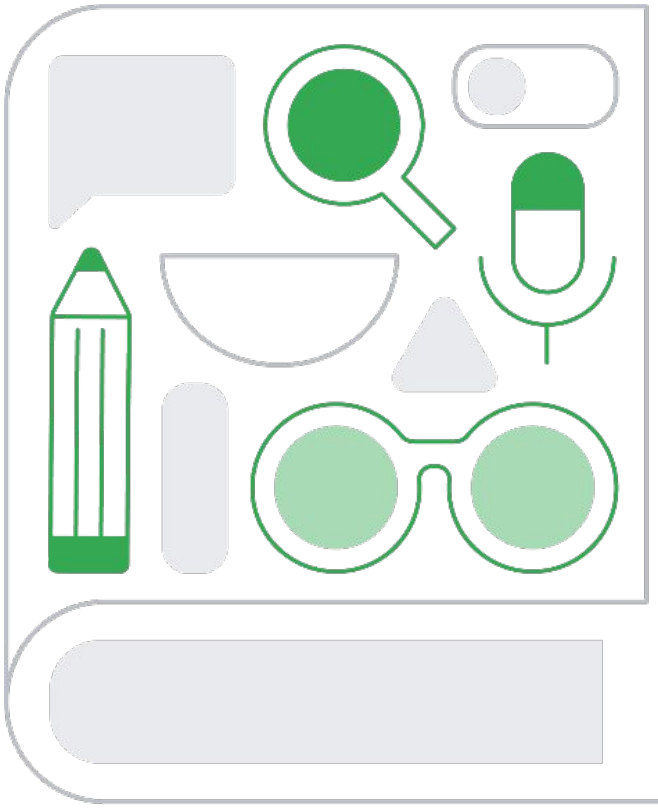
Gemini

Certified University Student exam guide



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

This certification is designed for individuals seeking to demonstrate their expertise in Google AI tools and their ability to integrate AI effectively into their university studies and work.

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

Getting certified

01

Prepare

Our AI training and tools for students course helps learners prepare for the exam.

02

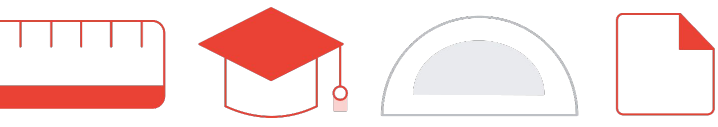
Review

(Optional) Take the Google AI Essentials course.

03

Test

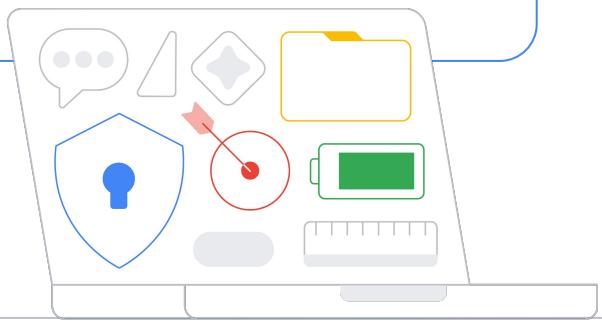
Visit the certification page and click "Register" to sign up for the Gemini for University Students exam.



Google for Education

Understanding Generative AI & Gemini: Your AI Toolkit

A certified university student comprehends the principles of generative AI and strategically and responsibly uses Google's AI tools as a powerful academic asset, viewing it not as a shortcut but as an intellectual partner that enhances critical thinking, learning, and productivity across disciplines. To achieve this, students master the fundamentals of Generative AI and Large Language Models, learn effective prompting techniques, utilize Gemini's integration into familiar tools like Gmail and Slides, and, most importantly, cultivate a critical lens to evaluate AI outputs. This ensures their original insights remain central while they uphold academic integrity policies and fully grasp concepts like bias, transparency, and privacy.



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 academic work.

1.1.3. Specify Google tools (e.g., Gmail, Slides) that offer integration with Gemini.

1.1.4. Identify how specific Gemini-related tools, such as the Gemini app, Gems, and NotebookLM, and Guided Learning 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 support tailored to individual learning preferences and facilitate understanding of complex topics through varied approaches.

1.2.3. Summarize the main benefits of using Gemini to augment academic learning, moving beyond basic question-answering to encompass deeper intellectual engagement.

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's privacy protocols and safeguards protect students when Gemini is utilized within a college's Google Workspace for Education environment.

1.3 Applying

1.3.1. Classify different academic 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 AI-generated responses for accuracy, potential biases, and completeness, explaining the critical importance of cross-referencing and verifying information from AI sources.



