Professional Development Report (DBIP): AI in Education

Date of Program: 24th & 25th April, 2026
Venue: Phuntsho Guesthouse, Bumthang
Participants: 24 Teachers
Program Coordinator: PDEO (Mr. Kuenzang Tenzin)
Facilitators: Mr. Tenzin Namgyal (JakarHSS), Mr. Haresh Natheni (JakarHSS) & Mr. Jampel Norbu (ChumeyHSS)

1. Introduction

A two-day Professional Development (PD) program on "Artificial Intelligence in Education" was successfully conducted for teachers of the district. The program aimed to enhance digital competence and promote effective integration of AI tools into teaching and learning practices.

The training was delivered through a Google Site-based platform (site link: Tenzin Namgyal-JHSS - AI-DBIP: Bumthang) where all materials were pre-organized and accessible anytime and anywhere, enabling flexible learning.

2. Program Opening and Educational Context

The training commenced with the traditional offering of the "Tashi Tshekpa," followed by the Long-Life Prayer to His Majesty the King. The Program Coordinator (PDEO) delivered the keynote address, framing the training within the broader context of the Bhutanese Education Blueprint. The address emphasized digital integration and the evolution of curriculum standards.



3. Objectives of the Training



- Build foundational understanding of Artificial Intelligence in education
- Develop effective prompt engineering skills using structured frameworks
- Introducing AI tools to enhance teaching and classroom management
- Promote integration of AI within platforms such as Google Classroom

- Encourage innovative and responsible use of technology

4. Training Content

- Introduction to AI: This session demystified AI as a tool for cognitive augmentation rather than replacement. Discussions focused on ethics, bias, and practical safety in the classroom.



- Prompt Engineering (Craft and Parts Framework): Participants learned the C.R.A.F.T. method (Context, Role, Action, Format, Tone) and the "Parts" architecture to structure complex requests. This was highlighted as a core skill for accurate AI outputs.
- Gemini Gems: Focus was placed on creating custom AI agents tailored to specific teaching subjects, allowing teachers to build personalized tutors.



- Notebook LM: Educators learned to upload curriculum documents to create source-based AI agents capable of generating summaries, study guides, and student FAQs.
- Class Dojo: Implementation of AI-assisted feedback loops for classroom management.
- Google Classroom with Gemini and Gems: The final session focused on workflow automation, including generating rubrics and differentiated learning materials directly within the Google Classroom ecosystem.

5. Assessment and Certification

A 25-item competency assessment was administered. A minimum passing score of 20 out of 25 (80%) was required to earn the Certificate of Competency, ensuring all certified participants reached a high level of proficiency. Moreover, participants were oriented to



attempt Google certification which is free for now initially it charges $25 (USD).

6. Participant Feedback

At the end of the training program, participants filled out a feedback form before the vote of thanks. The feedback aimed to evaluate the effectiveness of the training, relevance of content, facilitation quality, and areas for improvement.

Feedback Report on 2-Day Training on AI in Education indicated the training was highly appreciated, with an average rating of 4.67 out of 5, indicating strong satisfaction among participants.

The responses show that participants developed a good level of confidence across key areas:

- Understanding fundamental concepts of AI (***Mean: 4.14***)
- Using prompt engineering frameworks such as CRAFT and PARTS (***Mean: 4.05***)
- Creating and using AI tools such as Gems (***Mean: 4.24***)
- Applying NotebookLM for teaching-learning materials (***Mean: 4.14***)
- Integrating Gemini tools in Google Classroom (***Mean: 4.24***)
- Using ClassDojo in classroom practice (***Mean: 4.48***)

Participants also indicated their intention to integrate AI tools into lesson planning, classroom activities, and differentiated instruction practices. However, some key ***challenges*** were identified:

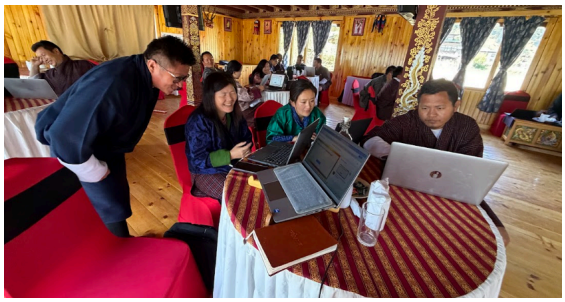
- Limited access to ICT infrastructure and digital devices
- Need for more hands-on practice sessions
- Time constraints in classroom implementation

Participants recommended:

- Provision of adequate digital resources in schools
- More practical, hands-on training sessions in future program

Overall, the training was relevant, impactful, and well-received, with clear potential to enhance teaching and learning practices. Addressing infrastructure and capacity-building needs will further strengthen effective implementation.

7. Outcomes of the Training



- Improved understanding of AI concepts
- Enhanced prompt engineering skills
- Increased confidence in using AI tools
- Strengthened digital competencies

- Encouraged innovation in classrooms

8. Closing and Acknowledgments

The training concluded with a vote of thanks from Lead Facilitator Mr. Tenzin Namgyal. We extend gratitude to the District Education Office, the Program Coordinator, participants, the co-facilitators, and the venue providers for their support for the success of the training program. The event concluded with a group photo session.



Thank you.