MTI 652: AI for Assessment, Feedback, and Engagement

FAST PASS DISTANCE COURSE FOR ANDREWS UNIVERSITY

MTI Contact Information:	
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Instructor	Shawn Bean
Instructor Background:	Shawn Bean has taught a variety of Social Studies courses in the south suburbs of Chicago since he graduated from Bradley University in 1999. In 2007 Shawn received his masters degree in Integrating Technology into the Classroom from Walden University. In 2009 he began teaching graduate courses on a variety of topics including: differentiation, technology, rigor, and ways to incorporate more experiences outside the classroom into current curriculums.
MTI Grading:	grades@midwestteachersinstitute.org

Course Information	
Course Format (distance learning, online, webinar, experiential onsite courses):	**Distance Course** Once you have registered for this course, you can immediately begin working. This is the syllabus for the course, and all materials needed can be found at the bottom of this syllabus under "Course Materials" or via your own research on the topic. Approximately 135 hours of instructional time is devoted to this course. Please see rubrics below for assessment and grading criteria. MTI Instructor will evaluate, grade, and process your final work within 7-10 business days of receiving it. Grades will be posted within 14 days and a grade report via email will be sent to the student. ALL questions, customer service, grades and transcript questions are to be directed to MTI, **NOT ANDREWS UNIVERSITY** for this course.

	All distance courses allow you to work at your own pace as your schedule permits. All coursework is due within **one year** of the registration date. If you need more time due to unforeseen circumstances, please contact MTI at the address provided above to request an extension.
Formatting Requirements	All assignments should be included in the same document. Please do not submit separate documents for each portion of the course. The first page of your submission should include the following information: ● Name ● Home address ● Email address ● School district name, address ● Date of submission All following assignments must be submitted in the same order as they appear on the syllabus. Please name your document with your course number and full name (ex. 500JohnSmith). You may submit a Microsoft Word document or a Google document (if using Google, please make sure to allow the grader to comment on the assignments). Any missing assignment will be treated as a zero. Once you have completed all of your assignments, please submit them to grades@midwestteachersinstitute.org to be graded by your instructor.
Prerequisites and Credit Limits	All MTI courses are designed for educators who have a minimum of a bachelor's degree and professional educator license. Prior to beginning the course, check with your district office to ensure that credit will be accepted for salary increase and professional development. All courses are for 3 graduate semester hours (credits). Andrews University limits the number of classes that can be taken in a semester to 4. The maximum allowed each year therefore is 12 (4 spring, 4 summer, 4 fall).
Course Materials	Resources provided for this course can be found towards the bottom of this document in the section labeled **Course Materials**.
Learning Outcomes/Competencies: Following the completion of this course, the student should be able to: 1. Use AI tools to design formative and summative assessments. InTASC 6,7 2. Generate meaningful, timely, and personalized feedback using AI. InTASC 2,6 3. Apply AI tools to increase student engagement and participation. InTASC 3,8 4. Analyze and evaluate AI-generated assessment data and outputs. InTASC 6,9 5. Implement responsible and ethical practices when using AI for assessment and feedback. InTASC 9	
Course Description: This course focuses on how artificial intelligence can enhance assessment,	

feedback, and student engagement. Educators will explore how to use AI tools to create formative and summative assessments, generate timely and meaningful feedback, and design engaging learning experiences that promote student participation. Emphasis will be placed on practical, classroom-ready strategies that improve efficiency while maintaining high-quality instruction. By the end of the course, participants will be equipped to use AI to better understand student learning, respond effectively, and increase engagement across diverse classrooms.
Learning Strategies: Professional literature analysis, personal reflection, project-based learning.
Experiential Learning Opportunities: Students will be reflecting on the assessments and tools that they develop/learn about in class and measuring/estimating the intended impact on student learning in the classroom. Students will learn by doing while completing a variety of activities throughout the course.

