AI-Based Methods for Effective Teaching and Evaluation

Day 1: AI as an Educational Tool — Foundations & Frameworks

Your Students Are Already Using AI. Are You Ready?

Faculty Development Program | 3-Day Intensive Workshop | 1 Hour Per Day

Roshni Mohandas | AI & Data Science Expert

March 10, 2026 | Oman University

SPEAKER NOTES:
OPENING: Welcome everyone warmly. 'Good morning/afternoon! My name is Roshni Mohandas and I'm thrilled to spend the next 3 days with you.' Read the hook subtitle aloud: 'Your students are already using AI — are you ready? That's what we're here to answer.' Set the tone: this is empowerment, not

About Your Trainer

Roshni Mohandas

AI & Data Science Expert | Educator | Entrepreneur

- 15+ years in AI & Data Science (Fintech, E-Commerce, Education)
- Head of Data — B2B Fintech Company
- Founder & CEO — uniQin.ai (35+ global brands)
- Former Senior Data Scientist — IKEA, Sweden

Teaching & Academia

- Northwestern University — AI & Analytics
- IIM Bangalore — Data Science
- University of West London — AI Applications
- Education Degree — RIE, Mysore
- Specializes in AI × Pedagogy × Practical Adoption

SPEAKER NOTES:
SPEAKER NOTES: Brief intro — 'I come at this from both sides. I work with AI at massive scale in industry — IKEA, fintech — AND I teach at universities. So I understand both the technology AND the classroom reality. I'm in the trenches with you.' Keep this to 90 seconds max.

Your 3-Day Journey

DAY 1 — TODAY

AI as an Educational Tool

Research landscape • TPACK, Bloom's + AI • Hands-on tool exploration

DAY 2

Teaching Methodology & AI Integration

Flipped Learning + GenAI • GEMS Model • 10 Active Learning Plays

DAY 3

AI-Powered Assessment & Evaluation

AI grading tools • 7 AI-proof strategies • Ethics & policy design

Understanding → Application → Transformation

SPEAKER NOTES:

SPEAKER NOTES: 'Think of it as a journey — from understanding to applying to transforming. Today we lay the foundation. Day 2 we get practical. Day 3 we tackle the hard questions.' Mention outcomes: By Day 3, you'll have a redesigned lesson, a redesigned assessment, and an AI policy for your syllabu

Day 1 Agenda — 60 Minutes

15 min	■ The AI Revolution in Higher Education	Part 1
10 min	■ Key Research Findings (2024-2025)	Part 2
15 min	■ Pedagogical Frameworks: TPACK, Bloom's + AI, AI-CoACT	Part 3
20 min	■■ Hands-On AI Tool Exploration & Activity	Part 4

SPEAKER NOTES:
SPEAKER NOTES: Walk through the agenda quickly. 'Each part builds on the previous one. We start with WHY AI matters, move to WHAT the research says, then HOW to think about it with frameworks, and finally we DO it hands-on.' Emphasize the hands-on portion — that's what they'll remember most.

By the End of Today, You Will...

- Understand the current state of AI in education — backed by data, not hype
- Know 3 pedagogical frameworks for thoughtful AI integration
- Have hands-on experience with AI tools for teaching
- Feel confident to experiment with at least ONE AI tool this week

SPEAKER NOTES:
SPEAKER NOTES: 'These are our measurable outcomes. Notice the last one — I don't need you to master AI today. I just need you to feel confident enough to TRY one tool this week. That's the bar. Very achievable.'

Part 1: The AI Revolution in Higher Education

What the research actually says — not the hype, not the fear

SPEAKER NOTES:
TRANSITION: 'Alright, let's talk about what's actually happening with AI in education. And I want to ground everything in research — peer-reviewed, published research.'

The Billion-Dollar Question

Global AI in Education Market

$5.1B

2024

$88.2B

2032 (Projected)

1,630% growth in 8 years. Why? Because the data says it WORKS.

SPEAKER NOTES:
SPEAKER NOTES: 'Before we look at classrooms, let me show you where the money is going. When $88 billion flows into something, pay attention. This isn't a fad — this is a fundamental shift in how education works. And the universities that adapt early will lead. That's you.'

