



Fulbright Global Education Artifact Toolkit

Toolkit Template

Step 1: Identify Topics, Concepts, and Practices

Course Concepts or Topics that Resonate with Me	Why This Resonates / How It Connects to My Practice
Global Competency	Building my students' capacity, authority, & ability to think about their role in a global society. Building the skills and providing the tools they will need to be leaders, consumers, participants in an ever-increasing global economy but also shrinking world. "Path to Global Competence...thinking routines...habitual practices...pave the way for the kind of learning we need to prepare our youth for our interdependent world" (Ross).
"Glocal" = global AND local: thinking locally, acting globally	Providing local educational settings, identifying local issues and expanding to see how those "local" issues are also global issues. That the same (or at least similar) ideas/issues/concepts/challenges that affect us in our immediate communities are similar to others across the nation/world. Homelessness, food insecurity (for instance) are global challenges facing people in all corners of the world.
Communication: debate vs. dialogue	"Communication is at the heart of learning in every classroom" (Moore). The differences between the types/ways of communicating: "In a debate there is a winner and a loser...in a dialogue there are two winners" (Essentials of Dialogue). This is important because not everything is a debate, nor should it be. Students need to know how to converse, how to dialogue and have healthy discussions about a variety of topics/issues, identifying their own

	perspectives and being cognizant of the perspectives of others – the don't have to align. It's ok to disagree.
AI	AI has been a topic of conversation for several years. As this technology advances and becomes a larger and more readily available resource, education/educators may have to embrace it and incorporate it into our daily life. How exactly? That is the tricky part. I've had several conversations over the years, and more recently with several colleagues about AI use – for ourselves and our students. When this topic came up in our coursework, I decided to finally devote some time to develop a one-page infographic on the ethical use of AI for students.
SEL	Social-Emotional Learning needs to be more present in the classroom. I feel like more than ever, our students need to pause from academics and need time to reflect, be silly, vent, and just be kids, at all ages. I've been trying to incorporate this practice more into my classroom routines. This idea has been supported and validated by our coursework and the resources on SEL. I've implemented "Fun Fridays" and am more intentional about planning for some fun on Fridays, so it becomes a consistent routine and practice. And something students can expect as well as look forward to. This year, I've used the Calm app for some morning meditation. I've set assign 6-7 minutes for students to write a 67-word explanation of the meaning of 6 7. I've taken the TikTok sensation of the "Hear Me Out Cake" and turned it into a TOK It Out activity for my TOK students. As busy as we are, as much as the students, and I, have on our plates, taking a few minutes to pause and check in on our well-being is a few minutes well spent, and can be the relief from stress and anxiety we all feel and need.

Step 2: Artifact Planning & Reflection

Artifact # Name Type	Audience Purpose/Goal <i>(Self, Students, Colleagues, Administrators School, Community)</i> Who is your audience and how do you hope to impact them with this?	Artifact Description How and when will you use it?	Key Resources	How did these resources support development/inform your thinking?	Reflection: Next steps? Areas for improvement?
1 <u>TOK: Human Sciences & Art -Journal prompt & activity.</u>	Students My senior TOK students are my primary audience. I will use this journal activity to begin a discussion on global issues, leading into the UN SDGs, which students are unfamiliar with. The impact will be to become familiar with UN SDG and begin identifying issues locally.	Art in Human Sciences See, Think, Make, Discuss (activity) & my own journal prompt This activity will be used at the beginning of my AOK: Human Sciences Unit. Students will produce their own artwork expressing their views of the connections between art, science, and global responsibility.	Harvard Project Zero for the See, Think, Discuss, Make activity United Nations website for SDG documents Google images for Kahlo & UN artwork These resources provided the specific activity and tools I need to complete this	Pausing to think/identify how artists are influenced by their environments. Connect how observations of art are similar to the observations scientists make. I will use it as a journal prompt at the beginning of the Human Sciences unit. Students have already had considerable study of Art as knowledge and will use the skills of observation to observe art and identify global issues as reflected in artwork. Artwork: Frida Kahlo self-portrait US/Mexico border 1932 and image of UN tote bag created for Crown Princess Victoria of Sweden.	As I plan and prepare students to move through the TOK curriculum, I want them to be able to see and make connections between Art & Human Sciences. This is lesson 1 of a larger unit I am planning for this AOK (Human Sciences), and the unit will be a part of the inter-school partnership with my fellow Fulbrighter & TOK teacher in NY.