Assessments		**Approximate contact hours for each assessment**
Resources and reflection time		35 hours
Resource questions	90 points	12 hours
Studying (time to reread and take notes)		11 hours
Applications- 3 @ 45 points each	135 points	20 hours
Journaling of field experience in the classroom implementing concepts from the course with students and fellow teachers.	60 points	33 hours
Research on AI tools		12 hours
Final evaluation essay	100 points	12 hours
Total points possible	**385 points**	**135 hours**

Grading Scale: A (90-100%); B (80-89%)
Anything below a B will not receive graduate credit and receive a failing grade of F.
If you do not receive a B or higher, your work will be returned to you for further correction and completion. You will be allowed one (1) re-submit to your instructor to achieve a grade of B or higher. If after your re-submit, you still do not achieve a B or higher you will receive a failing grade of F and therefore forfeit the 3 graduate credits.

Resource Question Rubric- 10 questions @ 9 points each			
Category	**Superior (3 pts)**	**Sufficient (2 pts)**	**Minimal (1 pt)**
Supporting Evidence in Practice ***___/3***	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.

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Accuracy ***___/3***	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.
Grammar and Spelling ***___/3***	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Application Rubric- 3 applications @ 45 points each				
Category	**Superior (15-14 pts)**	**Sufficient (13-12 pts)**	**Minimal (11-10 pts)**	**Below Standard (9 to 0)**
Supporting Evidence in Practice ***___/15***	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows little evidence of ideas and insights from this course and there is little evidence they are applied to the classroom.
Accuracy ***___/15***	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ***___/15***	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.

Journal Rubric- 10 journal entries @ 6 points each			
Category	**Superior (3 pts)**	**Sufficient (2 pts)**	**Minimal (1 pt)**
Supporting Evidence in Practice ***___/3***	Response shows strong evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows evidence of ideas and insights from this course and how they are applied to the classroom.	Response shows some evidence of ideas and insights from this course and how they are applied to the classroom.
Grammar and Spelling ***___/3***	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.

Evaluation Rubric- 100 points				
Category	**Superior (20-18 pts)**	**Sufficient (17-16 pts)**	**Minimal (15-14 pts)**	**Below Standard (13 to 0)**
Supporting Evidence in Practice ***___/20***	Response shows strong evidence of ideas and insights from this course and	Response shows evidence of ideas and insights from this course and how they	Response shows some evidence of ideas and insights from this course and how they	Response shows little evidence of ideas and insights from this course and there is little

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	how they are applied to the classroom.	are applied to the classroom.	are applied to the classroom.	evidence they are applied to the classroom.
Accuracy ___/20	All supporting facts and statistics are accurately represented.	Almost all supporting facts and statistics are accurately represented.	Some of the supporting facts and statistics are accurately represented.	Many of the supporting facts and statistics are inaccurately represented.
Grammar and Spelling ___/20	Response includes 0-1 mistakes in grammar or spelling.	Response includes a few grammar and spelling mistakes.	Response includes several grammar and spelling mistakes.	Response includes numerous grammar and spelling mistakes.
Sequencing ___/20	Response is written in a clear, concise, and well organized manner. Thoughts are presented in a coherent and logical manner.	Response is mostly clear, concise, and well organized. Thoughts are presented in a coherent and logical manner.	Response is somewhat unclear and/or disorganized. Some thoughts are presented in a coherent and logical manner.	Response is mostly unclear and/or disorganized. Many thoughts are presented in an incoherent and illogical manner.
Reflection ___/20	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates some reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.	Response demonstrates no reflection on, and personalization of, the theories, concepts, and /or strategies presented in this course.

Course Assignments

Resource Questions: Read, view, and Reflect (90 points)
Each question is designed to get you thinking about the concepts explored in the resources. As you engage with the resources, use the questions to help you reflect and determine how the information can be related to your current work. Each response is expected to be one paragraph or more. *(Note: some resources may provide information that impacts other resource groups as well. These are simply suggestions to help with resource questions).*

1. What is the difference between formative and summative assessment?
2. How can AI assist in creating assessments?
3. What are the benefits of using AI for providing feedback?
4. Describe one limitation of AI when used for grading or feedback.
5. How can AI tools increase student engagement?
6. Name one tool that can be used for interactive assessments.
7. Why is timely feedback important for student learning?
8. How can AI help personalize feedback for students?
9. What is one ethical concern when using AI for assessment?
10. Describe one way you could use AI to check for understanding during a lesson.

Application #1- (45 points) AI-Generated Assessment

Use an AI tool to create an assessment for your classroom.

