AI as Teacher's Assistant Workshop Packet

Project Phase 1: Workshop Topic, Goal, and Vision Statement

Workshop Topic, Goal, and Vision Statement
Artificial Intelligence (AI) is becoming an increasingly valuable tool in education. For teachers, AI has the potential to reduce workload by streamlining more repetitive tasks, while allowing more time for personalized learning, differentiated instruction, and direct interactions with students. Elementary educators often spend significant time on lesson planning, grading, and preparing differentiated materials. A professional development workshop focused on using AI as a teaching assistant can help other teachers discover practical ways to save time and increase productivity. The topic of this workshop is the use of AI as a teacher's assistant to improve professional productivity.This workshop will focus on how educators can utilize and integrate AI tools to save time on lesson planning, grading, differentiation, and communication tasks while maintaining professional judgment and aligning with instructional goals. The goal of the workshop is for participating teachers in the St. Charles Community School District to become proficient in using AI as a productivity tool. By the end of the workshop, teachers will be able to identify key areas of their workload where AI can provide support, practice developing effective prompts to improve AI outputs, and apply strategies to save time on routine responsibilities so that focus can be placed more on instruction and student engagement. The vision of the workshop is that teachers in the St. Charles Community School District will approach their work with greater confidence, efficiency, and balance. Beyond the participants, the benefits extend to the students. Students will experience classrooms where teachers have more capacity to provide responsive instruction, personalized feedback, and stronger relationships. In this way, the integration of AI will contribute to a more student-centered and sustainable learning environment.

Project Phase 2: Needs Assessment

What is being measured?	Method of Assessment	Description of Strategy	Results (to be collected)
Teacher familiarity with AI tools	Google Form Survey	Likert-scale item: *How familiar are you with artificial intelligence (AI) tools for education?*	Responses will show baseline knowledge of AI, from "not at all familiar" to "extremely familiar."

Teacher comfort and confidence level in using AI tools	Google Form Survey	Likert-scale items: *How comfortable would you feel using AI tools in your teaching practice?* and *How confident are you in writing effective prompts for AI?*	Responses will identify teachers' confidence levels and highlight areas needing skill-building.
Current workload demands (time on planning, grading, creation of materials)	Google Form Survey	Multiple-choice grid: *On average, how many hours per week do you spend on lesson planning, grading/feedback, and creating instructional materials/resources?*	Responses will reveal how much time teachers currently spend on productivity tasks, highlighting where AI support could reduce workload.
Perceived benefits and concerns about AI	Google Form Survey	Short-answer items: *What concerns do you have about using AI in your teaching practice?* and *Which tasks do you think AI could help you with the most?*	Responses will uncover attitudes toward AI, identifying both enthusiasm and hesitations.
Desired outcomes for professional development	Google Form Survey	Short-answer item: *What would you most like to gain from a workshop on AI as a Teacher's Assistant?*	Responses will highlight the gap between current skills/knowledge and what teachers hope to learn.

Project Phase 3- Part 1: Training Objectives

As a result of completing the workshop, teachers in the St. Charles Community School District will be able to:
identify at least three areas of their workload where AI tools could provide support, by using self-reflection prompts and guided survey activities, with 100% participation documented in responses.
generate one classroom resource using an AI tool, by engaging in demonstrations and guided practice, producing a resource that is usable with minimal revisions.
write and refine AI prompts for teaching-related tasks, by participating in structured practice activities with examples of effective prompt design, with at least one refined prompt showing improved output quality.
create a personal integration plan outlining strategies for using AI responsibly, by reflecting on

workshop content and reviewing best-practice guidelines, including at least two actionable strategies to implement within the next month.