			journal prompt with students.		AFTER Activity Reflection: Students really enjoyed this unit. It was engaging, creative, and offered opportunity for much dialogue in class and with our partner school in NYC. Next time, I will give the unit more time. Because of the short time frame for the inter-school activity, and campus events, I was absent a few days as were my students. I think the unit was excellent, and students responded well and engaged. I just think it needs more time for more depth and understanding of the SDGs & research of some of the local climate issues & potential solutions.
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Artifact	Audience	Artifact Description	Key Resources	Development of thought	Reflection
2 <u>IB Literature: “In This Place” culminating activity</u> “There’s a poem in ____” personal connection	Students & Colleagues Students in my IB Literature HL 1 course, 2025-25. I am teaching 4 sections of this course, for a total of 106 students. I do this activity to teach poetry analysis by studying a local poet and her work. Students learn about the poet and her platform, learn the foundational skills for analysis and then apply those skills to more difficult pieces of poetry.	Write your own stanza mimicking the style and content of Amanda Gorman. I will use this as a culminating activity for a study of local poet, Amanda Gorman, (as introduction to poetic analysis). Students will connect to current issues affecting them & write their own stanzas mimicking the style of Amanda Gorman’s “In This Place” – students will post their stanzas on a shared google slides creating a class poem. <u>Sample Class Poems</u>	YouTube: Gorman reads “<i>In This Place</i>” @ Library of Congress Michelle Obama/Amanda Gorman interview: Time Magazine Time Magazine, YouTube – students read about Amanda Gorman, who grew up 20 miles from campus and is only a few years older than my students. By reading poetry they can connect to and analyze, the anxiety that arises in students when they hear “poetry analysis” is decreased as they see that poetry comes in	Learning about local poet’s use of poetry as a platform for political action/change. Students learn to analyze poetry through poems they connect to and see how authors are social commentators and use their art to craft a call to action.	This was a great activity. Students really engaged and seemed to enjoy Amanda Gorman’s poetry. They were thoughtful in their research of issues affecting them today and wrote powerful stanzas about their feelings to those issues. After the class poems were created, I printed all the “stanzas” and students partnered then analyzed and annotated each other’s work, providing feedback and insights, comparing their views.

			all forms and can be a powerful tool for change. Students then become poets themselves by writing their own stanzas following Gorman's structure.		
Artifact 3 IB Philosophy: Global Perspectives Philosophical Chairs	Audience Students Students in IB Philosophy SL/HL will read and identify philosophical issues presented in each text. Then research and read international news articles identifying the same issues in present day global society. After reading Plato's <i>Allegory of the Cave</i> and Ayn Rand's <i>Anthem</i> , students read international articles to make connections to	Artifact Description Current events & global connections to philosophy. In preparation for a formal Socratic Seminar, students participated in a Philosophical Chairs activity to "dialogue" about the philosophical ideas presented in Plato's <i>Allegory of the Cave</i> and Ayn Rand's <i>Anthem</i> , and comparing those ideas to current global affairs, working towards global competency and reading current events	Key Resources Plato's <i>Allegory of the Cave</i> as found in <i>The Republic, Book IX</i> Ayn Rand's <i>Anthem</i> . Various international news publications	Development of thought Present day connections to philosophical ideas presented in fictional/philosophical texts. Plato is a part of the curriculum of IB Philosophy. Ayn Rand's text is a great short fictional work that closely aligns to the philosophy of Plato's Cave. Students compare both philosophically then research international media outlets to find present day issues similar to those in each text and dialogue about their findings and perspectives leading to a formal Socratic Seminar where they identify philosophical ideas in non-philosophical stimuli – which is a requirement of the Internal Assessment for the course, a 1,600	Reflection Students enjoyed reading <i>Anthem</i> , as well as Plato. They had a lot to say and found many connections from the philosophical and fictional text to present day. The activity and international news sources were eye opening, and students recognized similar issues overseas, as at home. Students in my IB Philosophy SL/HL 1 class. I have used

