



# Reflecting on AI In Education: From Learning to Application

This micro-credential is a **companion to any [Hour of AI activity](#)**. The focus is not on the specific activity itself but on how educators **reflect on their learning and apply it** to real-world instructional or professional contexts.

## Competency

Educator reflects on one “Hour of AI (Artificial Intelligence)”-experience and applies the learning to a real-world instructional or professional context.

## Key Method

The educator will create a learning web to connect their AI learning to their current role, then develop an action plan with three applications of that learning, and provide evidence showing how each was applied in practice.

## Method Components

### Reflective Practice

Reflective practice is the foundation of professional growth, yet is something we rarely prioritize and make time for. However, a successful educator needs to be aware of how their actions impact teaching outcomes and relationships with others. Pausing, noticing, and then reflecting should be built into a regular professional practice. Regular reflective practice leads to adaptations and changes that have a direct impact on both teachers and students. Reflection encourages intentional

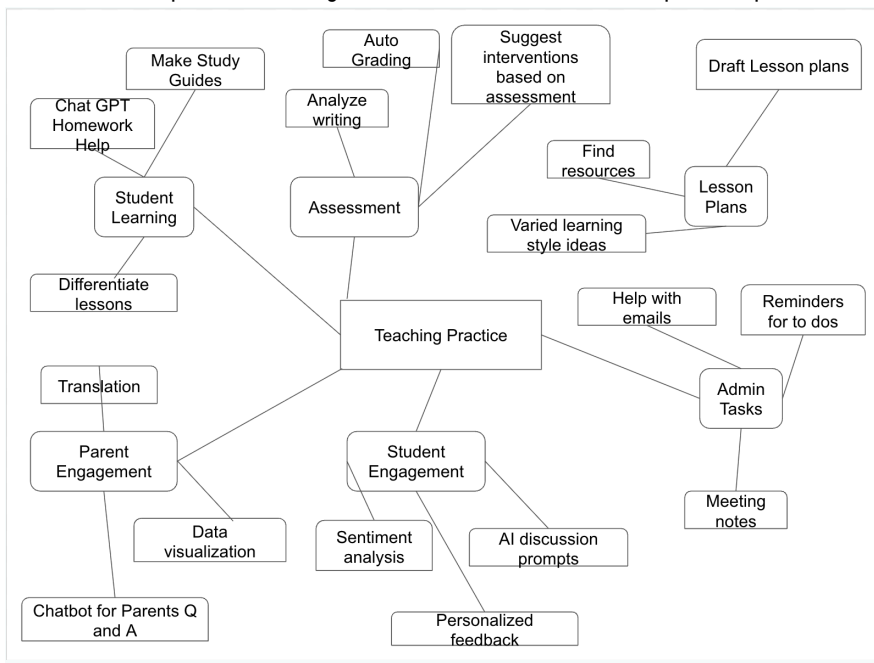
decision-making and helps educators identify strengths, challenges, and opportunities for growth.

## Concept Mapping

Concept mapping (or webbing) is a visual strategy for organizing ideas, making connections, and making thinking visible. It allows you to organize big ideas, show connections, and reveal relationships between concepts. By creating a web, you clarify how your artificial intelligence (AI) learning links to different aspects of your professional practice.

### How to Make a Concept Web

- Start with your central role (e.g., teaching practice) at the center.
- Identify 5–7 “big ideas” related to your AI learning.
- Add 2–5 smaller details or examples under each big idea.
- Use the map to identify areas of focus for deeper exploration or action.



## Action Planning

An action plan turns reflection into concrete steps. It ensures that ideas move from intention to implementation by breaking down goals into achievable tasks. Creating a structured plan supports accountability, focus, and clarity.

### **Key Components of an Action Plan**

- Goals/Objectives: Clearly define what you aim to achieve.
- Steps: Break down the goal into smaller, manageable steps.
- Responsibilities: Assign each task to a specific person or team member.
- Deadlines: Set specific due dates for each task to create a timeline and promote accountability.
- Resources: Identify the necessary personnel, tools, budget, and information needed for each task.
- Progress Tracking: Establish methods for monitoring and evaluating the progress of the plan.

### Application of Learning

The most important part of professional growth is applying new learning in real-world contexts. Educators strengthen their practice by testing ideas, gathering evidence, and reflecting on outcomes. Application closes the gap between theory and practice.

#### **How to Apply Your Learning**

- Actively use your new knowledge and skills
- Apply what is learned to real-world practical situations
- Generalize your learning by using it in various contexts
- Reflect on what and how your learning is affecting your professional practice.