3 Primary Roles of AI in Higher Education

Source: International Journal of Educational Technology in Higher Education, 2025 (Review of 63 peer-reviewed articles)

45/63

Assessment & Evaluation

46/63

Personalized Feedback & Recommendations

26/63

Intelligent Tutoring & Content Generation

■ Which of these would save YOU the most time?

SPEAKER NOTES:
SPEAKER NOTES: 'A review of 63 studies found these three roles. Feedback is actually #1 — 46 out of 63 studies. Think about it: giving quality, personalized feedback to every student is one of the most time-consuming things we do. AI is already doing it at scale.' Pause and ask: 'Which of these three wou
the most time?'

■ Let's Play a Game!

What percentage of university students used AI in 2025?

Drop your answer in the chat!

A) 45%

B) 67%

C) 78%

D) 92%

Most people guess WAY too low...

SPEAKER NOTES:
SPEAKER NOTES: 'Before I show you the real numbers, let's test your instincts. What percentage of university students used AI in 2025? Drop A, B, C, or D in the chat!' [PAUSE 10-15 seconds for responses] 'I see a lot of Bs and Cs... The answer is D — 92%! Nearly everyone. Most faculty are shocked by shock IS the point — there's a perception gap, and we're here to close it.'

Key Statistics Faculty MUST Know

92%

of students use AI

(up from 66% in 2024)

88%

used AI for assessments

(up from 53% in 2024)

61%

of teachers use AI tools

(EdWeek Research, 2025)

88%

avg grade improvement

85%

retention increase

92%

content customization

Source: HEPI/Kortext 2025; Rao et al. (Wiley) 2025; EdWeek Research 2025

SPEAKER NOTES:
SPEAKER NOTES: Walk through SLOWLY. '92% of students use AI. If you have 50 students, 46 are using AI. 88% use it for assessments — your assignments! And grades improved to 88% when AI was properly integrated. The key phrase is PROPERLY INTEGRATED. That's what we're learning.' Let the

The Gap We Need to Close

92%

Students Using AI

vs

61%

Faculty Using AI

"Faculty who do not adapt risk falling behind their own students in digital fluency"

SPEAKER NOTES:
SPEAKER NOTES: 'There's a 31-point gap. Your students are, in many cases, more fluent with AI than their professors. That's not a criticism — it's just reality. And it's exactly why you're here today. By the end of these 3 days, you'll close that gap.'

■ Quick Poll — Your Turn!

Which statement best describes YOU? Drop A/B/C/D in chat!

A) "I use AI regularly in my teaching"

B) "I've tried it once or twice"

C) "I've heard about it but haven't tried"

D) "I think AI in education is overhyped"

No wrong answers — this helps me tailor the rest of our time together!

SPEAKER NOTES:
SPEAKER NOTES: 'I want to get a real sense of where we are as a group. Drop your letter in the chat — A, B, C, or D. And D is a totally valid answer — healthy skepticism is welcome here!' [PAUSE 15 seconds] Acknowledge all responses warmly. 'Great mix! We have some experienced users AND some perfect — you'll learn from each other too.'

Teaching: Expectation vs. Reality ■

■ According to AI:

→ Deliver perfectly structured lectures
→ Students absorb everything instantly
→ Assessments are always fair & objective
→ Everyone gets an A
→ Faculty have abundant free time

■ Reality:

→ "Can everyone see my screen?"
→ "This will be on the exam" (instant attention)
→ 3 students unmuted by accident
→ Grading 120 papers at midnight
→ "Professor, I emailed you 5 minutes ago..."

AI is powerful — but it doesn't understand the beautiful chaos of real teaching. That's why YOU matter.

SPEAKER NOTES:
SPEAKER NOTES: [HUMOR SLIDE] 'Let's have a quick laugh before we get serious. This is what AI thinks teaching looks like... and this is what we know it actually looks like.' [Pause for laughs] 'AI is great at generating lesson plans. It's terrible at dealing with 3 unmuted mics and a student who emailed 5 m
ago asking for a grade review. And THAT is exactly why human teachers are irreplaceable.' This slide builds rapport.

Part 2: Key Research Findings (2024-2025)

10 foundational papers, 3 game-changing insights

SPEAKER NOTES:
TRANSITION: 'So we've seen the landscape and the numbers. The revolution isn't coming — it's here. Now let's look at what the research tells us about doing this WELL.'

