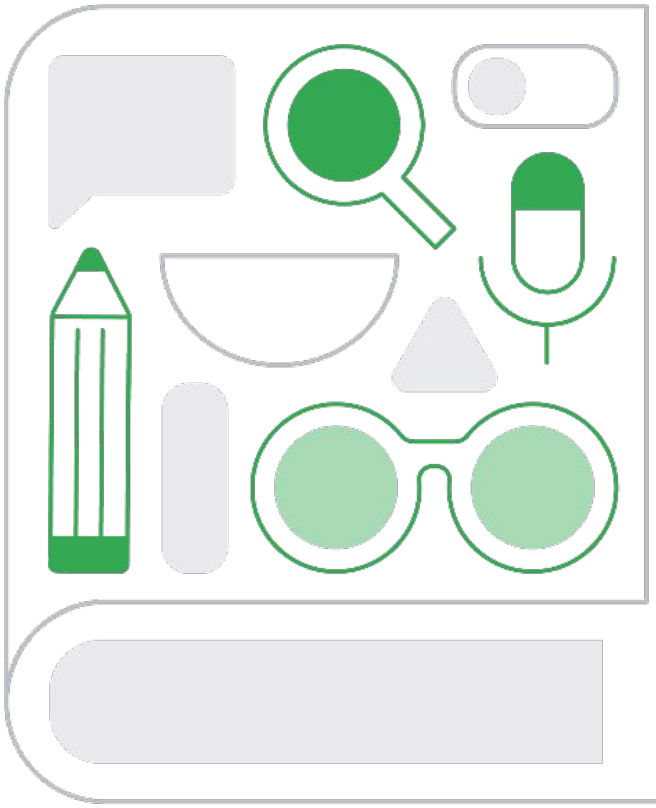
Gemini

Certified Educator exam guide



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

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

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

Getting certified

01

Prepare

Our Getting Started with Google AI in K12 and Generative AI for Educators courses help learners prepare for the exam.

02

Review

Our Teaching responsible use of AI resources includes lessons and activities to bring AI into your classroom responsibly.

03

Test

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

Google for Education

✦ Understanding Generative AI & Gemini

A **Gemini Certified Educator** can leverage Gemini as a powerful tool to enhance teaching and learning, not replace it. They understand the core principles of generative AI, how to use effective prompting techniques, and can explain how Gemini's integration into familiar Google tools like Docs and Gmail can significantly boost productivity, collaboration, and creativity. They also have a foundational understanding of AI privacy and security to protect student information.

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 transform how educators work, teach, plan, or support students.

1.1.3. Specify Google Workspace for Education tools that offer integration with Gemini.

1.1.4. Identify educational use cases of specific Gemini-related tools such as the Gemini app, Gems, and NotebookLM

1.2 Understanding

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

1.2.2. Describe how Gemini can personalize student learning and provide differentiation.

1.2.3. Summarize the benefits of using Gemini in educational settings beyond chatbot functionality.

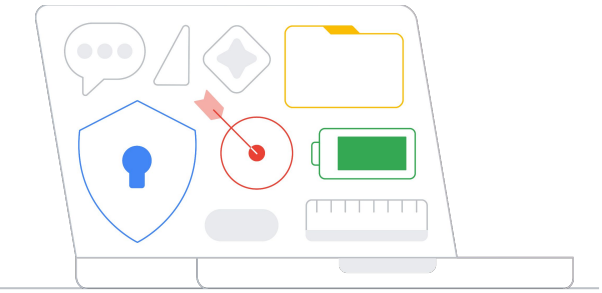
1.2.4. Differentiate between AI augmenting and AI replacing the educator experience.

1.2.5. Articulate Google's policy to protect privacy when using Google Workspace for Education accounts.

1.3 Applying

1.3.1. Classify various educational scenarios where Gemini's capabilities (e.g., curriculum planning, grading, feedback, communication, differentiation) are most applicable.

1.3.2. Select the appropriate Gemini-related tool (e.g., NotebookLM, Gemini App, Gemini in Classroom) for a given educational task (e.g., summarizing documents, drafting emails, creative brainstorming).



Learning objectives

Implementing Gemini in Educational Practice

A certified educator understands that AI, and specifically Gemini, can transform how they work, teach, and support their student communities by streamlining time-consuming tasks and personalizing learning experiences. They possess the skills to navigate various Gemini tools and write effective prompts to develop high-quality learning materials, refine written content, and transform information into different formats. This allows them to enhance existing workflows and innovate teaching and learning.

2.1 Applying

2.1.1. Navigate to a Gemini or NotebookLM tool

2.1.2. Construct an effective prompt for Gemini to generate learning materials (e.g., a practice quiz, lesson outline, rubric) for a specific subject and grade level.

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. Employ Gemini-integrated features to streamline a common administrative task, such as drafting a back-to-school email for families or creating an agenda for staff meetings.

2.1.5. Utilize Gemini in Docs / Gemini in Gmail to draft an email or written content based on specific context and tone requirements. (Available in Google AI Pro for Education)

2.1.6 Utilize Gemini in Forms to create a quiz that aligns with learning objectives and is based on a Doc or Slide. (Available in Google AI Pro for Education)

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 (e.g., applying the PARTS framework).

2.2.2. Analyze a provided Gemini output to identify areas that require refinement or additional prompting to meet specific learning objectives.

2.2.3. Evaluate the effectiveness of using specific Gemini features (e.g., Audio Overviews, Mind Maps in NotebookLM) for exploring and understanding complex source material compared to traditional methods.

2.3 Creating

2.3.1. Develop a short, customized learning resource (e.g., a practice quiz, a set of differentiated instructions) by interacting iteratively with Gemini.

2.3.2. Generate images with Imagen 4 within the Gemini app that are appropriate for a given lesson context.

2.3.3. Design a Gem within Gemini to address a specific, recurring classroom need (e.g., generating bell-ringer activities, providing quick feedback frames).

2.3.4. Transform an existing Google Slides presentation into an engaging video using Google Vids, incorporating Gemini-generated scripts, voiceovers, and animations. (Available in Google AI Pro for Education).

Responsible AI Use in Education

A certified educator is prepared to guide students in using AI responsibly, fostering their AI literacy and critical thinking skills. This involves teaching them how to critically evaluate AI output, understand its limitations, and navigate potential challenges like plagiarism and bias to prepare them for an AI-powered world.

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 educational contexts.

3.1.3. Describe various approaches to addressing potential plagiarism when students use generative AI tools.

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 (e.g., 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 (e.g., over-reliance) in a classroom scenario and propose initial mitigation strategies.

3.2.3. Examine a hypothetical scenario involving AI use in the classroom 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 educational tasks, considering both benefits and risks.

3.4 Creating

3.4.1. Develop a simple classroom guideline or a discussion prompt to initiate a conversation with students about the responsible use of generative AI.

3.4.2. Formulate a plan for how an educator would proactively address potential issues like plagiarism or factual inaccuracies when integrating Gemini into student assignments.

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