson plan – in person** | | | |
| 5 min:  15 min:  15 min:  15 min:  Assessment | | Workshop facilitator introduces schedule for the in-person explanation of the tradeoff between the risk of cognitive offloading as AI takes on more tasks and reduces human need for thinking and AI ability to complete mundane tasks which can free up more time for thinking activities  Review of Padlet discussion board question and breakout into small groups to discuss.  Small group discussions about key takeaways from the virtual lecture and ideas about how to use AI tools for student learning in ways that facilitate critical thinking. Each group chooses an app and creates a demonstration of its usefulness  Each group presents app usage and ideas on how to integrate AI into student course work   1. Workshop facilitator offers an interactive Kahoot quiz to gauge teacher’s understanding of module and overall course, and responds to any follow up Q&A 2. Written self-reflection of 250-300 words to be completed after the end of Module 3. Learners can use one of the suggested three (3) prompts for inspiration or they can choose a topic on a theme that resonated with them. | |

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| **Self-Reflection Assessment** | |
| **Prompts:**  Prompts (select one or choose your own):   1. How will this course change my approach to using AI for teaching and learning? 2. How will I identify biases (and help my students identify biases) in AI-outputs course materials? 3. How can I ensure that AI use remains human centered? | |
| **Issues to consider when answering self-reflection prompt. Where do you think you stand in your comprehension of AI based on Bloom’s Taxonomy?** | |
| Remember | How has this course added to my knowledge about the risks and benefits of AI in teaching and learning? |
| Understand | Can I explain AI concepts to my students? |
| Apply | Do I have confidence in my ability to choose AI-based apps for lesson planning and teaching? |
| Analyze | Identifying biases and stereotypes in AI outputs can be challenging but can I critically engage with AI so that my classroom remains inclusive for all students? |
| Evaluate | Can I provide an explanation for the AI tools I am using and introducing to my students? |
| Create | Can I create a framework for acceptable AI use in my classroom? |

**Readings and videos for the course:**

Chow, A. (2025, June 23). ChatGPT may be eroding critical thinking skills, according to a new MIT study. Time Magazine. <https://time.com/7295195/ai-chatgpt-google-learning-school/>

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Dyer, K. (2024, Feb 24). 75 digital tools and apps teachers can use to support formative assessment in the classroom, NWEA blog. https://www.nwea.org/blog/2024/75-digital-tools-apps-teachers-use-to-support-classroom-formative-assessment/

Elgersma, C. (2025, May 19). Here's what educators can do as artificial intelligence evolves. Common Sense Education. https://www.commonsense.org/education/articles/chatgpt-and-beyond-how-to-handle-ai-in-schools

Miao, F., & Çukurova, M. (2024). *AI competency framework for teachers*. United Nations Educational, Scientific and Cultural Organization. <https://www.unesco.org/en/articles/ai-competency-framework-teachers>

Mollick, E., Mollick, L. (2024, Sept 24). Assigning AI: Seven Approaches for students, with prompts. The Wharton School Research Paper.  [http://dx.doi.org/10.2139/ssrn.4475995](https://dx.doi.org/10.2139/ssrn.4475995)

New York Times (2025, May 13). Educating Kids in the Age of AI. The Ezra Klein Show. Podcast episode with Rebecca Winthrop. https://www.youtube.com/watch?v=HQQtaWgIQmE&t=1s

**Additional references:**

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Charlotte-Mecklenburg Schools. (2025, April). Shaping the district’s vision for artificial intelligence (AI). AI Vision Report. https://www.cmsk12.org/domain/7952

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Horn, M. & Staker, H. (2012, May). Classifying K–12 blended learning. Innosight Institute.

Rice, M. F., & Ortiz, K. (2021). Evaluating digital instructional materials for K-12 online and blended learning. TechTrends, 65(6), 977-992

Ross, M., Bohlmann, J., & Marren, A. (2024). Reflective writing as summative assessment in higher education: A systematic review. *Journal of Perspectives in Applied Academic Practice, 12*(1). <https://doi.org/10.56433/jpaap.v12i1.577>