This could include:
- Quiz or test questions
- Exit ticket
- Formative check

Submit:
- Prompt used (and a screenshot of the response from the tool if applicable)
- Assessment created
- Explanation of how it aligns to your learning objectives

Application #2- (45 points) AI-Enhanced Feedback

Provide a sample of student work (real or hypothetical).

Use AI to generate:
- Constructive feedback
- Suggestions for improvement
- Differentiated feedback (e.g., for different student levels)

Submit:
- Original student work (or sample)
- AI-generated feedback
- Reflection on accuracy and usefulness

Application #3- (45 points) Engagement Strategy Using AI

Design an activity that uses AI or an AI-supported tool to increase engagement.

Examples:
- Interactive quiz
- AI-generated discussion prompts
- Student choice activity

Submit:
- Description of activity
- Tool used
- Explanation of how it increases engagement

Journal entries

Journals are designed to demonstrate that students are reflecting on and implementing concepts and strategies in their own education settings. Journal entries are to be roughly 2-3 paragraphs each. Students are expected to complete 10 entries over the course of the class. You may use the same type of journal entry more than once. Make sure to include some examples of what you have

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actually done to support your thoughts whenever appropriate. Some examples of acceptable journal topics include:

- How has what you learned about a strategy/topic changed the way you think?
- What were the results of trying something new that you learned in class, and how could you improve it next time?
- Reflections on conversations you had with students, colleagues or administrators about what you have learned.
- Research you've discovered on a topic and how it complements or contradicts what the author says.
- These are a few examples, but any journal entry along these lines is acceptable. Remember that you can use the same journal topic more than once to examine different concepts or strategies, or even to examine different impacts on multiple types of classes.

Final Evaluation Assignment (100 points)

AI for Assessment and Engagement

Write a 3-5 page reflection addressing:

- How AI has changed your understanding of assessment and feedback
- The benefits of using AI for student engagement
- Challenges or concerns when using AI for grading or feedback
- How you will ensure fair and ethical use of AI
- How you plan to implement AI tools in your classroom moving forward

End of Course Survey
Now that you are finished with this class, please take the time to help us improve our product. In order to make sure that we are providing the best possible service, please take our **survey**. We appreciate your help and your commitment to the profession.

Course Resources

The following is a list of resources that can help you facilitate this course. You may need to do some extra research on your own to complete all assignments for this course. Some content in the categories is general for the topic, some is specific for that category.

Resource Group 1: Assessment & Feedback Tools

ChatGPT Create assessments, rubrics, and feedback examples
How to use ChatGPT to create a rubric
EdCafe Interactive content for students

How to create an AI interactive quiz with EdCafe AI
Magic School Assessment generators, rubric creation, feedback tools
Exploring Magic School AI: Rubrics and Assessments
Top 3 Magic School AI Tools for Teachers
Brisk Teaching Quick feedback and grading support
Using Brisk AI to help with marking/feedback workflow
Speed up grading with Brisk's new batch feedback tool
Quizgecko Quiz and test generator
Conker Standards aligned quizzes
Ethical AI in testing: building fair and reliable assessments
My top 5 free AI assessment tools for teachers

Resource Group 2: Student Engagement Tools

Kahoot Interactive quizzes and engagement
10 ways to create high-quality content for Kahoot
Wayground (formerly Quizizz)
How to use Wayground: create a quiz and lesson for your class
Curipod AI-powered interactive lessons and check-ins
AI and gamification tools for increasing student engagement and knowledge retention
AI for student engagement: a global review of emerging strategies (download)

Resource Group 3: AI Tutoring & Feedback Support

Schoolai Personalized student interaction and feedback
AI in Education: The Rise of Intelligent Tutoring Systems
Snorkl Student feedback that pushes students to support what they think
Khanmigo Supports student learning with guided feedback
Khanmigo usage guidelines for educators
Ed Tip: Khanmigo, a Personal Tutor and Teaching Assistant
How to enhance learning with all students with AI
AI feedback that actually reaches students

The ten INTASC standards are listed below. Specific standards for knowledge, dispositions, and performances accompany each principle, but space does not permit listing them below. For a complete copy of the INTASC standards, contact Jean Miller, Director of INTASC, Suite 700, One Massachusetts Avenue NW, Washington DC 20001-1431.

The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually

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evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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