Project Phase 3- Part 2: Audience Analysis

Domain	Participant 1 Name: Joe	Participant 2 Name: Addison	Participant 3 Name: Madeline
Role/Position	Joe is a third grade teacher who has been teaching for 25+ years. He is considered a veteran teacher in the building.	Addison is a fourth grade teacher. She recently graduated and is in her first year of teaching. She is energetic and eager to learn.	Madeline is a kindergarten teacher who has been teaching for 10+ years. She is known as a "tech mentor" among colleagues.
Personal Context	Joe is nearing retirement and he values tradition. He is respected by his colleagues as an excellent classroom manager.	Addison is adjusting to the building culture. She looks to her mentor teacher for support as she needs it.	Madeline is someone who is sought out for tech help- she is asked to create slides to share with parents. She is very organized and enjoys sharing strategies with peers.
Comfort Level with Technology	Joe has a limited comfort level with technology. He uses email, grading software, and a SMARTboard at a basic level.	Addison is comfortable with different digital platforms like Google Classroom, Canva, and Classroom Screen.	Madeline is highly comfortable and integrates technology daily. She experiments with emerging edtech tools.
Experience with AI	Joe does not have much experience with AI. He has heard about AI in meetings or in passing from colleagues, but has not experimented with tools or used to reduce workload.	Addison has used AI casually for lesson ideas, question or resource generation, but hasn't applied it consistently in the classroom.	Madeline is quite familiar with AI tools and uses them regularly for lesson planning, communication, and differentiation.

Attitude Toward AI	Joe is skeptical and hesitant with AI. He is fearful that it is "one more thing" and may add more to his workload.	Addison is open-minded and enthusiastic. She sees AI as a possible solution to workload stress and a time-saver, but prefers structured guidance.	Madeline is an enthusiastic advocate. She is confident that AI is an essential tool for teachers in reducing their workload. She is eager to push boundaries.
Motivation/Needs	Joe wants very concrete and clear, step-by-step support. He will be motivated if AI can clearly save time.	Addison needs time-saving strategies and classroom-ready resources to help her survive first-year demands.	Madeline wants advanced applications and collaborative brainstorming to extend her own practice and to help support her peers.
Application to Job	Joe will use AI cautiously if shown practical examples that fit into daily routines.	Addison seeks to build her confidence and will try AI tools to help with lesson planning, grading, and differentiation support.	Madeline will apply AI to streamline her workflow, innovate instruction, and mentor peers, especially those who are in their first year of teaching.
Mindset Toward Change	Joe prefers tried-and-true methods. He is hesitant in using AI, but has the potential to soften with strong modeling.	Addison is excited and eager to learn, but needs reassurance and scaffolding to avoid becoming overwhelmed.	Madeline has a growth mindset. She embraces experimentation and sees herself as a leader in instructional motivation.
Time Constraints	Joe leaves shortly after school. His own children are grown and moved out, so he has time, but is also looking at retiring at the end of the year.	Addison is very busy with first-year demands like learning a new curriculum, and also coaching volleyball. She is willing to try new tools that will clearly reduce prep and grading time.	Madeline balances being a mom of two with her teaching responsibilities, but makes time for PD and professional growth opportunities.

Project Phase 4: Training Setting and Delivery Mode Descriptions

Training Setting and Delivery Mode Description
The *AI as Teacher's Assistant* workshop will be delivered 100% as an asynchronous learning experience, facilitated in a learning management system (LMS), Google Classroom will be used as the central LMS for all learning materials, announcements, and activities, providing participants with the flexibility to complete each module at their own pace. The training design emphasizes human-centered learning and accessibility for educators with varying levels of technological experience. This virtual setting allows educators across the district to participate on their own schedule while still engaging in structured, interactive learning experiences. The asynchronous design ensures flexibility for teachers with diverse workloads, family responsibilities, and extracurricular commitments. Participants will navigate through four main modules within the LMS. Each module will include a combination of multimedia instruction using online tools like Screencastify or Nearpod, interactive and exploration activities using Google Slides, Forms, ChatGPT, MagicSchool AI, or Diffit, reflection tasks and opportunities for peer sharing using Padlet. The LMS will be structured using a consistent layout so participants can easily locate resources and track their progress. Visual icons, color coding and clear navigation menus will guide participants through the modules.