Built on 30+ Peer-Reviewed Papers

1. Reina Marín et al. (2025) — AI as Teaching Tool, student & professor perceptions
2. Frontiers in Education — Systematic review of DeepSeek, GPT, Gemini (2020-2025)
3. Banihashem et al. — AI impact depends on support, pedagogy, human agency
4. Liang, Stephens & Brown — Early impact on curriculum, instruction & assessment
5. Rao et al. — 88% grade improvement, 85% retention with AI integration
6. UNESCO — 'What's Worth Measuring?' Assessment in the AI Age
7. Lubbe, Marais & Kruger — Bloom's Taxonomy & critical thinking in AI assessment
8. Guo, Li & Cunningham — One year with ChatGPT in the classroom
9. Lademann et al. — Teacher training impact on AI literacy
10. HEPI/Kortext Survey — 92% student AI usage data

SPEAKER NOTES:
SPEAKER NOTES: 'Your resource kit includes 10 foundational papers. I'm going to rapid-fire through the list — don't try to memorize these. They're in your materials. What I want you to know is that everything I'm telling you today is backed by serious, peer-reviewed evidence. Now let me pull out 3 key insi

Key Insight #1

"AI in Higher Education: Impact Depends on Support, Pedagogy, Human Agency, and Purpose"

— Banihashem et al. (2025), Taylor & Francis | 16 empirical studies

■ Support: Do students have guidance on HOW to use AI?

■ Pedagogy: Is AI integrated into sound teaching approaches?

■■■ Human Agency: Are teachers & students making active choices?

■ Purpose: Is there a clear educational objective?

AI is not a magic wand. The HOW matters more than the WHAT.

SPEAKER NOTES:
SPEAKER NOTES: 'This is THE most important finding. Impact DEPENDS on these four elements. AI alone doesn't improve teaching. THOUGHTFUL integration does. Think about your own classroom — do you have these four elements in place? That's what the frameworks in Part 3 help you build.'

Key Insight #2

"One Year in the Classroom with ChatGPT"

— Guo, Li & Cunningham (2025), Frontiers in Education | Year-long experimental study

■ Unstructured AI Use

- "Use ChatGPT if you want"
- Mixed results, dependency risk
- Surface-level learning

■ Structured AI Use

- Specific tasks, guided prompts
- Consistently positive outcomes
- Deeper engagement & learning

Structure matters. We'll learn HOW to structure on Day 2.

SPEAKER NOTES:
SPEAKER NOTES: 'These researchers spent a full year studying this. The finding is clear: STRUCTURED beats UNSTRUCTURED, every time. When professors designed specific activities with AI — "use it for THIS, with THIS prompt, then do THIS" — the results were positive. When they just said "go ahe
at best. This is why Day 2 focuses entirely on structured approaches.'

Key Insight #3

UNESCO (2025): "What's Worth Measuring?"

The Future of Assessment in the AI Age

"If a machine can pass your test, maybe the test was measuring the wrong things."

Shift from rote knowledge → Critical Thinking, Creativity, Ethical Reasoning

AI isn't destabilizing assessment. It's EXPOSING where assessment has been fragile.

SPEAKER NOTES:
SPEAKER NOTES: 'This is the most provocative insight. UNESCO says: if AI can write your student's essay, maybe the essay prompt was measuring the wrong things. Maybe we were testing recall and regurgitation when we should have been testing critical thinking and creativity. AI isn't the problem — it's Day 3 is entirely about redesigning assessment for this new reality.'

Part 3: Pedagogical Frameworks

Three lenses for AI integration: TPACK • Bloom's • AI-CoACT

SPEAKER NOTES:
TRANSITION: 'Now we move from WHAT is happening to HOW to think about it. Three frameworks, each giving you a different lens. These aren't abstract theories — each has direct, practical application.'