	philosophical ideas via dialogue, in preparation for formal Socratic Seminar.	about similar issues in foreign news outlets.		word analytical essay on an issue and stimuli of their choosing.	these texts in the past, but have not identified global examples of the same issues before, and have not use the Philosophical Chairs activity as a precursor to a formal Socratic Seminar. I hope to allow students a space to dialogue about their ideas and practice using evidence to support their perspectives.
Artifact 4 <i>Reading the World</i> Email Text	Audience Self & Students This was an email I received from a sales representative from a publisher. At the moment, I am the audience. Reading the text to see how it aligns with my curriculum and the IB	Artifact Description Like many educators, I get a lot of emails and requests to subscribe, try out, purchase a variety of things. From newsletters, to books, to strategies, etc. I don't always read through these, and often just trash the emails. However, 2 weeks ago, this email caught my	Key Resources <i>Reading the World: Ideas that Matter</i> Book by Michael Austin	Development of thought I originally thought this text was going to be best suited for IB Literature, but I'm thinking it could also apply to Philosophy & TOK. The title caught my eye in the email from the publisher's sales rep. The original resource is the email that arrived from a publisher sales rep I met a while ago at an IB Conference.	Reflection I am reading the text and making decisions on when and where it will be best to use this resource. The title of the text is what caught my eye and I thought it was kismet, meant to be that I was getting notice of this resource when I'm working on becoming

	standards for each of the three courses I teach. In the future, my audience will be students in my courses. I it's an especially valuable and useful resource, I will continue to use it and share it with my IB colleagues.	eye. I remember meeting this sales rep at an IB Conference. I responded to her email and received a copy of a text that could be useful to me and my students.		The artifact is the resource itself and that is the text, Reading the World. I'm hoping it turns out to be a useful resource for my students now and into the future.	a globally competent teacher.
Artifact 5 Global Competency Email to Wilson colleagues 11.4.25	Audience Colleagues & Administrators My own email to colleagues & my principal. Currently, the audience is those individuals named in the email. As we develop plans to collaborate and follow through, our audience will grow and include other colleagues as well as the students we are impacting in our individual classrooms.	Artifact Description I sent an email to several colleagues in different departments, all teaching different courses than my own asking for collaboration and to share my new knowledge & information. Email to: Kenfield (principal) Blanchard (IB PPS & Psychology) Hernandez (Ethnic Studies & Econ/Gov)	Key Resources Outlook Email Resources gained through Fulbright coursework	Development of thought Meeting with colleagues and administration will continue to support my own growth and development as a globally competent teacher. And I will be able to share my new knowledge & resources with them to grow their learning & development as well as that of all current & future students. Eventually, sharing the knowledge & experience school-wide. I received two email responses (included) and we have made plans for lunch on Wed 11.12.25 to discuss ideas in person.	Reflection As my time with the Fulbright coursework and learning has gone on, I've learned a lot and have so many stories, ideas, and resources to share. Now that I also have a better understanding of the Toolkit, I am reaching out and sharing my findings and ideas with colleagues, friends, and administrators. I sent this email last week to reach out to several individuals

		Santos (ELD Dept. Chair) Bushyeager (Comp Sci Teacher, CTE Dept Chair)		I have since chatted with the other two colleagues and we're working to align our schedules. I have to find an open window to make an appointment with my principal to have a meeting.	asking them to collaborate, and I emailed my principal asking for her time and help in processing all the new information I am learning.
Artifact 6 Ethical Use of AI infographic & IB AI Statement IBO	Audience Self, Colleagues & Students My own creation of a one-page infographic for student use – inspired by conversations with colleagues. (With the help of AI – Canva) The immediate intended audience, are colleagues and administration as we decide what policies to put into effect for the school as it relates to the use of AI.	Artifact Description The infographic is intended for student use, to help them understand and learn how to use AI as a tool ethically; To use it as a resource to help their writing, research, and learning. NOT to take the place of their own critical thinking and learning. With the help of Canva AI, I developed a one-page infographic for students. I will use this in my classes now and in the future. Immediately however, I am sharing it with colleagues and friends	Key Resources Canva – to make the info-graphic, used the AI feature to develop the info-graphic based on notes & questions I had discussed with colleagues. IBO – statement on AI use My own notes & thoughts on previous conversations with colleagues on this topic.	Development of thought This will support my development as I learn how to use AI and learn the features it has for student use. Students will use this in my classes and throughout their 4-years in high school, to understand and use AI ethically on their learning journeys. Students are the ultimate audience. However, I am starting with colleagues and administration to seek their assistance and opinions. Will this tool be helpful to them and to their students? Is there anything else that should be included? Removed? Can we include this in our school's student handbook? How can this tool be helpful to students in all their coursework, not just in their ELA classes when it comes to writing.	Reflection I have consulted the IB in regard to student AI use (included) and am also sharing this with administration and department chairs. If the IB is embracing AI and has made a formal statement about its use, as a school, we will have to take this into consideration as we develop our policies. I've shared the graphic with several colleagues and the feedback has been positive. I will continue refining the