Project Phase 5: Technology Plan

Presenter Technology Plan	
A: Define Technology	**B: Describe Need**
Google Classroom (LMS) Access	I will use Google Classroom as the central learning management system to organize all asynchronous workshop modules, activities, and announcements. I need full administrative access to create and manage content, monitor participant progress, and provide timely feedback.
Internet Access	Reliable, high-speed internet connection is necessary for me to upload large multimedia files such as recorded demonstrations and AI tool examples, access tools and resources, and provide feedback.
Computer Setup	My setup will include my laptop with a built-in webcam, microphone, and dual-monitor setup to record Screencastify

	videos while simultaneously viewing participant submissions and module materials.
AI Platform Accounts	I will maintain accounts with ChatGPT, MagicSchool AI, and Diffit so I can model their use for participants, create guided practice activities, and verify compatibility with free educator access.
Multimedia and Interactive Tools (Screencastify, Nearpod, Padlet)	As facilitator, I will use Screencastify to record tutorials, and demonstrations that make the asynchronous experience more personal and accessible. Nearpod will be used to create interactive lessons that include polls, quizzes, and embedded activities for participants to complete within each module. Padlet will serve as a digital collaboration space for sharing reflections, AI-generated examples, and peer feedback. These tools will be embedded or linked within Google Classroom for seamless access without requiring additional logins.
Google Workspace Tools	I will use Google Docs, Slides, and Forms to create interactive templates, reflection activities, and knowledge checks embedded within each module.
IT Support	It will be necessary for me to keep contact information for district IT staff or software support members readily available in case I or my participants encounter access, permission, or compatibility issues with any of the tools used in the workshop.

Participants Technology Plan	
A: Define Technology	**B: Describe Need**
Internet Access	Participants will need a stable broadband internet connection to access module content, stream videos, and participate in interactive Nearpod and Padlet activities.
Web-Enabled Device	Participants should use a laptop, Chromebook, or desktop computer to access Google Classroom and complete activities. Mobile devices are compatible for brief activities but not ideal for longer AI exploration tasks.
Google Account Access	Participants will join the Google Classroom using their existing district Google accounts. I will send enrollment instructions and the class code 24 hours before the workshop begins.
AI Tool Access	Participants will use free versions of ChatGPT, MagicSchool

	AI, and Diffit. As facilitator, I will guide them through account setup, demonstrate safe usage practices, and provide prompts to support classroom integration.
Multimedia and Interactive Tools	Participants will use Nearpod for completing interactive activities and mini-quizzes embedded throughout the modules. Padlet will be used for reflection, discussion, and resource sharing to promote community and peer learning in the asynchronous format.
Google Workspace Tools	Participants will complete and submit assignments using Docs, Slides, and Forms provided in Google Classroom. These tools allow for easy editing, sharing, and collaboration.
IT Support	I will include a "Help & Support" tab in Google Classroom with FAQs and contact information for both myself, district IT, and software support staff.

Project Phase 6: Detailed Outline of Training

Description: This is a detailed outline for a four-module asynchronous workshop designed for K–6 educators in the St. Charles Community School District. The workshop, *Using AI as a Teacher's Assistant: Boosting Professional Productivity*, will be delivered through the learning management system, Google Classroom. The goal of the workshop is to help teachers understand how artificial intelligence (AI) can serve as an instructional planning and productivity tool. Through reflection, guided practice, and application, participants will identify areas of their workload where AI can provide support, develop effective prompts to improve AI output, and create classroom resources using AI tools. By the conclusion of the workshop, teachers will design a personal integration plan for the responsible and ethical use of AI to enhance their professional efficiency and free more time for student engagement.

Design Notes:
Estimated Total Time: approximately 3 hours of asynchronous learning
Delivery: Fully asynchronous within Google Classroom LMS

Phase: Setup		
Estimated Time:	**Materials Needed:** Google Classroom (LMS	**Organization of Grouping:**

0 min	platform), enrollment email, access instructions	N/A

Description: The workshop will be delivered asynchronously through the district's LMS. Once participants are registered, they will receive an email with access instructions and the welcome message. The course will open with a landing page that includes the workshop overview, objectives, navigation tutorial, and contact information for facilitator support.