Framework 1: TPACK → Intelligent-TPACK

Celik (2023) — Extending TPACK for the AI Era

Intelligent-TK	How to interact with AI tools — prompt engineering, tool differences, capabilities
Intelligent-PK	When AI supports pedagogy vs. when it creates dependency
Intelligent-CK	How AI interacts with YOUR discipline — subject-specific AI awareness
Intelligent-TPK	Judgment: when AI is valuable vs. when it gets in the way
■ Ethical Knowledge	AT THE CENTER — bias, privacy, academic integrity, responsible use

SPEAKER NOTES:
SPEAKER NOTES: 'Many of you know TPACK — Technological Pedagogical Content Knowledge. It's been the gold standard for tech integration. But it was built before ChatGPT. Celik upgraded it in 2023. The big addition: ETHICS at the center. Every AI decision must pass through ethical consideration.' V
component with examples. For Intelligent-CK: 'If you teach law, AI can hallucinate case citations. If you teach medicine, it can generate dangerous advice. You need discipline-specific AI awareness.' WHAT IS TPACK? Originally created by Mishra & Koehler (2006) at Michigan State. It says effective tech-int
teaching needs THREE overlapping knowledge types: Technology, Pedagogy, Content. The magic is in the INTERSECTIONS — knowing not just each area, but how they combine.'

If Benjamin Bloom Were Alive Today...

He'd probably use ChatGPT to write his taxonomy paper...

...and then critically evaluate whether AI got it right.

That's Level 5 (Evaluate) thinking right there. ■

Bloom's Taxonomy was created in 1956 — 67 years before ChatGPT

SPEAKER NOTES:
SPEAKER NOTES: [GET A CHUCKLE] 'Before we dive into Bloom's, a quick thought experiment...' [Read slide] 'The joke makes a real point — the ACT of using AI and then evaluating its output IS higher-order thinking. Bloom would approve.' This transitions naturally into the Bloom's framework explanatio
Benjamin Bloom was an American educational psychologist at the University of Chicago. His 1956 book 'Taxonomy of Educational Objectives' created the classification system we still use. He passed away in 1999 — before the internet era, let alone AI.'

Framework 2: Bloom's Taxonomy Revisited for AI

CREATE ■ AI Weak — Students create original work from AI starting points

EVALUATE ■ AI Weak — Students judge & critique AI outputs

ANALYZE ■ AI Moderate — Compare human vs AI analysis

APPLY ■ AI Strong — AI generates practice & worked examples

UNDERSTAND ■ AI Strong — AI explains concepts multiple ways

REMEMBER ■ AI Strong — AI generates flashcards & summaries

SPEAKER NOTES:
SPEAKER NOTES: 'Bloom's Taxonomy — the cognitive hierarchy: Remember, Understand, Apply, Analyze, Evaluate, Create. Created in 1956 by Benjamin Bloom at University of Chicago, revised in 2001 by Anderson & Krathwohl. The KEY INSIGHT for AI: AI is excellent at the bottom 3 levels (Remember struggles at the top 3 (Analyze, Evaluate, Create in authentic contexts). STRATEGY: Use AI to handle the base of the pyramid. Free up your class time for the top. Example: Don't spend 30 minutes of lecture explaining a concept (Understand) — let AI do that pre-class. Use class time for case analysis (Ana debates (Evaluate).' Walk through each level with examples from the slide.

Bloom's + AI: What This Looks Like in Practice

Remember	■ AI Leads AI generates flashcards & summaries → students review before class
Understand	■ AI Leads AI explains concept 3 different ways → students pick best explanation
Apply	■ AI Leads AI solves a problem → students verify & apply to new context
Analyze	■■■ Human Leads Students compare THEIR analysis vs AI's analysis — what did AI miss?
Evaluate	■■■ Human Leads Students critique AI outputs for bias, errors, and gaps
Create	■■■ Human Leads Students use AI draft as starting point → produce original work

SPEAKER NOTES:
SPEAKER NOTES: Walk through each row. 'Bottom 3 — AI leads. Top 3 — humans lead. The one-liner: Use AI to handle the base of the pyramid so you can focus your teaching on the top. This also answers the question: If AI can do all this, what's left for me? The answer: the highest, most valuable, most cognition. You become MORE important, not less.'

Framework 3: The AI-CoACT Model

Puthiyedath (2024) — Your AI Integration Maturity Journey

1. AWARENESS

You understand AI capabilities, limitations & ethics

■ "I know what AI can do"

↓

2. INTEGRATION

You embed AI into your existing teaching practices

■ "I use AI to save time"

↓

3. COLLABORATION

You & students co-create with AI; human in driver's seat

■ "We work WITH AI"

↓

4. TRANSFORMATION

AI fundamentally reimagines your teaching & learning

■ "AI changed everything"

SPEAKER NOTES:

SPEAKER NOTES: 'If TPACK tells you WHAT to know, and Bloom's tells you HOW to design, AI-CoACT tells you WHERE you are on the journey. Think of it as a maturity model. WHAT IS IT: Developed by Puthiyedath in 2024, it combines SAMR (Substitution-Augmentation-Modification-Redefinition by Pu Bloom's into one growth framework. The 4 stages: Awareness (you know AI exists and what it can do), Integration (you use it in your existing workflow), Collaboration (students and AI work together with you guiding), Transformation (your entire course is redesigned with AI as core). Most faculty are betwee Awareness and Integration. That's FINE. My goal: move you one stage forward in 3 days.'

