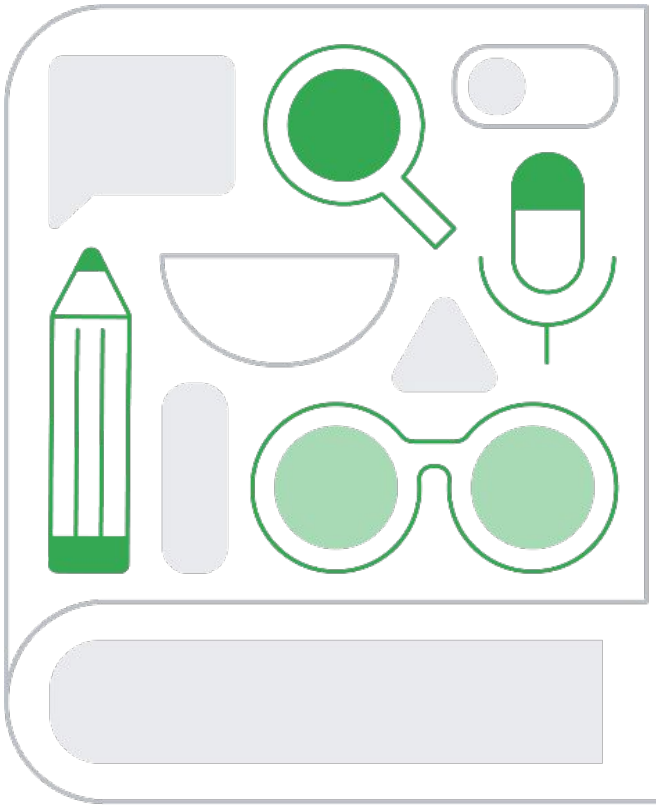
Gemini

Certified Student exam guide



A **Gemini Certified Student** can articulate and demonstrate foundational knowledge of generative AI concepts and the core features and capabilities of Gemini within an educational context.

This certification is designed for students to become responsible and informed users of generative AI and focuses on equipping students with practical skills for leveraging AI to support their learning.

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

Getting certified

01

Prepare

Our Gemini Certification for Students course helps learners prepare for the exam.

02

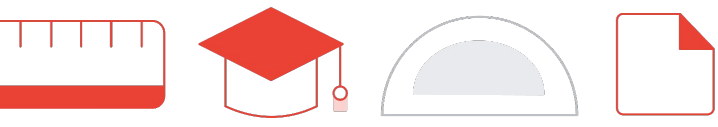
Review

Explore this guide (Certified Student exam guide) to learn about the exam's learning objectives.

03

Test

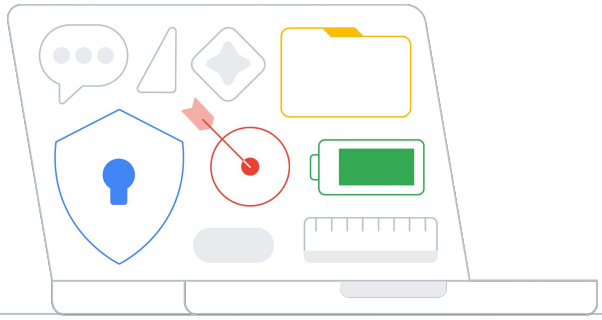
The Gemini Certification for Students (K12) can be accessed by completing the course activities.



Google for Education

Understanding Generative AI & Gemini: Your AI Toolkit

This domain assesses students' knowledge of what generative AI is and how Google's Gemini tools can be a powerful asset in academics.



Learning objectives

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 ways Gemini can support learning, creating, and organizing schoolwork.

1.1.3. Identify how to use teacher assigned AI-related tools (Gems, NotebookLM, or Read Along in Classroom).

1.1.4. Identify how specific Gemini-related tools, such as the Gemini app, Gems, and NotebookLM, can be used for learning.

1.2 Understanding

1.2.1. Explain how generative AI differs from other forms of AI.

1.2.2. Describe how Gemini can offer personalized help for individual learning preferences and help with understanding topics in new or different ways.