Transition: None

Phase: Module 1 – Discovering Where AI Can Help You Work Smarter		
Estimated Time: 40 minutes	**Materials Needed:** Discussion board (Google Classroom), AI in My Life (Padlet), Guided Self-Reflection Survey (Google Form), interactive video (EdPuzzle)	**Organization of Grouping:** Individual with peer interaction

Description: Module 1 provides an introduction to the workshop (including an agenda/outline of the course), facilitator and learner introductions.

"AI in My Life" Padlet Welcome and Icebreaker: Teachers will share how they encounter or use AI either professionally or personally, and how AI might help or frustrate them.

Guided Self-Reflection Survey: Teachers will complete the survey to identify three classroom tasks that consume most of their time.

Interactive Video Demonstration: Teachers will watch an interactive video that will demonstrate real teacher examples of AI supporting lesson planning, grading, and parent communication.

The facilitator is monitoring the discussion threads and peer sharing to promote active engagement and to help participants feel welcomed in the course.

This module builds knowledge and attitude, meeting Objective 1- identifying where AI can provide support.

Transition: An LMS announcement message appears- *"You've reflected on your own teaching workload and seen where AI might help. Next, we'll explore how to create your first AI-generated classroom resource."*

Phase: Module 2- Generating Classroom Resources with AI		
Estimated Time: 60 minutes	**Materials Needed:** AI tools (ChatGPT, MagicSchool, Diffit), Resource Template Guide, Peer Example Gallery (Google	**Organization of Grouping:** Individual work with peer sharing and feedback

	Classroom discussion thread)	

Description: Participants begin this module by reviewing a short instructional guide on using AI tools (such as ChatGPT, MagicSchool, or Diffit) to generate teaching materials. The guide includes screenshots and examples of prompts teachers might use to create lesson outlines, rubrics, or differentiated reading passages.

AI Sandbox Challenge: Teachers will review examples. They will select one of the three workload areas they identified in Module 1 (e.g., planning, grading, materials creation). Within the sandbox challenge, they will choose one AI tool and craft a prompt related to their selected task and create a classroom resource (lesson plan, rubric, or student handout). Participants copy the AI's output and revise it to better fit their classroom needs (e.g., adjusting grade level, vocabulary, or tone). Each participant then uploads their revised classroom resource to a shared Peer Example Gallery in a Google Classroom discussion thread.

Once resources are posted, participants review at least two peers' submissions and comment using these guiding questions:

1. What is effective about this AI-generated resource?
2. How might it save instructional time or improve student engagement?
3. What edits or customizations might make it even more effective for classroom use?

Throughout the discussion, the facilitator may post encouragement, highlight creative examples, and share insights about balancing AI support with teacher expertise.

At the conclusion of the gallery activity, the facilitator creates a wrap-up announcement summarizing key takeaways and common strategies teachers found most valuable.

This module develops skill, meeting Objective 2- generate one usable AI-supported resource.

Transition: An LMS announcement message appears- *"You've created your first AI resource—next, we'll focus on writing effective prompts that get better results."*

Phase: Module 3- Writing and Refining Effective Prompts		
Estimated Time: 50 minutes	**Materials Needed:** Mini-lesson video ("Antanomy of a Prompt"- Nearpod), Prompt Template Guide (PDF/Google Doc), AI tool (ChatGPT or MagicSchool), Prompt Reflection (Padlet)	**Organization of Grouping:** Individual work with peer sharing and feedback

Description: Participants begin the module by viewing a mini-lesson (interactive slide deck) titled "Anatomy of an Effective Prompt." This resource introduces the key components of successful prompting—role, task, context, tone, and format- through clear examples of weak versus strong prompts.