#### **Ideas for Application of Learning (Artifacts 3-5)**

- Lesson plan
- Rubric
- Parent communication
- Presentation to colleagues
- Acceptable use policy
- Choice board
- Student work
- Survey with results and AI analysis
- Pre/post assessment tool
- Professional learning plan
- Chat history from a Generative AI tool
- Student feedback examples
- Time management tool

## Supporting Rationale and Research

Jones, D. (n.d.). INTASC#9: Reflective Practice: Professional Growth. Danica Jones – Professional Portfolio. Retrieved September 9, 2025, from <https://djones4.wordpress.com/intasc-standards/intasc9-reflective-practice-professional-growth/>

Machost H, Stains M. Reflective Practices in Education: A Primer for Practitioners. CBE Life Sci Educ. 2023 Jun;22(2):es2. doi: 10.1187/cbe.22-07-0148. PMID: 36972335; PMCID: PMC10228263. <https://pmc.ncbi.nlm.nih.gov/articles/PMC10228263/>

Mohamed M, Rashid RA, Alqaryouti MH. Conceptualizing the complexity of reflective practice in education. Front Psychol. 2022 Oct 19;13:1008234. doi: 10.3389/fpsyg.2022.1008234. PMID: 36337529; PMCID: PMC9627277. <https://pmc.ncbi.nlm.nih.gov/articles/PMC9627277/>

Reflective Teaching. (n.d.). *Poorvu Center for Teaching and Learning*. Yale University. Retrieved September 9, 2025, from Yale Poorvu Center website [Reflective Teaching | Poorvu Center for Teaching and Learning](#).

## Resources

[How Reflective Practices Help Teachers | Edutopia](#)

[The 5R framework for reflection.](#)

[Beyond the Checklist: What Does Good Teaching Look Like? | NEA.](#)

[NEA Teacher Leadership Competencies: Foundational Competencies | NEA](#)

(download PDF and refer to page 12. Reflective Practices)

[Free Concept Map Maker and Examples Online | Canva](#)

[The Seven Steps of Action Planning](#)

## Submission Guidelines & Evaluation Criteria

*To earn this micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient in all components in Part 2.*

Part 1. Overview Questions (Provides Context)

**250-400 words.**

*Please do not include any information that will make you identifiable to your reviewers.*

Please answer all of the following questions:

1. Please fully describe the activity you participated in for the “Hour of AI” and include a link to the activity.
2. Summarize your key learnings and insights gained from this experience.
3. Please provide the demographics of your students, including what access students have to AI tools in and outside of school.

**Passing:**

A passing response must include:

- A clear description of the **AI activity** the educator engaged in (with a link).
- A summary of the **key learnings and insights** gained from the experience.
- A description of the **classroom context**, including student demographics and their access to AI tools in and outside of school

## Part 2. Work Examples/Artifacts/Evidence

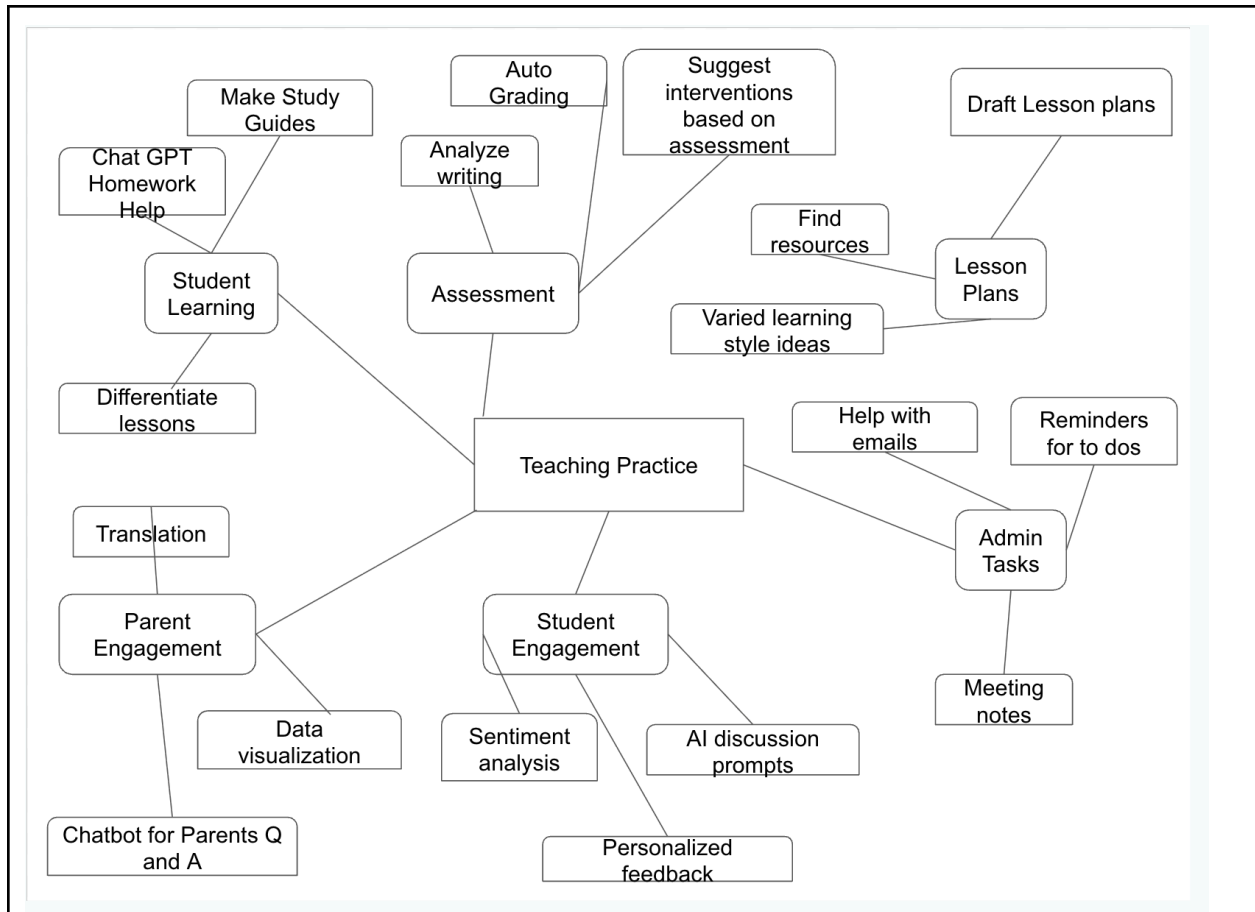
To earn this micro-credential, please submit the following artifacts as evidence of your learning. See the Rubric for the passing score.

