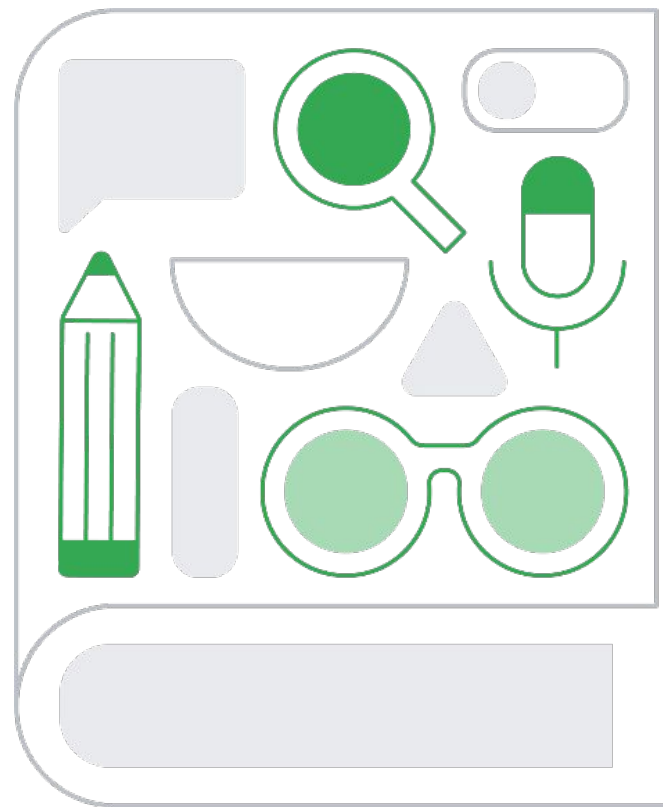


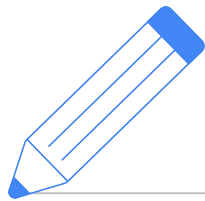


Certified Faculty exam guide

The Gemini Faculty Certification aims to cultivate scholarly AI fluency among university faculty—and their students—by enabling professors to demonstrate a sophisticated understanding of generative AI's application in enhancing research productivity, supporting student engagement, and designing innovative curriculum and assessment strategies.



Getting certified



This certification is intended to build professors' confidence in responsibly integrating generative AI, specifically Google's AI tools, into their instruction by enabling them to show proficiency in practical pedagogical strategies and ethical considerations.

01

Prepare

Our [Get Started with Google AI in Higher Education](#) and [Generative AI for Educators](#) courses help learners prepare for the exam.

02

Review

This exam guide outlines the topics that may appear on both the standard and renewal exams.

03

Test

Visit the [certification page](#) and click "Register" to sign up for the Gemini for Faculty exam.

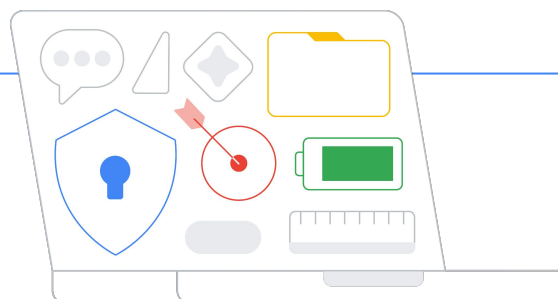


Learning objectives



Understanding Generative AI & Gemini in Academia

This domain assesses a professor's foundational knowledge of generative AI principles and the specific features and capabilities of Gemini for pedagogical and scholarly applications.



1.1 Remembering

- 1.1.1. Define foundational generative AI terms such as "Generative AI (GenAI)," "Large Language Model (LLM)," and "Prompting."
- 1.1.2. Identify pedagogical applications of Gemini to optimize research, instruction, and student outcomes.
- 1.1.3. Specify Google tools (Docs, Gmail, Classroom, Meet, Slides, Sheets, Vids) that offer integration with Gemini.
- 1.1.4. Identify pedagogical applications of specified Gemini-related tools, including the Gemini app, Gems, Deep Research, Canvas, Veo, Imagen, and NotebookLM.

1.2 Understanding

- 1.2.1. Explain how generative AI differs from other forms of AI.
- 1.2.2. Describe how Gemini facilitates pedagogical differentiation and customizes scaffolding for diverse learning preferences.
- 1.2.3. Describe the pedagogical value of Gemini's features for research and course design, beyond basic conversational use.
- 1.2.4. Differentiate between AI augmenting and AI replacing the faculty experience.
- 1.2.5. Articulate Google's policy to protect data privacy and security when using Google Workspace for Education accounts.