		in education to ask for their assistance in the continued development of this document. I want to make sure this is useful for both teachers and students as we continue to be faced with increased access to AI in education (and life).			graphic and will create a survey asking for feedback on the impact of AI while I develop and present to my campus and eventually the school board a potential policy for adoption.
Artifact 7 Padlet (Inter-School Activity)	Audience Students in NY & LA Teachers in both locations The only 2 TOK teachers & their TOK students in the Fulbright cohort	Artifact Description To begin our inter-school activity, Ms. Smith & I decided to borrow the Fulbright/IREX Padlet from the beginning of our coursework. We recognize that students are not very familiar with geography, and to help students identify local issues and apply them to other areas, we began the partnership with a map, and asked students where they were local, from the	Key Resources Padlet Google Maps	Development of thought We wanted to give students context and understanding of where each school in our partnership is located. As an introductory activity, before students began identifying issues and developing perspectives/knowledge, we asked students to introduce themselves, their interests, and schools on a map via Padlet. We chose this platform because of the time difference and to show students where each school is located.	Reflection The overall partnership was well received by all students, and they enjoyed getting to know one another and looking at the maps and surroundings of the partner school. Students posted a picture of themselves and shared their favorite activities, subjects, music, movies, and books. During the entire partnership, I really enjoyed texting,

		TED Talk presented in week 3.			speaking with, and receiving multiple emails daily from Ms. Smith. It was a valuable experience, and I think a long-time relationship has been formed.
Artifact 8 Edutopia AI Articles (3): Media Literacy Real, Fake, or Deepfake Skills to Spot Fake News	Audience Self, Colleagues & Students As AI became a topic in the Fulbright coursework, and I've been reading various resources, internet cookies is recognizing my searches and various articles have come up surrounding AI as well as spotting real and reliable news stories & news sources.	Artifact Description I've been reading various articles about media literacy, AI use for students and teachers, and how AI is being used in news reporting. These 3 articles were really interesting and made me think more deeply about how I can incorporate AI into my classroom. And also how I can teach my students to be more conscientious about what news and other media they consume.	Key Resources EDUTOPIA articles (3)	Development of thought The articles and resources that have been coming up as advertisements on my social media feeds has made me pause to think more deeply about my own media literacy as well as digital wellbeing. Being able to do a google search, or google docs is not digital literacy. As I'm paying more attention to what's coming my way based on my searches and resources accessed, I'm pausing to read the articles that catch my eye as being useful/interesting. I'm also questioning headlines and listening to students conversations about current events – I'm recognizing they need help in discerning what's real and what isn't.	Reflection I've enjoyed these articles and will use them as resources and tips to help students become responsible media consumers as well as creators. As I've been working on my own technology development, I've been thinking about how I can help students better develop in this area too. My junior and senior students especially need help as they conduct research for their Extended Essays (EE). But I also had an interesting question