Learning objectives

Using Gemini as a Student

A certified University student possesses the practical skills to effectively use Google AI tools to transform their learning, research methodologies, and academic projects. They understand that AI, particularly Gemini, is a partner that speeds up time-consuming tasks, supports creative thinking, and provides personalized learning without requiring advanced skills. This includes knowing how to access and use the Gemini app and NotebookLM, mastering the creation of clear PARTS prompts, grounding Gemini's responses in course material by uploading notes, and converting information into various formats—from audio overviews to visual aids using Imagen 4. Furthermore, the student can select the most appropriate Gemini tool for a task, efficiently organize research, and, critically, verify the accuracy and relevance of AI-generated responses to ensure academic integrity and maximize intellectual growth.

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 the Gemini app or NotebookLM.

2.3.2. Generate images using Imagen 4 within the Gemini app that are appropriate for scholarly projects or presentations.

2.3.3. Design a Gem within Gemini to help with a specific academic need.

2.3.4. Synthesize research findings into a cohesive narrative or argument using AI-assisted summarization and outlining tools within NotebookLM.

2.3.5. Develop a project workflow leveraging Gemini and other Google Workspace tools to manage research tasks, track progress, and facilitate collaborative academic work.

Responsible AI Use

A certified University student exemplifies a responsible user of AI tools by committing to critical thinking, understanding the limitations of technologies like Gemini, and prioritizing academic integrity. They fully grasp essential ethical concepts—including bias, transparency, and privacy—and adhere to their institution's specific AI policies for academic work. This requires them to develop the ability to critically analyze AI outputs for accuracy, fairness, and potential bias, and to employ proactive strategies to navigate common pitfalls like hallucinations and the risk of unintentional plagiarism. Ultimately, the student uses Gemini to enhance critical thinking and genuine intellectual contribution, recognizing and respecting the crucial boundary between AI assistance and their own independent academic effort.

Learning objectives



3.1 Understanding

3.1.1. Explain key ethical principles related to AI use, including but not limited to algorithmic bias, data transparency, user privacy, digital responsibility, and their implications on academic integrity.

3.1.2. Explain the concept of prompt engineering and its significance in eliciting accurate and relevant outputs from generative AI models.

3.1.3. Describe proactive measures and best practices to prevent plagiarism and ensure originality when integrating AI tools into academic research and learning processes.

3.1.4. Explain the importance of self-awareness and critical thinking in effectively leveraging AI, emphasizing how these human faculties are indispensable for evaluating AI outputs and maintaining intellectual autonomy.

3.1.5. Explain the importance of version control and documentation when leveraging AI-generated insights in academic work, ensuring traceability and accountability.

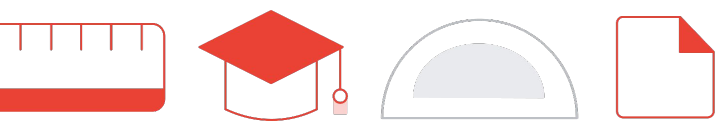
3.1.6. Describe the limitations of current generative AI models beyond hallucinations, such as their lack of true understanding, reasoning, or experience.

3.2 Analyzing

3.2.1. Analyze potential biases and limitations inherent in AI-generated outputs, identifying how these might arise from training data or algorithmic design.

3.2.2. Identify and analyze the potential risks associated with over-reliance on AI tools in academic settings (like, erosion of critical thinking, reduced analytical skills, algorithmic bias), and propose proactive strategies to mitigate these challenges.

3.2.3. Analyze the ethical implications of using AI for a given academic task, considering factors such as intellectual property, data privacy risks, and the potential for algorithmic discrimination.



Google for Education



Learning objectives

continued

3.3 Evaluating

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

3.3.2. Evaluate the efficacy of various (pedagogical and practical) strategies designed to foster AI literacy and cultivate responsible AI usage among students.

3.3.3. Explain and defend the rationale for selecting or refraining from using AI tools for academic tasks, evaluating the potential dilemmas and academic risks against the prospective benefits and desired learning outcomes.

3.4 Creating

3.4.1. Develop a best practices guide for integrating Gemini into scholarly research processes, optimizing for efficiency while preserving intellectual rigor.

3.4.2. Construct a concise argument for or against a specific application of generative AI within a certain field of study, supported by evidence and considering ethical, societal, and disciplinary implications.

3.4.3. Draft a proposal on innovative methods for utilizing Gemini to enhance collaborative academic work, outlining strategies for transparent attribution and equitable contribution among team members.

3.4.4. Create a brief instructional resource (like an infographic, short video, audio overview, study guide) for peers on a specific aspect of effective Gemini use in an academic setting.

Gemini