



**MTI 650: AI Foundations for Teachers**

**FAST PASS DISTANCE COURSE FOR DOMINICAN UNIVERSITY**

<b>MTI Contact Information:</b>	
<b>MTI Email:</b>	<a href="mailto:info@midwestteachersinstitute.org">info@midwestteachersinstitute.org</a>
<b>Instructor</b>	Shawn Bean
<b>Instructor Background:</b>	Shawn Bean has taught a variety of Social Studies courses in the south suburbs of Chicago since he graduated from Bradley University in 1999. In 2007 Shawn received his masters degree in Integrating Technology into the Classroom from Walden University. In 2009 he began teaching graduate courses on a variety of topics including: differentiation, technology, rigor, and ways to incorporate more experiences outside the classroom into current curriculums.
<b>MTI Grading:</b>	<a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a>

<b>Course Information</b>	
<b>Course Format (distance learning, online, webinar, experiential onsite courses):</b>	<p><b>Distance Course</b> Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under “Course Materials” or via your own research on the topic. Approximately 45 hours of instructional time is devoted to this course.</p> <p>Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student.</p> <p>ALL questions, customer service, grades and transcript questions are to be directed to MTI, <b>NOT Dominican University</b>, for this course.</p>

	<p>All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within one year of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.</p>
<p><b>Formatting Requirements</b></p>	<p>All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information:</p> <ul style="list-style-type: none"> <li>● Name</li> <li>● Home address</li> <li>● Email address</li> <li>● School district name, address</li> <li>● Date of submission</li> </ul> <p>All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero.</p> <p>Once you have completed all of your assignments, please submit them to <a href="mailto:grades@midwestteachersinstitute.org">grades@midwestteachersinstitute.org</a> to be graded by your instructor.</p>
<p><b>Prerequisites and Credit Limits</b></p>	<p>All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits).</p>
<p><b>Course Materials</b></p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled <b>Course Materials</b>.</p>
<p><b>Learning Outcomes/Competencies:</b>  At the completion of this course, the learner will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the fundamentals of artificial intelligence and its role in education. InTASC 9, 10</li> <li>2. Develop foundational skills in using AI tools to support teaching tasks. InTASC 2, 8</li> <li>3. Create effective prompts to generate useful and accurate AI outputs. InTASC 4, 5</li> <li>4. Evaluate the ethical implications and limitations of AI in education. InTASC 9</li> <li>5. Apply AI tools to enhance productivity and instructional planning. InTASC 7, 8</li> </ol>	
<p><b>Course Description:</b> Artificial Intelligence (AI) is rapidly transforming education, offering powerful tools to support teaching, learning, and productivity. This course is designed to help educators build confidence in using AI tools and develop a foundational understanding of how AI can be applied in daily instruction. Participants will explore practical classroom applications, learn how to write effective prompts, examine ethical considerations, and evaluate the strengths</p>	

and limitations of AI in education. By the end of the course, teachers will be equipped with the knowledge and skills to begin integrating AI into their professional practice in meaningful and responsible ways.

**Learning Strategies:** Professional literature analysis, personal reflection, project-based learning.

**Experiential Learning Opportunities:** Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

<b>Assessments</b>		<b>Approximate contact hours for each assessment</b>
Resource questions	90 points	12 hours
Applications- 3 @ 45 points each	135 points	16 hours
Study and reflection time		7 hours
Final evaluation essay	100 points	10 hours
<b>Total points possible</b>	<b>325 points</b>	<b>45 hours</b>

**Grading Scale: A (90-100%); B (80-89%)**

*\*Anything below a B will not receive graduate credit and result in a failing grade of F.*

If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

<b>Resource Question Rubric- 10 questions @ 9 points each</b>			
<b>Category</b>	<b>Superior (3 pts)</b>	<b>Sufficient (2 pts)</b>	<b>Minimal (1 pt)</b>
<b>Supporting Evidence in Practice</b> ___/3	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
<b>Accuracy</b> ___/3	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
<b>Grammar and Spelling</b> ___/3	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

<b>Application Rubric- 3 applications @ 45 points each</b>				
<b>Category</b>	<b>Superior (15-14 pts)</b>	<b>Sufficient (13-12 pts)</b>	<b>Minimal (11-10 pts)</b>	<b>Below Standard (9 to 0)</b>
<b>Supporting Evidence in Practice</b> ___/15	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ___/15	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/15	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