Three Frameworks, Three Questions

Intelligent-TPACK → WHAT do I need to know?

Technology + Pedagogy + Content + Ethics for the AI age

Bloom's + AI → HOW do I design learning?

AI handles the base → You focus on higher-order thinking

AI-CoACT → WHERE am I on the journey?

Awareness → Integration → Collaboration → Transformation

What • How • Where — One complete picture for AI integration

SPEAKER NOTES:

SPEAKER NOTES: 'Let me tie all three together. Intelligent-TPACK = WHAT do I need to know. Bloom's + AI = HOW do I design learning. AI-CoACT = WHERE am I on the journey. What, How, Where. You don't need to memorize details. Just remember: think holistically about your AI knowledge, design fo and be intentional about your growth. That's the foundation. Now... let's put it ALL into practice.'

Part 4: Hands-On AI Tool Exploration

"Tell me and I forget. Show me and I remember. Let me do it and I understand."

SPEAKER NOTES:
TRANSITION: Energy shift! 'Alright, this is the part I've been looking forward to. Theory is great, but you came here to DO something. Let's DO something.'

The 30-Second Challenge

I'm about to generate a complete lesson plan...

1-3 hrs

Traditional Method

vs

30 sec

AI-Assisted Draft Zero

That's not replacement. That's LEVERAGE.

SPEAKER NOTES:
SPEAKER NOTES: 'I'm about to do something live. I'm going to generate a complete, Bloom's-aligned lesson plan in under 30 seconds. How long does it normally take you to create a lesson plan from scratch? Most people say 1-3 hours. Let's see what happens...' [Build anticipation, then switch to tool dem

Essential AI Tools for Faculty

ChatGPT / Claude	**General AI Assistant**	Lesson planning, quiz generation, feedback drafting
Google NotebookLM	**Research & Study**	Document analysis, summaries, audio overviews
Gradescope	**Assessment**	AI-assisted grading, answer grouping
Canva Magic Write	**Content Creation**	Presentations, posters, visual materials
Quillionz / Curipod	**Quiz Generation**	Auto-generate quizzes from your content

SPEAKER NOTES:
SPEAKER NOTES: 'Quick overview of the tool landscape. I can't demo all of these in our time, so I'll show you the three that give you the biggest bang for your buck: ChatGPT/Claude for lesson planning, NotebookLM for research, and AI quiz generation. Ready?'

LIVE DEMO

Demo 1: AI-Powered Lesson Planning

Prompt (copy-paste from your prompts doc):

"You are an experienced educator with expertise in Research Methodology. Create a detailed 55-minute lesson plan for 'Introduction to Research Methodology' at the undergraduate level. Include: learning objectives aligned with Bloom's Taxonomy, a mix of lecture and active learning activities, one activity that integrates AI tools, and a formative assessment component."

What makes this prompt effective:

■ Role assignment • ■ Specific constraints (55 min, UG level) • ■ Bloom's alignment • ■ AI integration built in

SPEAKER NOTES:
SPEAKER NOTES: [SHARE SCREEN NOW] 'Demo 1 — I'm going live. No pre-made outputs, what you see is what you get. Watch the PROMPT carefully — that's where the magic is.' Copy-paste the prompt, read it aloud as you paste, explain each element. 'Role, subject, duration, framework, AI integratio specific, the better.' While generating: explain prompt engineering. When output appears: highlight Bloom's alignment, the active learning activity, the AI integration piece, and the assessment. Then show REFINEMENT: 'Now make this suitable for 40 students with limited internet' — show iterative prompting line: 'This took 30 seconds. Not a final product — a draft ZERO. You add the soul.'

