



MTI 653: AI Literacy for Students: Responsible and Effective Use in the Classroom

FAST PASS DISTANCE COURSE FOR DOMINICAN UNIVERSITY

MTI Contact Information:	
MTI Email:	info@midwestteachersinstitute.org
Instructor	Shawn Bean
Instructor Background:	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.
MTI Grading:	grades@midwestteachersinstitute.org

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	<p>Distance Course 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, NOT Dominican University, 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>Formatting Requirements</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"> ● Name ● Home address ● Email address ● School district name, address ● Date of submission <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 grades@midwestteachersinstitute.org to be graded by your instructor.</p>
<p>Prerequisites and Credit Limits</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>Course Materials</p>	<p>Resources provided for this course can be found towards the bottom of this document in the section labeled Course Materials.</p>
<p>Learning Outcomes/Competencies: Following the completion of this course, the student should be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of AI literacy and its importance for students. InTASC 1,9 2. Teach students how to use AI tools responsibly and effectively for learning. InTASC 3,8 3. Promote academic integrity in an AI-enabled classroom. InTASC 6,9 4. Design assignments that incorporate or account for AI use. InTASC 5,7 5. Help students critically evaluate AI-generated content for accuracy and bias. InTASC 2,4 	
<p>Course Description: As artificial intelligence becomes increasingly accessible to students, educators must be prepared to guide its responsible and effective use. This course focuses on developing student AI literacy, including understanding how AI works, recognizing its limitations, and using it as a tool for learning rather than a shortcut. Teachers will explore strategies for</p>	

promoting academic integrity, designing AI-aware assignments, and helping students critically evaluate AI-generated content. By the end of the course, participants will be equipped to teach students how to use AI ethically, responsibly, and productively in academic settings.

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.

Assessments		Approximate contact hours for each assessment
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
Total points possible	325 points	45 hours

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.

Resource Question Rubric- 10 questions @ 9 points each			
Category	Superior (3 pts)	Sufficient (2 pts)	Minimal (1 pt)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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.

Application Rubric- 3 applications @ 45 points each				
Category	Superior (15-14 pts)	Sufficient (13-12 pts)	Minimal (11-10 pts)	Below Standard (9 to 0)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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.

Evaluation Rubric- 100 points				
Category	Superior (20-18 pts)	Sufficient (17-16 pts)	Minimal (15-14 pts)	Below Standard (13 to 0)
Supporting Evidence in Practice ___/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.
Accuracy ___/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.
Grammar and Spelling ___/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.
Sequencing ___/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.
Reflection ___/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 AI literacy, and why is it important for students?
2. How can students use AI as a learning tool rather than a shortcut?
3. What is one limitation of AI that students should understand?
4. What does academic integrity mean in the context of AI use?
5. How can teachers help students evaluate AI-generated content?
6. Name one AI tool students commonly use and describe its purpose.
7. What is one risk of relying too heavily on AI for schoolwork?
8. How can teachers design assignments that reduce misuse of AI?
9. Why is it important for students to recognize bias in AI outputs?
10. Describe one classroom strategy for teaching responsible AI use.

Application #1- (45 points) Student AI Guidelines

Create a set of AI use guidelines for your classroom.

Include:

- When AI use is allowed
- When it is not allowed
- Expectations for citing or acknowledging AI
- Examples of appropriate vs inappropriate use

Submit:

- Your classroom AI policy/guidelines
- A brief explanation of how you will introduce and enforce them

Application #2- (45 points) AI-Integrated or AI-Resistant Assignment

Design one classroom assignment that either:

- Incorporates AI as a tool for learning
- OR**
- Minimizes inappropriate AI use

Examples:

- Reflection-based writing
- Process-focused assignments
- AI-assisted research with evaluation

Submit:

- Assignment description
- Instructions for students
- Explanation of how it addresses AI use

Application #3- (45 points) Teaching AI Literacy Lesson

Create a mini-lesson (20–30 minutes) that teaches students about AI.

Possible topics:

- How AI works
- AI limitations
- Bias and misinformation
- Responsible use

Submit:

- Lesson outline
- Activities or discussion questions
- Materials used
- Explanation of intended student outcomes

Final Evaluation Assignment (100 points)

Preparing Students for an AI World

Write a 3-5 page reflection addressing:

- How your perspective on student AI use has changed
- The biggest challenges of managing AI use in the classroom
- Strategies you will use to promote responsible AI use
- How you will balance academic integrity with innovation
- How AI literacy prepares students for future learning and careers

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.

Resource Group 1: AI Literacy & Digital Citizenship

[Common Sense Media Digital Literacy](#)
[Ethics of Artificial Intelligence Use](#)
[AI Literacy: 6 Resources for Teachers](#)
[AI Literacy Resources: Bringing AI Literacy to Your Classroom](#)
[Google in Education: Build AI Knowledge and Literacy](#)

Resource Group 2: AI Tools Students Commonly Use

[Google Gemini](#)
[Microsoft Copilot](#)
[Grammarly](#) Writing support
[ChatGPT](#)
[Perplexity](#) Good for research style AI with citations
[Canva](#) AI image creation, presentation creation, and more
[Quillbot](#)

Resource Group 3: Academic Integrity & AI Use

[Turnitin](#) Designed to help with AI identification, plus more
[How Teachers Can Help Shape Educational Uses of AI in Their Schools](#)
[How Useful is AI in the Classroom? Parents and Teachers Weigh In](#)
[AI in the Classroom: Equity, Creativity, and Teaching](#)
[4 Things to Teach Students Beyond Basic AI Literacy](#)
[Guiding Students to Develop AI Literacy](#)

Resource Group 4: Student-Focused AI Learning & Activities

[Smart Learning: AI Resources Every Educator Should Know](#)
[AI4K12](#)
[Responsible AI for K-12 IT: A Practical Guide](#)
[Artificial Intelligence Foundations](#)
[Explore Hour of AI Activities](#)

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.