					come up from a Freshman student, in which he revealed that his news source was TikTok. I found this very disturbing and I'm committed to doing what I can to teach students how to question their surroundings and the reliability of their sources.
Artifact 9 Walking History: Ethnic Studies	Audience Colleague in the Ethnic Studies Department Eventually students on campus A colleague in the history department asking to collaborate and create a walking museum similar in concept to the email I received, and also forwarded to them. Mr. Hernandez is the primary audience, but	Artifact Description I came across an interesting email advertising a walking museum. I emailed a colleague who teaches Ethnic Studies asking if he'd be interested in creating our own walking museum for students on our campus. He's interested and we just need to find the time to align our courses and pacing, and then to plan and create	Key Resources Teacher's Discovery advertisement, & website for the walking museum tour, offer & order form. Outlook Email	Development of thought The email advertisement caught my eye and I visited the website to inquire about it. It looks really interesting. But then I had the crazy thought that I, along with my Ethnic Studies colleague, can make an exhibit just like it, with minimal cost to us. And we can make the exhibit more meaningful and relatable to our units of study. For my TOK class that would be the area of knowledge, Indigenous Knowledge, and for the Ethnic Studies course, it would be their unit on the native peoples of Southern California, specifically the San Gabriel Valley. I immediately connected and thought about the	Reflection I've been paying more attention to my "other" email in Outlook, realizing that if I pay more attention to the advertisements, I may come across some great ideas and resources. I explored the advertisement and accompanying information, then reached out to Mr. Hernandez in the Social Studies

	if our plan is able to be completed then the entire student body will become the audience of our museum like exhibition allowing students to walk through history.	the exhibition of a walking museum, connecting TOK to his Ethnic Studies class and to teach local history, of the tribes that occupied the land surrounding our campus.		“glocal” concept shared during an early webinar, but also the place based education and knowledge.	department. He teaches Ethnic Studies, as my district elected to begin teaching Ethnic Studies and created its own course prior to the CA State recommended timeline. CA is now requiring Ethnic Studies as a part of the A-G graduation requirement. The class we have on campus is great and taught by a respected and well liked teacher. The course is very popular and students are engaged and challenged, and really like it. I receive the same feedback from TOK, and I’m planning to create a walking museum exhibit for both courses, and for the entire student body to participate in and enjoy. It’s an ambitious goal, but
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					with time and resources, I think we can pull it off successfully.
Artifact 10 Fulbright Global Education Toolkit Fulbright Toolkit Template	Audience Self Peer Reviewer Dr. Craig Perrier Fulbright Colleagues I'm a very organized Type A Virgo. In order to make the toolkit make sense to my mind and keep my artifacts, resources, thoughts, & reflections organized, I created this template to gather and keep my artifacts. I'm making it available and have shared with colleagues I have been actively keeping in touch with in the hopes that it may assist them as they're	Artifact Description The artifact is this toolkit. I also saved a blank template to share with others, and have linked the template to page 1 of this toolkit, and to the left. I created this to help keep myself organized, but in talking to my inter-school activity partner, I shared it with her and she liked it. I then thought it may be a useful tool for others collecting their artifacts.	Key Resources Fulbright Global Toolkit Assignment Overview (Canvas Course) My brain 😊 Fulbright Colleagues and Teacher Friends asking for feedback.	Development of thought I created an initial document as a chart/table to organize the artifacts I was collecting and creating. It worked and overall it was helpful, but something was missing. After the 2 nd artifact submission during Week 6, I received some insightful and very helpful feedback. I spent several days after working and reworking my idea. I even sent it to my mentor teacher, turned BFF and son's godmother. She's my go-to for all things education. I also consulted and shared my creation and thoughts with my principal. Both, highly educated, and respected women, who I admire, provided valuable feedback and supported the template.	Reflection The original toolkit I created seemed a bit redundant (link on left). I had created all 4 steps as outlined in the assignment overview, but it didn't seem to work. I wanted the toolkit to be meaningful and clear, as well as easy to use. I took my peer reviewer's suggestions and went back to the drawing board. In keeping with the AI work we've been doing, after I was finished, I uploaded the toolkit and the assignment overview into ChatGPT and asked it's opinion. It confirmed the template was useful

	putting their toolkit together.				and met the requirements of the assignment. Feedback from my principal and colleagues I consulted with provided the best guidance and support, all stating that the toolkit was “me”.
Artifact 11 Edutopia Quote	Audience Self Colleagues I will be creating this quote as a poster and putting it up in my classroom. I may even update my email signature to include this quote to reach a larger audience.	Artifact Description I’ve been enjoying several articles and resources through Edutopia. This quote popped up on my social media feed one evening. It rings true and solidified all the work we’ve been doing these 8 weeks.	Key Resources Edutopia Facebook	Development of thought This quote randomly came my way. I saved it as an artifact immediately as it supported very clearly the Fulbright Global Education curriculum and coursework.	Reflection I like inspirational quotes for both students and me. This quote ties very clearly to all our coursework. It goes beyond the statement that teachers are preparing students for something, like is often stated. The quote is specific and clear and very true. Supportive of our coursework, but also a cheerleader of sorts for all the dedication, work, sweat, and sometimes tears we put into our students