Prompt Refinement Activity: Teachers will practice refining prompts. Each learner will select one real classroom task (e.g., writing parent letters, creating comprehension questions, designing exit tickets, etc.). They will write an initial prompt for the task and submit it to an AI tool of their choice. Participants will review the AI output and evaluate it for accuracy, tone, and usefulness, saving input and output to their Prompt Template Guide. Using the Prompt Refinement Checklist, they will edit their prompt to include missing elements (grade level, response type, or differentiation). They will re-enter the revised prompt and compare results side-by-side to determine improvements in clarity and quality. They will refine their initial prompt at least two times.

Participants then post their best refined prompt and AI output to a discussion thread, labeled "Prompt Makeover Gallery." In this thread, they respond to at least two peers using guiding questions:

1. How did this revision change the quality or relevance of the AI output?
2. What prompt element seemed most impactful (role, task, context, tone, or format)?
3. What ideas could you adapt for your own classroom use?

Throughout the discussion, the facilitator posts supportive feedback and highlights standout examples that demonstrate effective use of prompt structure.

At the end of the module, participants complete a brief Prompt Reflection through Padlet, where they summarize one key insight from their practice and how they plan to apply it to future classroom tasks.

This module strengthens skills and attitudes, aligning with Objective 3- write and refine AI prompts for improved outcomes.

Transition: An LMS announcement message appears- *"You've now learned how to write and refine prompts to get stronger, more precise results from AI. In our next session, you'll put your learning into action by developing your personal plan for integrating AI responsibly into your daily teaching routines."*

Phase: Module 4- Planning for Integration and Next Steps		
Estimated Time: 35 minutes	**Materials Needed:** AI Integration Plan Template (Google Doc), short reading or video on ethical AI use, feedback discussion board (Google Classroom), Reflection Form (Google Form)	**Organization of Grouping:** Individual work with peer sharing and feedback
Description: Participants begin this final module by viewing a short reading or video that introduces key principles of ethical and responsible AI use in education. The resource highlights		

important considerations such as protecting student data, maintaining teacher voice, and understanding the limitations of AI-generated content.

Personal AI Integration Plan: After engaging with the video, teachers will develop a personal AI integration plan. They will use the provided template. Teachers will identify two actionable strategies they plan to implement within the next month (e.g., using AI for grading feedback, differentiating reading passages). They will describe the specific classroom tasks these strategies will support, the AI tools they plan to use, and how success will be measured (e.g. time saved, improved materials, or student engagement). Teachers will also reflect on ethical guidelines and professional boundaries, noting how they will ensure responsible and transparent AI use.

Once their plans are complete, participants post them to the discussion form for peer feedback. The discussion thread will be titled, "My AI Integration Plan." They are encouraged to respond to at least one colleague's plan with supportive feedback, answering:

1. Which AI strategies seem most practical or innovative?
2. How could these approaches be adapted across different grade levels or subjects?

Throughout the discussion, the facilitator monitors posts, adds encouragement, and highlights creative or well-aligned integration strategies.

At the conclusion of the module, participants complete a short reflection form (Google Form) summarizing their top takeaway from the workshop and one immediate action they plan to implement in the coming weeks.

The facilitator will share contact information for any follow-up questions or workshop feedback.

This closing module integrates knowledge, skills, and attitudes, fulfilling Objective 4- create a plan for sustainable, responsible AI use.

Transition: Workshop will conclude with final announcement and completion certificate. An LMS announcement message appears- "Congratulations! You've completed *Using AI as a Teacher's Assistant: Boosting Professional Productivity.* You now have practical tools, prompt strategies, and a personal plan for integrating AI responsibly in your teaching. Thank you for your participation- your reflection and innovation are helping shape the future of education!"