*\*Please do not include any information that will make you or your students identifiable to your reviewers.*

**Artifact 1: Making Sense of the Learning- Web**

Create a web that shows how this learning relates to aspects of your current role in education. Your website should have between 5 and 7 main ideas, with 2-5 smaller thoughts attached to each of these. You can draw by hand or use a digital tool of your choice.

For example:



**Artifact 2: Name of Artifact- Action plan**

Create an action plan that includes 3 ways you can apply your learning. Use your web to choose 3 different big ideas or 1 big idea with 3 things.

[Use this template](#)

<p><b>Example 1:</b>          Student Learning          Assessment          Lesson Planning</p>	<p><b>Example 2:</b>          Student engagement</p> <ul style="list-style-type: none"> <li>● Active Learning</li> <li>● Personalized support</li> <li>● Student choices</li> </ul>
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**Implement your Action Plan and upload Artifacts from your implementation.**

Submit three pieces of evidence demonstrating how you applied your learning to your first action plan item. Each artifact must directly align with both your action plan and your hour of AI learning experience.

Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Web</b>	Web includes 5–7 big ideas with 2–5 smaller thoughts each. Connections are clearly labeled, organized, and directly related to the educator’s current role. Demonstrates depth of reflection and alignment with AI learning.	Web includes fewer than 5 big ideas OR has limited smaller thoughts. Connections are present but not clearly explained. Some alignment to AI learning, but superficial or incomplete.	Web is missing multiple required elements, is disorganized, or shows little connection to AI learning or current role.
<b>Action Plan</b>	Action plan identifies 3 clear applications of AI learning. Includes specific steps, responsibilities, resources, timeline, and success indicators.  Plan is realistic and directly linked to the learning web.	Action plan identifies fewer than 3 applications or provides limited detail (e.g., missing steps, resources, or indicators). Some link to the learning web but not fully developed.	Action plan is incomplete, vague, or not connected to the learning web or AI learning.
<b>Artifacts of Application</b>	Each artifact directly correlates to an action plan item and AI learning. Evidence is authentic, detailed, and demonstrates clear application in instructional or professional practice.	Evidence loosely connects to action plan items or AI learning. Artifacts are present but lack detail, authenticity, or strong alignment to the stated goals.	Evidence is missing, unclear, or unrelated to the action plan or AI learning.

### Part 3 Reflection

**300-500 words**

For tips on writing a good reflection, review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

Answer all of the following questions:

1. How did your hour of AI learning change or reinforce your perspective on teaching, learning, or your professional role?
2. Which action plan item had the most impact, and what evidence shows its effectiveness?
3. What challenges did you encounter while applying your AI learning, and how did you address them?
4. How will you continue to use or expand this learning in your future practice?
5. How will you ensure that your use and/or your students' use of AI is safe, ethical, and aligned with principles of privacy, equity, and responsible practice?

**Passing:**

- Provide thoughtful, specific answers to each question (approx. 300–500 words total).
- Clearly connect AI learning to real-world instructional or professional practice.
- Reference at least one piece of evidence/artifact to support the reflection.
- Identify both successes and challenges, showing growth mindset and forward-looking application.
- Be professional, well-organized, and free of identifying information.