1.3 Applying

- 1.3.1. Classify various integration points for Gemini's generative AI capabilities (scaffolding curriculum development, augmenting assessment design, automating personalized feedback, facilitating complex communication, scaling instruction differentiation) within higher education pedagogy.
- 1.3.2. Select the appropriate Gemini-related tool (NotebookLM, Gemini app, Deep Research, Canvas, Gems, Veo, Imagen) for a specified pedagogical or research objective (synthesizing complex source materials, generating tailored lecture content, facilitating conceptual design).

★ Harnessing Gemini for Scholarly

This domain focuses on the practical skills and abilities required to effectively integrate and leverage Gemini tools and features across core academic functions, from course design and curriculum development to scholarly research and administrative tasks.



Learning objectives

2.1 Applying

- 2.1.1. Navigate to a Gemini or NotebookLM tool (Gemini app, Gemini in Workspace, Gemini in Classroom, NotebookLM interface, NotebookLM mobile app) and initiate a new conversation or task.
- 2.1.2. Construct an effective prompt for Gemini to generate academic content (formative assessment, seminar structure, evaluation rubric) for a specific field of study and curricular context.
- 2.1.3. Upload relevant source documents into Gemini or NotebookLM to ground AI responses for a given research or content creation task.
- 2.1.4. Leverage Gemini-integrated features to streamline common academic tasks, such as generating a sample syllabus for a new course preparation or formulating a set of learning objectives for a grant proposal.
- 2.1.5. (PAID feature) Utilize Gemini in Docs / Gemini in Gmail to draft an email or written content based on specific context and tone requirements.
- 2.1.6. (PAID feature) - Use the generative capabilities of Gemini in Forms to construct a summative or formative assessment derived from existing course content (Doc or Slide).

2.2 Analyzing

- 2.2.1. Distinguish between elements of an "effective" versus a "less effective" prompt based on the clarity, specificity, and intended outcome (applying the PARTS framework).
- 2.2.2. Analyze a provided Gemini output to identify areas that require refinement or additional prompting to meet specific academic objectives.
- 2.2.3. Evaluate the effectiveness of using specific Gemini features (Audio Overviews, Video Overviews, study guides, and Mind Maps in NotebookLM) for exploring and understanding complex source material compared to traditional methods.

2.3 Creating

- 2.3.1. Design a short, customized instructional asset (a formative assessment tool, a set of differentiated learning paths) by interacting iteratively with Gemini.
- 2.3.2. Generate images with Imagen 4 within the Gemini app that are appropriate for certain pedagogical contexts.
- 2.3.3. Design and deploy a custom Gem within the Gemini platform to automate a specific, high-frequency pedagogical task (scaffolding literature reviews, drafting formative assessment criteria).
- 2.3.4. (PAID feature) Transform an existing Google Slides presentation into an engaging video using Google Vids, incorporating Gemini-generated scripts, voiceovers, and animations.

★ Ethical & Responsible AI Use in

This domain emphasizes the critical thinking, ethical stewardship, and scholarly obligations associated with integrating generative AI, including developing student AI literacy and fluency, establishing robust methods for evaluating AI-generated work and ensuring academic integrity, and proactively addressing institutional and intellectual property risks.



Learning objectives

3.1 Understanding

- 3.1.1. Describe key ethical AI concepts including "bias," "transparency," "privacy," and "digital responsibility" in the context of AI use.
- 3.1.2. Explain the concept of "hallucinations" in generative AI and provide examples of how they might manifest in scholarly contexts.
- 3.1.3. Describe varied pedagogical approaches to mitigating academic misconduct when using generative AI.
- 3.1.4. Articulate the importance of students developing self-awareness, metacognition, and critical thinking skills in their use of AI.

3.2 Analyzing

- 3.2.1. Analyze a given output from Gemini (generated text, a summarized document) for potential bias, factual inaccuracies, or inappropriateness for a specific student audience.
- 3.2.2. Identify potential risks or limitations of using AI tools (over-reliance, intellectual property concerns) in an academic scenario and propose initial mitigation strategies.
- 3.2.3. Examine a hypothetical scenario involving AI use in higher education and identify potential ethical dilemmas that may arise.

3.3 Evaluating

- 3.3.1. Evaluate the pedagogical appropriateness and ethical implications of various AI-generated content samples for different instructional contexts.
- 3.3.2. Assess the effectiveness of different strategies for teaching students AI literacy and responsible AI tool usage.
- 3.3.3. Justify decisions regarding when to use or not use AI tools for specific scholarly tasks, considering both benefits and risks.

3.4 Creating

- 3.4.1. Develop an instructional artifact (such as a structured class activity or graded assignment prompt) to facilitate critical discussion among students regarding the appropriate use of generative AI tools.
- 3.4.2. Formulate a plan for how faculty would proactively address potential issues like plagiarism or factual inaccuracies when integrating Gemini into student assignments.





 Gemini