1.2.3. Summarize the main benefits of using Gemini for supporting academic learning, beyond asking simple questions.

1.2.4. Differentiate between AI helping and augmenting student work and AI replacing the student, doing the work for them, explaining why critical thinking is always essential.

1.2.5. Articulate how Google aims to protect privacy when using Gemini with a school account.

1.3 Applying

1.3.1. Classify different school scenarios (like preparing for a presentation or brainstorming ideas) where Gemini's features could be most useful.

1.3.2. Select the best Gemini-related tool for a given task (like create a schedule to get my project done on time or ask for a letter of recommendation).

1.3.3. Demonstrate how to write effective PARTS prompts to get useful and accurate responses from Gemini for a specific learning goal.

1.3.4. Evaluate an AI-generated response for accuracy, bias, and completeness, explaining why it's important to cross-check information.

Using Gemini as a Student

This domain focuses on the practical skills and abilities students need to effectively use Gemini tools and features to support learning, research, and academic projects.



Learning objectives

2.1 Applying

2.1.1. Navigate to the Gemini app (on the web or mobile) or NotebookLM, and start a new conversation or project to begin working on a task.

2.1.2. Write an effective PARTS prompt for Gemini to help generate learning materials, such as a practice quiz, a study outline, or ideas for a project.

2.1.3. Upload relevant source documents (like class notes, articles, or research papers) into Gemini or NotebookLM to get AI responses that are based only on provided information for a research or content creation task.

2.1.4. Use Gemini-integrated features to help organize a common school task, such as drafting a thank-you email, organizing notes for a club meeting, or outlining a presentation.

2.2 Analyzing

2.2.1. Distinguish between a "good" and a "less effective" prompt based on how well it follows the PARTS guidelines.

2.2.2. Analyze a provided Gemini output to identify parts that need refinement or additional prompting to meet specific learning goals.

2.2.3. Evaluate the usefulness of specific Gemini features (like Audio Overviews or Mind Maps in NotebookLM) for exploring and understanding complex information compared to typical study methods.

2.3 Creating

2.3.1. Develop a short, personalized learning resource (like a study guide, an audio overview of vocabulary words, a weekly study plan/schedule) by working back and forth with Gemini.

2.3.2. Generate images using Imagen 4 within the Gemini app that are suitable for a school project or presentation.

2.3.3. Design a Gem within Gemini to help with a specific, repeated school need (like getting quick explanations of vocabulary words).



Ethical & Responsible AI Use

This domain emphasizes being an ethical and responsible user of AI tools, including how to think critically about AI, understand its limitations, and use it in a way that supports learning without compromising academic integrity.

Learning objectives

3.1 Understanding

3.1.1. Explain key ethical AI ideas like bias, transparency, privacy, digital responsibility, and academic integrity when using AI tools.

3.1.2. Explain what hallucinations are in generative AI and give examples of how this could happen in school projects or research.

3.1.3. Describe different ways to avoid plagiarism and cheating when using AI tools to support learning.

3.1.4. Explain why it's important to be self-aware and use critical thinking when using AI.

3.2 Analyzing

3.2.1. Analyze an output from Gemini to find any possible biases, wrong information, or if it's not appropriate or relevant.

3.2.2. Identify possible risks of using AI tools (like relying on them too much) in school, and suggest ways to avoid these problems.

3.2.3. Examine scenarios where AI is used in school and identify any ethical problems.

3.3 Evaluating

3.3.1. Evaluate whether different AI-generated content samples are good and ethical to use in school.

3.3.2. Assess how well different strategies help students become AI literate and use AI tools responsibly.

3.3.3. Explain reasoning for choosing when to use or not use AI tools for different school tasks, weighing the potential ethical and academic risks.

3.4 Creating

3.4.1. Create a simple guideline or a question to start a conversation with classmates about using generative AI responsibly and ethically.

3.4.2. Formulate a responsible use plan for how to proactively address potential issues like incorrect outputs, plagiarism, and cheating when using Gemini in school.



Google for Education



Learning objectives

continued

3.3 Evaluating

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Gemini