

Professional Learning Network Project – Part 6: Individual Reflection

AI for Creativity & Design

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Search Findings

As part of this Professional Learning Network Project, I was pleasantly surprised by how much community exists around AI in education. I initially expected to find a handful of resources. Instead, I discovered a network of educators, researchers, and organizations actively shaping the future of digital learning, which inspired me and made me feel part of something bigger.

Our searches led us to ISTE, CoSN, Quality Matters, Google for Education, and thought leaders like Casey Fiesler and Ethan Mollick. Each offered a unique perspective: ISTE emphasized creativity and instructional design, CoSN focused on accessibility and district-level policy, and Quality Matters provided frameworks for ethical and inclusive course design. The Google for Education guide was especially helpful in showing how large-scale platforms balance innovation with responsibility.

What stood out most was the sense of urgency and drive within this online community. Educators are not passively reacting to AI, but actively shaping how it can be used responsibly and inclusively. This gave me confidence that the conversation around AI in education is not isolated, but part of a growing, supportive network of professionals who want to better their teaching practices and prepare students for the future.

Social Media in Educational Settings

This project also made me reflect on the role of social media in education. Personally, I am very “anti-social media” in my own life. I dislike the idea of being easily searchable and the vulnerability that comes with being so public. While I see the value in professional communities, the openness of platforms like X or BlueSky still feels intimidating.

That said, I appreciate social media when it is framed as a professional brand, similar to LinkedIn. Thinking of it as a curated space for professional identity makes the idea more palatable. Using platforms like X or BlueSky intentionally, whether it be for sharing curated resources or engaging in focused discussions, can help educators build a professional presence

while managing vulnerability. This approach can make social media a safer, more effective tool for professional growth.

For our project, we highlighted platforms like Pinterest and WordPress, which feel more resource-driven and less personal. Pinterest boards, for example, allow educators to curate lesson ideas and classroom visuals without requiring constant personal updates. WordPress blogs offer space for deeper reflection and resource sharing while maintaining a professional tone. These platforms feel safer entry points for educators who, like me, are hesitant about public exposure but still want to participate in professional communities. My takeaway is that social media can be helpful for educators, but it requires boundaries and intentionality to enhance learning rather than distract from it.

Reflection on Group Functioning

Working with my group was a positive experience overall, though it came with challenges. At the start, our very different schedules made collaboration difficult. It took some adjusting to find a rhythm that worked for everyone. Because of those scheduling issues, we didn't talk through our experiences or resources as much as I would have liked. In some ways, this limited the depth of our discussions, but I also found that it wasn't strictly necessary for this project. Throughout the project, each person contributed their part, and the project came together cohesively.

If I could suggest one improvement, it would be to have a dedicated group space within Canvas for discussion forums. Implementing structured discussion threads or shared resource repositories could help to facilitate ongoing reflection and resource sharing. Perhaps these tools could help teams overcome scheduling challenges and foster deeper collaboration, ensuring all voices are heard and ideas are built upon more effectively.

Takeaways, Suggestions, and Advice

This project reinforced the importance of clarity, collaboration, and iteration. I learned how valuable it is to translate complex ideas into concise, actionable resources and how much stronger a PLN becomes when grounded in shared values such as creativity, ethics, and inclusion, which builds trust among members.

My advice for future students is to start with a clear vision of your PLN's values and let those guide every decision. Embrace social media as a professional tool, but set boundaries that make it feel safe and purposeful. Platforms like Pinterest and WordPress can serve as accessible entry points for educators who are hesitant about public exposure. In contrast, more open platforms like X or BlueSky can be approached gradually, with professionalism in mind.

Finally, lean into group collaboration, even when schedules don't align perfectly, trust that each member's contributions will strengthen the final product. Overall, I am proud of what our team created. The PLN website reflects not only the research we gathered but also our shared commitment to preparing educators and students for a future where AI is both innovative and responsible. Most importantly, I leave this project with a deeper appreciation for the community of educators already working hard to shape that future.