					and preparing them for their futures.
Artifact 12 EDUTOPIA Annotations Article Annotation Lesson Annotations Sample	Audience Self Students (current & future) My current and future students will benefit from this lesson as it is a bit different than what we covered before. I will likely pivot my focus when it comes to teaching annotations and be more strategic, using this tool, to help students see the value of annotating and bringing the practice to their regular routines and practice with reading.	Artifact Description The sample annotations came my way first. Again, as a meme/post on my social media. It caught my eye as I just finished a lesson on annotating poetry. I went on to explore the sample deeper and it led to the Edutopia article and lesson on teaching annotations. Something students need and often struggle with.	Key Resources Edutopia Facebook	Development of thought I've been working with students on annotating the texts and materials we're reading. Trying to build the skill into their reading routine to help them process the information, take good notes to organize the evidence, and see the value in doing so. Some are catching on, others not as much. I always appreciate different approaches or ways to teach a skill. A new perspective and tool to best support my students on their literature journey. When the sample caught my eye, I wanted to explore it further and came across the article. And at the end of the article, Edutopia's AI and offer to build the lesson based on the article. Why not?	Reflection I'm a naturally inquisitive person, always have been. I ask a lot of questions, seeking answers and better understanding of whatever it is I'm working on, about to learn, or anything that catches my interest. This can be a benefit, and at the same time it can be a slide down a rabbit hole, taking time. But as I've said in the past, if the inquiry leads to learning, it's never time lost. This has been especially true as I've opened myself to learning more about AI and how it can be beneficial to my teaching and my students' learning. I continue to be surrounded by

					coincidences that lead to new knowledge as I complete the Fulbright coursework. This sample and article fit that category too. In reaching the end of the article, I noticed the Edutopia AI. Since I've opened myself to learning about it, I tried the tool, and the attached lesson is the result of that inquiry. I have not tried it yet, but will at the next appropriate time in my curriculum.
Artifact 13 TIME Magazine AI Article	Audience Self I continue to be inquisitive and want to learn more about AI and how it affects education, the environment, brain	Artifact Description I subscribe to TIME Magazine and this article just made it into a recent publication, I think it was the online version I received by email, though I get the hard copy delivery via post as well.	Key Resources TIME Magazine (print & online)	Development of thought Coincidence or just being more aware of the conversation and news surrounding AI? Perhaps a combination of both, but I am noticing more publications and information surrounding it. I'm reading all I can about it and learning how it can be helpful to me and my students, because as one of the Week	Reflection I may as well hop aboard so I'm not late to the AI party. I've struggled with technology for many reasons over the years. With how much of it there has been in such a short time, I

	waves, and the future of humanity.			7 texts stated, “AI isn’t coming, it’s already here”.	often find it overwhelming. With encouragement and determination to get over my fears and frustrations, I’m embracing the opportunity to learn a new tool. I’d rather be a leader at the forefront of learning and developing ethical strategies for this tool, than left behind trying to figure it out. We’ll see how it goes, but I remain committed to the thought that, AI is only as smart as its consumer. So I’d like to teach students how to be smart consumers and how to develop strong questions and commands for AI that will be beneficial.
Artifact 14	Audience	Artifact Description Good tips for teaching students research skills	Key Resources Edutopia	Development of thought Another good article that I coincidentally and accidentally came	Reflection I need to be more diligent and aware