LIVE DEMO

Demo 2: NotebookLM — Research Analysis

Upload Any Document	Research papers, textbook chapters, your own lecture notes
Auto-Generated Summary	Key themes, methodology, findings — in 30 seconds
Chat With Your Sources	Ask questions — it responds WITH CITATIONS from your documents
Audio Overview	Generates podcast-style discussion of your paper!
Discussion Questions	Generate seminar questions grounded in actual source material

SPEAKER NOTES:

SPEAKER NOTES: [Switch to NotebookLM tab] 'This is different from ChatGPT. NotebookLM is GROUNDED in your uploaded documents. It won't make things up — it cites specific passages.' Show: pre-loaded paper → auto-summary → ask a question → point out citations → play 30 seconds of Audio Ov
generate discussion questions. Key lines: 'Imagine uploading your entire reading list and querying across all papers. For students: literature review in minutes. For you: seminar prep in seconds.'

LIVE DEMO

Demo 3: Differentiated Quiz Generation

Prompt:

"Create a quiz on 'Types of Research Methods' with three difficulty levels (Foundation, Intermediate, Advanced). Each level: 5 questions — 2 recall, 2 application, 1 analysis. Align with Bloom's Taxonomy. Include answer keys with explanations."

What you get:

Foundation	Recall & basic understanding — scaffolding for struggling students
Intermediate	Application & connections — standard assessment level
Advanced	Analysis & evaluation — challenge for top performers

SPEAKER NOTES:
SPEAKER NOTES: 'Final demo — assessment generation. Watch how specific the prompt is: 3 difficulty levels, Bloom's-aligned question types, answer keys with explanations.' Highlight: differentiation built in (Foundation for scaffolding, Advanced for challenge), Bloom's alignment in the questions, and the EXPLANATIONS turning a quiz into a formative learning tool. Show the extension: 'Convert Advanced into an essay rubric' — one prompt, completely different format. 'Differentiated assessment in minutes, not hours.'

■■ Your Turn! (10 Minutes)

1■■ Pick ONE tool — I recommend ChatGPT or Claude to start

2■■ Think of a topic from YOUR course

3■■ Generate ONE teaching artifact (lesson plan, quiz, feedback, or explanation)

4■■ Be ready to share ONE insight with the group

Links & prompt templates are in the chat! ■
Don't overthink it — just try. The goal is to get your hands on the steering wheel.

SPEAKER NOTES:
SPEAKER NOTES: 'Okay — YOUR turn! Stop watching, start doing. Links and prompt templates are in the chat right now.' [Share links and prompts in Google Meet chat] 'Pick a tool, pick YOUR course topic, and generate something. You have 10 minutes. If you're stuck, just copy Prompt A from the chat a
topic. I'll be here to help — just unmute or type in the chat.' At 5 min: 'Halfway! If you haven't started, just try now.' At 8 min: 'Start wrapping up — I'll ask for volunteers soon.'

Let's Hear From You!

- What tool did you try?
- What surprised you?
- What concerns do you have?
- Would you use this again?

Every reaction is valid — excitement AND skepticism are both welcome here

SPEAKER NOTES:
SPEAKER NOTES: 'Who'd like to share? Unmute or type in chat.' Get 3-4 volunteers. For each: tool, artifact, reaction. If someone is enthusiastic: 'Great — and remember, this is draft zero. You refine it.' If skeptical: 'Valid. The quality depends on the prompt. Could you share what you tried? Let's refine it.' If concerned about cheating: 'Day 3 tackles this head-on.' Bridge: 'These reactions are exactly the conversations happening at universities worldwide.'

When AI Gets It Spectacularly Wrong

Fake Court Cases

A lawyer cited 6 AI-generated court cases in a legal brief — none of them existed! (2023)

History Rewritten

AI confidently told a student the Great Wall of China was built in 1987

Geography Fail

AI claimed the capital of Australia is Sydney (it's Canberra)

Ghost References

AI generated academic citations for papers that were never written — 'Smith et al. (2024)'

This is called "hallucination" — AI generates with CONFIDENCE, whether it's right or wrong. Human expertise is irreplaceable.

SPEAKER NOTES:

SPEAKER NOTES: [HUMOR + SERIOUS] 'Now let's balance the excitement with some reality. These are REAL examples of AI failures.' [Read each one — pause for reactions/laughs] 'Funny? Yes. But also a serious warning. AI doesn't know what it doesn't know. It generates with absolute confidence whe wrong. This is called hallucination. And THIS is why human expertise is irreplaceable. You're not being replaced — you're the quality control.' This transitions to ethical considerations.