Project Phase 7- Part 1:

Transfer of Learning Activities
Before Workshop
● Needs Assessment

● Prior to beginning Module 1, participants choose one component of their teaching (e.g. lesson planning, grading/feedback, resources creation, family communication) that they would like to focus on throughout the workshop.
During Workshop
● Within discussion threads (AI in My Life, Prompt Makeover Gallery) participants practice applying AI strategies and receive peer feedback. ● Prompt writing worksheets will double as process documents. ● AI Sandbox Challenge serves as a hands-on application. ● Development of a personal AI integration plan.
After Workshop
● Complete gap analysis to reflect on current practices compared to improved practice. ● Implementation of AI integration plan ● 30-day follow up survey ● Long-term sharing of experiences or created resources/artifacts.

Project Phase 7- Part 2:

Workshop Evaluation Plan
Level 1: Reaction
End-of-Module Quick Checks: Short embedded Google Forms included at the end of each module. Items would assess perceived usefulness, clarity, ease of navigation, and emotional comfort in experimenting with AI. Sample questions include: ● The activities felt directly applicable to my work ● I felt comfortable experimenting with AI ● The LMS was easy to navigate
End-of-Course Satisfaction Survey: A comprehensive satisfaction survey administered at the end of the workshop. The survey will include Likert-scale items and open-ended questions to assess the relevance of workshop content, instructional design quality, facilitator presence, overall engagement, and whether participants feel the workshop respected their time. Likert scale questions include: ● The workshop clearly demonstrated how AI can support my professional productivity. ● I gained practical strategies I can use immediately in my work. ● The pacing of the workshop felt appropriate and manageable. ● The LMS (learning platform) was easy to navigate.

- The facilitator's guidance and prompts helped me stay engaged throughout the workshop.
- I felt comfortable experimenting with AI tools during this workshop.
- I would recommend this workshop to another educator.

Open-ended prompts include:
- One thing that helped me learn…
- One thing that could be improved…
- A strategy I am excited to continue using is…

Level 2: Learning

Evaluation of AI Sandobox Challenge Artifact:
Participants create one AI-assisted classroom resource. The artifact is scored using a rubric measuring prompt quality, clarity of resource, alignment to task chosen, and evidence of responsible/ethical AI use. This will demonstrate whether participants developed foundational AI productivity skills.

Prompt Refinement Activity Submission:
Participants submit a "before and after" prompt with output comparisons and a brief reflection. This evaluates knowledge of prompt engineering concepts and skill growth in refining prompts.

AI Integration Plan:
Participants identify two practical strategies they will implement in their professional practice. This plan demonstrates understanding of workshop concepts and ability to transfer learning into actionable next steps.

Level 3: Behavior

30-Day Follow-Up Behavior Survey:
The survey will be sent 30 days after the workshop is completed. It will measure the frequency of AI use, types of tasks supported (planning, grading, resource creation, communication), and confidence applying workshop strategies.
Sample questions include:
- Which tasks have you used AI to support?
- How often have you used AI tools in your professional work since completing the workshop?
- How confident do you feel using AI tools in your teaching workflow?
- How often do you refine or edit AI outputs before using them?
- Approximately how much time are you saving each week using AI?
- What barriers have made it difficult to use AI tools regularly?
- My comfort level with AI has increased since completing the workshop.
- What additional support or training would help you use AI more effectively?

30-Day Check-In Artifact Submission :
Participants upload one recent classroom artifact created using AI tools (e.g., rubric, feedback template, differentiated text) and complete a brief reflection describing time saved, quality

improvements, or instructional impact.
Integration Plan Implementation Check-In: Participants revisit their integration plans and report whether they implemented the strategies identified during the workshop. They will reflect on success, modifications, or incomplete actions.
Level 4: Results
60-90 Day Results Survey: This survey measures broader professional impact. Questions will focus on time saved per week, workflow improvements, changes in instructional quality, and collaboration with colleagues. Sample questions for participants to describe outcomes include: ● How has your workflow changed since the training?   ● Approximately how much time per week are you saving using AI tools?   ● Have you shared AI strategies with colleagues?   ● Describe one noticeable improvement in your teaching practice or student engagement.
Long-Term Outcome Reflection: Participants complete a follow-up reflection one year after completing the workshop, documenting sustained use of AI strategies, barriers to long-term adoption, and any school-level changes resulting from increased AI integration.