<b>Evaluation Rubric- 100 points</b>				
<b>Category</b>	<b>Superior (20-18 pts)</b>	<b>Sufficient (17-16 pts)</b>	<b>Minimal (15-14 pts)</b>	<b>Below Standard (13 to 0)</b>
<b>Supporting Evidence in Practice</b> ___/20	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
<b>Accuracy</b> ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
<b>Grammar and Spelling</b> ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
<b>Sequencing</b> ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
<b>Reflection</b> ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts,	Response demonstrates some reflection on, and personalization of, the theories, concepts, and	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies	Response demonstrates no reflection on, and personalization of, the theories, concepts, and

	and /or strategies presented in this course.	/or strategies presented in this course.	presented in this course.	/or strategies presented in this course.
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## Course Assignments

### **Resource Questions: Read, view, and Reflect (90 points)**

Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. Each response is expected to be one paragraph or more. *(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).*

1. What is artificial intelligence, and how does it differ from traditional software?
2. Identify two ways AI can improve teacher productivity.
3. What is a prompt, and why is it important when using AI tools?
4. Describe two characteristics of an effective prompt.
5. What is one limitation of AI-generated content?
6. What are two ethical concerns related to AI use in schools?
7. How can AI tools support diverse learners?
8. Name one AI tool designed specifically for educators and explain its purpose.
9. Why is it important to verify AI-generated information?
10. Describe one practical way you could use AI in your classroom tomorrow.

### **Application #1- (45 points) Exploring AI Tools**

Select two AI tools from the resource list (or others you discover).

- Use each tool with at least 3 different prompts
- Explore different use cases (planning, content creation, student support)

Submit:

- Prompts used
- Outputs generated
- A 1–2 paragraph comparison explaining strengths, weaknesses, and classroom potential

### **Application #2- (45 points) Prompt Engineering Practice**

Create 5 high-quality prompts that could support teaching and learning.

Examples may include (but aren't limited to):

- Creating a lesson hook
- Generating higher-order discussion questions
- Simplifying complex text
- Designing a quick formative assessment

Submit:

- 5 prompts
- AI-generated responses
- Brief explanation of classroom use for each

### **Application #3- (45 points) AI-Supported Classroom Resource**

Use an AI tool to create one ready-to-use classroom resource, such as:

- Worksheet or practice activity
- Reading passage with questions
- Bell ringer or exit ticket
- Mini-lesson outline

Submit:

- Prompt used
- Final resource
- Explanation of how it will be used with students

### **Final Evaluation Assignment (100 points)**

Write a 3–5 page reflection addressing:

- How your understanding of AI has evolved
- The most valuable ways you plan to use AI
- Potential challenges or concerns
- How you will use AI ethically and responsibly
- Specific next steps for continued learning and implementation

# Course Resources

The following is a list of resources that can help you facilitate this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category. Also know that some links may go down from time to time, if that is the case we recommend simply doing your own search for that topic.

## **Resource Group: Foundational AI & Education**

[Simplest Explanation of How Artificial Intelligence Works](#)

[Artificial Intelligence in Education](#)

[More Teachers are Using AI in Their Classrooms. Here's Why](#)

[AI in Schools: Pros and Cons](#)

[The Pros and Cons of AI in Education: Benefits, Risks, and Real Examples](#)

[Navigate AI in K-12 Education with Confidence](#)  
[You're Not Behind Yet: How to Learn AI in 17 Minutes](#)  
[AI Literacy](#)

## Resource Group: Core AI Tools for Teachers

[ChatGPT](#)  
[Magic School](#)  
[Diffit](#)  
[Curipod](#)  
[Perplexity](#)

## Resource: Prompting & AI Literacy

[Master Prompt Engineering for Beginners! \(7 Essential Tips\)](#)  
[Prompt Engineering: Overview and Guide](#)  
[Prompt Engineering Best Practices for ChatGPT](#)  
[The Ultimate ChatGPT Tutorial: Crash Course for Beginners](#)  
[Magic School Tutorial for Teachers](#)  
[Differentiate Any Resource with Diffit](#)  
[Get Started with Curipod](#)  
[Curipod 101 A Hands On Guide for Educators to Enhance Student Engagement](#)  
[Learn 80% of Perplexity in Under 10 Minutes](#)  
[Understanding AI Literacy](#)

### End of Course Survey

Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our [survey](#). We appreciate your help and your commitment to the profession.

**The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.**

### The InTASC Model Core Teaching Standards (April 2011)

#### The Learner and Learning

##### Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

### Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

## **Content Knowledge**

### Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

### Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## **Instructional Practice**

### Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

### Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

### Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

## **Professional Responsibility**

### Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

### Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school

professionals, and community members to ensure learner growth, and to advance the profession.