EDUTOPIA Research Article	Self, Students & IB Coordinator I noticed very recently that students do not know how to conduct research. This was very obvious when a current junior told me his primary resource was google and looked confused when I told him google was a search engine.	and what to focus on, starting with appropriate key words.		across during our coursework and after I learned a student was not just conducting his research only on google and thinking it was his primary source, but he was also ONLY reading the AI overview provided for his keywords. Scary!	when it comes to student research skills. Their digital wellbeing and media literacy depends on it. As overwhelmed as I often feel when it comes to technology, I must be cognizant that students feel the same way, and I cannot assume they know how to use technology effectively and ethically just because they grew up surrounded by it.
Artifact 15 Aeon Article Guardian Article	Audience Self & Colleagues I want to read more about AI, its effects on education, environment and knowledge in general.	Artifact Description Good article with an interesting headline, which is what caught my eye. I cannot recall how or where, but I noticed in reading the article in the Guardia, that the article in the Guarding originally appeared in a different publication, so I turned	Key Resources Aeon.com theguardian.com	Development of thought “Holes in the Web” caught my attention. Interesting article. The headline alone supports my “AI is only as smart as its consumer” thought process. I just want to read more, learn, and be in control of technology and specifically the use of AI. If you can’t beat em, join em. Though there isn’t anything to beat. AI could be beneficial to education as long as it’s	Reflection Good article, well written offering insight into knowledge gaps created by AI. And also what happens when we take things at face value, trusting the web as if it were an expert, and not a collection of various amounts of information. Further

		to the original primary source.		used appropriately and students learn to prompt it thoughtfully.	proves that we must be steadfast and curious but also careful in what we read online and what we do with the information the internet (and AI) provides.
Artifact 16 ASCD Article	Audience Self I'm a curious student and avid reader. And a fan of Fisher & Frey. Interested in reading this article about what they have to say about AI and the skills the students need to use it successfully.	Artifact Description 10 AI skills that students need according to Fisher & Frey. I've enjoyed their work and participated in a PD workshop led by Dr. Fisher. I thought this article was well written and contributed to my newfound understanding and plan for AI in my professional and personal use.	Key Resources ASCD	Development of thought I find Dr. Fisher and Dr. Frey to be reliable and engaging. I've been inspired by their research, strategies, and was curious about their interpretation and plan for students when it comes to AI usage. Interesting article and it will be helpful as I move forward with my plans to develop an AI policy for my campus, and eventually the district.	Reflection I enjoyed the article. I think it will be useful in developing an AI policy for campus. It's given me more to think about in how I want to proceed and what questions I may want to ask students and colleagues in regards to AI use. It may help me refine Artifact 6: Ethical Use of AI infographic.
Artifact 17	Audience Self, Colleagues & Administration	Artifact Description Received an email brochure about a Media Literacy Seminar through the Bureau of Education and	Key Resources Outlook Email BER brochure	Development of thought I've participated in past seminars and PD offered by BER. This one came through my email in perfect timing to the Fulbright coursework and I decided to take the chance. I'm still	Reflection Past seminars and PD by BER were informative, engaging, and valuable learning experiences for me.

Media Literacy Seminar Brochure Media Literacy Seminar Email Request	Requesting to attend this seminar on Media Literacy	Research, with whom I've participated in other seminars in the past. When I saw the advertisement for the upcoming seminar, I emailed both my IB Coordinator and Principal to attend and share the information with the Literacy Committee on campus.		waiting for a response, but then again it was a very busy week prior to the Thanksgiving Holiday, and campus will be closed. I'll touch base again with both after the break and hopefully I can attend. However, the seminar seems affordable, and I may enroll on my own time and dollar.	I'm interested in attending this one as well. I hope I get to go and share the experience and knowledge with colleagues. Will revisit this reflection after I attend.
Artifact 18 Magic School AI Rules Magic School AI Instructions	Audience Self IB Literature HL 1 Students	Artifact Description Inspired by my Fulbright ELA Cohort, I took the plunge and decided to learn what AI was about for myself.	Key Resources Magic School Google YouTube	Development of thought The only way to find out what AI can do for me is to ask it. I spent quite some time exploring Magic School and having it create an Emily Dickinson chatbot for my IB Lit class. I did have to consult google and YouTube to figure it out though, the platform was not Casey Friendly or intuitive - I have a love/hate relationship with technology that I need to get over.	Reflection 3 hours of my life I'll never get back. LOL But seeing the fun students had with my author chatbot was worth it. They were all engaged and enjoyed getting to know our author before we began a deep analysis of her work. I'll continue to be brave and learn various AI, and other technological tools to help improve my craft as well as increase the rigor and student