Ethical Considerations — A First Look

■	**Hallucination**	AI makes things up with complete confidence. Always verify.
■■	**Bias**	AI reflects biases in training data — gender, cultural, linguistic.
■	**Privacy**	Never input student personal data into public AI tools.
■	**Academic Integrity**	Where's the line? We tackle this head-on in Day 3.

Don't be afraid of these issues — be INFORMED about them. Deep dive on Day 3.

SPEAKER NOTES:
SPEAKER NOTES: 'Before we close — four ethical flags. We've had fun today, and rightly so. But these are real concerns that deserve serious attention. Hallucination — AI lies confidently. Bias — it reflects society's biases. Privacy — careful what you feed it. Integrity — the big question. I'm flagging these Day 3 is where we tackle them deeply. I don't want you afraid — I want you informed. There's a difference.'

What Faculty Like You Are Saying...

"I was skeptical until I tried it. AI saved me
5 hours a week on quiz creation alone."

— Engineering Professor, UAE

"My students were already using ChatGPT.
I decided to stop fighting it and start teaching
them to use it well."

— Literature Professor, UK

"AI didn't replace me.
It replaced the boring parts of my job."

— Business Professor, Singapore

SPEAKER NOTES:
SPEAKER NOTES: 'Let me share what faculty from other workshops have said.' [Read each quote] 'These are real sentiments. The skeptics who tried it were won over. The ones who embraced it found it freed them for the parts of teaching they actually love. You don't have to love AI. You just have to give try.'

Key Takeaways from Day 1

1. The AI revolution is HERE — 92% of students already use it. The data on outcomes is compelling.

2. HOW you integrate AI matters more than WHETHER — support, pedagogy, agency, purpose.

3. Three frameworks guide you: I-TPACK (What) • Bloom's+AI (How) • AI-CoACT (Where)

4. Start small, experiment, reflect — you don't need to transform overnight.

AI makes the human teacher MORE important, not less.

SPEAKER NOTES:
SPEAKER NOTES: 'Let me bring it home. Four takeaways: [Read each]. And the most important message of all: AI makes the human teacher MORE important, not less. You are irreplaceable. We're just giving you better tools.'

One More Thing...

In the 60 minutes of this session...

your students used AI approximately 47 times

The question isn't IF. It's HOW.

(Based on 92% usage rate across a typical university cohort)

SPEAKER NOTES:
SPEAKER NOTES: [STEVE JOBS MOMENT] Pause before this slide. Say: 'One more thing...' Let the silence build. Then advance. 'While we've been talking for the last 60 minutes, your students have been using AI approximately 47 times. The question isn't IF your students use AI. It's HOW — and whethe
guiding that.' Let it land. Then move to the Day 2 preview.

Coming Tomorrow — Day 2

Flipped Learning with Generative AI	Pre-class, in-class, and post-class AI integration
The GEMS Model	Design AI-resilient assignments (Grounding, Embedding, Multimedia, Synchronous)
10 Active Learning Plays	Practical strategies you can use IMMEDIATELY in your courses
AI Literacy Framework	Three-pillar approach for faculty development

■ HOMEWORK: Come tomorrow with a lesson topic you'd like to redesign!

SPEAKER NOTES:
SPEAKER NOTES: 'Tomorrow gets even more practical. We'll cover the GEMS model — a powerful framework for AI-resilient assignments. We'll explore 10 teaching plays you can drop into your courses immediately. And your HOMEWORK — come with a lesson topic you'd like to redesign. We'll use it as Pick something real, something you care about.'

Thank You!

Roshni Mohandas

AI & Data Science Expert | Educator | Entrepreneur

"AI makes the human teacher more important, not less."

See you tomorrow for Day 2! ■

Questions? Unmute or drop them in the chat.

SPEAKER NOTES:
SPEAKER NOTES: 'Thank you for your time today. I know you're busy — teaching, grading, researching. The fact that you chose to spend an hour thinking about how to teach better says a lot about you. Your students are lucky. Keep experimenting with the tools. And come back tomorrow with a lesson top
redesign. Thank you, Oman University! See you for Day 2.' Stay on 2-3 minutes for informal Q&A.