Project Phase 8: Training Materials Folder Table of Contents
Link to Training Materials Folder:
https://drive.google.com/drive/folders/1BNqKboO2Ki15hR_RPX9ouAfOVDPr6twO?usp=sharing

List of folder contents:
1. **Needs Assessment Materials**
   a. Needs Assessment Survey (Google Form)
   b. Needs Assessment Question List (PDF)
2. **Participant Handouts and Reference Materials**
   a. **Welcome and Introductory Materials**
      i. Welcome & Introduction Handout (PDF)
      ii. Facilitator Bio Sheet (PDF)
      iii. Workshop Agenda (PDF)
      iv. Contact Information (PDF)
   b. **AI Foundations and Support Materials**
      i. AI Overview Quick Reference Sheet (What AI is, Classroom Use Cases, Benefits, Limitations)

    ii. Responsible AI Use Checklist (Accuracy, Bias, Transparency, Ethical Considerations)

    iii. AI Tools Quick Guide (ChatGPT, MagicSchool, Diffit, Perplexity)

    iv. Prompt Examples

    v. AI Prompt Guide for Teachers (list of sample prompts)

    vi. Weak-Strong Prompt Job Aid

  c. Module-Specific Participant Materials

    i. AI in My Life Padlet Instruction Sheet (PDF)

    ii. Discussion Board Best Practices Infographic (PDF)

    iii. Prompt Examples Guide (PDF)

    iv. Prompt Template Guide (PDF)

    v. Prompt Refinement Checklist (PDF)

    vi. AI Sandbox Challenge Instructions (PDF)

    vii. AI Sandbox Challenge Participant Template (PDF)

    viii. AI Integration Plan Instructions (PDF)

    ix. AI Integration Plan Template (PDF)

3. Workshop Presentation Materials

 a. Complete Slide Decks

    i. Anatomy of an Effective Prompt Slide Deck (PDF and Nearpod upload)

      1. Key Components of an Effective Prompt

      2. Setting the AI's Identity (Role)

      3. Example Prompt (Role)

      4. What Makes a Good Role? (Role)

      5. Defining What the AI Should Do (Task)

      6. Good Task Qualities (Task)

      7. Task Example: Weak to Strong (Task)

      8. Providing Relevant Details (Context)

      9. Setting the Voice and Style (Tone)

      10. Structuring the Output (Format)

      11. Putting It All Together (Full example prompts)

      12. AI Refinement Activity (transition to activity)

    ii. Wrap-up Workshop/Thank You Slide

 b. Discussion Thread Graphics

      1. AI in My Life

      2. Peer Example Gallery

      3. Prompt Makeover Gallery

      4. AI Integration Plan

4. Emails and Announcements

 a. Workshop Participant Communication Pack (includes enrollment and welcome communication, module announcements, follow-up communication)

5. Transfer of Learning Materials
    a. Pre-Workshop Transfer Activities
        i. AI Spotting Icebreaker Announcement Graphic
        ii. AI in My Life Padlet Description
    b. During-Workshop Transfer Activities
        i. Self-Reflection Guided Survey (Google Form)
        ii. AI Sandbox Challenge (Template and Instructions)
        iii. Peer Example Gallery Padlet Description Graphic
        iv. Prompt Template Guide
        v. Prompt Refinement Checklist
        vi. Prompt Refinement Activity Instructions
        vii. AI Integration Plan (Template and Instructions)
    c. Post-Workshop Transfer Activities
        i. Final Reflection Google Form
        ii. 30-Day Follow-Up Survey (Google Form)
6. Facilitator Posting Guides (all posting guides contain an outline for that module, including all links to any resources or activities)
    a. Module 1 Facilitator Posting Guide
    b. Module 2 Facilitator Posting Guide
    c. Module 3 Facilitator Posting Guide
    d. Module 4 Facilitator Posting Guide