					engagement in my classes.
Artifact 19 TOK Human Sciences & Art Unit SDG Artwork SDG Poster SDG Overview Poster “Make” Student Artwork Sample	Audience TOK students (IB Yr 2) in LA and NYC as a part of the Fulbright Inter-School Activity.	Artifact Description I have enjoyed the NYC+LA partnership immensely. The introduction activity and ensuing discussion via Padlet for students was fantastic! We’re all sad to see it end, but plan on returning after the holidays and continuing to work together. The 5 artifacts here are all a part of the entire unit which my students completed & participated in.	Key Resources Marie Smith - TOK Teacher @ Prospect HS (NYC) UN SDG IB TOK Subject Guide	Development of thought The Inter-School partnership was very successful. We all enjoyed working together. However, because each school/teacher was slightly off on pacing and timing (and where each one was in the curriculum), I made some changes and added some activities to my TOK Human Sciences + Art Unit that were slightly different from Smith’s in NYC. I like to do things differently and think outside the box, in all my classes and especially in TOK because of the freedom and flexibility. I also felt inspired by the TED Talk in Week 3. I thought it was a perfect fit for thinking locally, acting globally and a great lead in into Place Based Education and connecting to our sister school in NYC.	Reflection I LOVE this unit! Working with Ms. Smith was great! I also felt so inspired by Taiye Selasi that I had to bring it to my students. I do TED Talk Tuesdays quite regularly. My students really liked this one too, and one student in particular was as moved by the talk as I was. This student migrated from El Salvador to CA during her sophomore year. And we often discuss our experiences as immigrants. When we got to the “Make” part of the visible thinking strategy as introduction to the Multiple Perspectives collaboration with

					NYC, the student used the inspiration from Taiye Selasi to create the tote bag on the left, the last in the series of documents in this artifact. I<3ToK
Artifact 20 Dickinson Stations	Audience IB Literature Students (Current & Future) Current Lit students participated in this 2-part activity learning more about Emily Dickinson and reflecting on what they've learned.	Artifact Description Stations/Gallery Walk in which each station is a different task and connection to understanding Emily Dickinson, her life, and poetry.	Key Resources Google Gemini Emily Dickinson history Dickinson collection of poetry of study	Development of thought Curiosity is continuing to be piqued the more I read and converse with colleagues and their experiences. My ELA Fulbright Cohort has been especially supportive and inspiring and with their encouragement I continue to “just do it” and try to see what AI can do and how it can help me be better at my job. If I don’t like what we (AI & I) create together, I don’t have to use it. In this case, I did again.	Reflection This activity also turned out to be successful. I created 4 stations, each one with a different task. Students were grouped according to their seat number (they sit in groups of 4), so all 1s started in Station 1, and so forth. Students worked together to share their knowledge, find answers, and record their own responses and then provide their own reflections. This was an unorthodox approach of the Text-to-Self Connection strategy

					and I think it worked very well. Will continue to refine it and use it again in the future.
Artifact 21 TOK It Out Activity TOK It Out Prompts	Audience IB Yr 2 Students (ToK, IB Philosophy, IB Literature - students and I have been together across three courses over 2 years) Created this activity recently to support this class of students with their SEL, they have been really stressed out with college apps, SATs, and life in general. They needed a break so I flipped the TikTok Trend to make it SEL and appropriate for class.	Artifact Description I recognized my seniors were feeling really overwhelmed and stressed out. There were lots of stress tears and snapping at one another, much like a family of siblings when everyone is wound up tight. I baked a cake, celebrated 3 Birthdays and turned a viral sensation into a fun, stress reducing activity.	Key Resources Colleagues & students to explain the trend (I don't TikTok) Google Gemini My kitchen	Development of thought A fun and silly activity that the students have been talking about was a great avenue to explore and make meaningful connections and release some stress. What a better way to learn AI than to create an SEL lesson with no stress on my part over accuracy. Seeing students in tears and frustration made my heart hurt. So I took my Fun Friday challenge and turned it into a sort of therapy. I gave Gemini detailed background to the course, the length of time we've been together, their ages, and uploaded my syllabi for each of the three courses we've survived together. I then had it create prompts in the style of the "Hear Me Out" on TikTok, but it's "ToK Me Out", making the activity even more silly but also relevant.	Reflection My students had a ball. We all took a much needed break from curriculum, jobs, family demands, college apps, and prepping for SATs, among a million other things. It was heart warming and fun. Students got to be kids, silly and smiling while enjoying a slice of cake celebrating three of their peers. I'm happy with the turnout, and with the prompts Gemini created for this activity.

