obelus

Professional Development Series

From the University of Buckingham

The AI in Education

Programme for Teachers

Overview:

Technological advancement, the global ubiquity of devices and increase of Internet users worldwide have had multiple implication on people's behaviours and ushered in new educational phenomena in the form of Massive Open and online courses and Open Education Resources (OER).

It is indicated recently that people are 75% more likely to watch a video than read a document, email or online article. Digital learning provides a new powerful tool that continues to attract large audiences worldwide. They promise learners abundant, cheaper and accessible opportunities to education with the existence of open educational resources and tools in the virtual world (Kim, 2015). The average viewing time for live webinars is 55 minutes (ISPC, 2018).

Changes in Market Trends:

Since the beginning of the 21st century, ideas of educational openness and inclusion, that knowledge should be shared freely and the desire to learn should be met without demographic, economic and geographical constraints. This drove the first online session to be introduced in 2008 and then later emerged as a popular mode of learning in 2012 (Kim, 2015). There are now more than 4,200 digital learning programmes offered by more than 500 universities (Valenzuela, 2016). Digital learning attracted millions of people due to:

Accessibility to information

Self-paced learning

Cost effectiveness

Our online resources and digital learning now are not only extensions of existing online learning approaches, but they also offer an opportunity to think afresh about new business models that include elements of open education (Li & Powell, 2013). These are some of the main challenges that research indicates that they are the most common:

Quality and completion rates

Award and recognition of credit

Pedagogy

Sustainability

Our Proposal: AI in Education Programme for Teachers:

We are facing unprecedented challenges – social, economic and environmental. At the same time, those forces are providing us with myriad new opportunities for human advancement. The future is uncertain, and we cannot predict it; but we need to be open and ready for it. In particular, there is a debate to be having over how digital technologies may best be used to enable and enhance learning and help ensure the best possible educational outcomes for young people.

The driving force is "Teachers," so we are starting with some new essential skills that need to be available to tomorrow's teachers. This includes the following:

Ability to Red flag risks in the classroom.

Ability to use effective technology in learning.

Ability to apply most innovative approaches to assessment and teaching practices.

Pillars of our proposal:

Rigour:

Topics should be challenging and enable deep thinking and reflection.

Focus:

A relatively small number of topics should be introduced in each grade to ensure the depth and quality of students' learning.

Coherence:

Topics should be sequenced to reflect the logic of the academic discipline or disciplines on which they draw, enabling progression from basic to more advanced concepts through stages and age levels.

Alignment:

Our proposal is well-aligned with teaching and assessment practices.

Transferability:

Higher priority is given to knowledge, skills, attitudes and values that can be learned in one context and transferred to others.

Why Buckingham?

The University of Buckingham is unique. It is the only independent university in the UK with a Royal Charter, and one of the smallest with approximately 3,300 students.

Honours degrees are achieved in two years of intensive study. We keep class sizes small, with Oxbridge style tutorial groups which are personalised and exhilarating.

The University campus is well known for being one of the most attractive locations in the region. The Great Ouse River, home to much wildlife, winds through the heart of our campus. Much of our teaching takes place in our restored buildings such as the Franciscan Building, formerly a friary, and, Chandos Road Building, a converted turn-of-the-century milk factory, while students can also enjoy the Hunter Street Library, once military barracks.

Each student mixes with over 100 other different nationalities, and so being at Buckingham is just like being in a mini global village. These contacts, acquaintances and friendships, carry on long after life at Buckingham is over. Our graduates find jobs all over the world, and the friendships they make here go a long way to broadening their experience and to giving them links that, possibly, no other university can do at such an intense level.

Who is Obelus?

Obelus is a global learning solutions provider dedicated to empowering students, schools, and educational institutions worldwide. Our mission is to facilitate access to reliable products and services that foster progress, attainment, and overall student success.

Obelus is built on 4 pillars:

Enhancing student academic performance in Science, English and Math by looking at the results of PISA, TIMSS & PIRLS, through incorporating an EdTech solution within the curriculum.

Embedding a student wellbeing approach by exploring the Social Cohesion, Social Inclusion and Gender Parity, for it to become a habit within the schools' ecosystem.

Implementing a full plan of teacher training, upskilling and certification.

Applying a school accreditation program in its widest range.

Our primary goals and objectives revolve around the four pillars of Obelus, thereby supporting students on their learning journeys and helping them reach their full potential. We believe that education should be inclusive, engaging, and effective, and we strive to provide resources that align with these principles. By offering a diverse range of products and services, we aim to cater to the unique needs of different educational settings and learners.

Our consultancy services encompass various areas, including curriculum advice, monitoring and evaluation and school improvement plan development. We understand the importance of a well-designed curriculum that aligns with educational standards and meets the unique requirements of each institution. Our team of experts offers valuable advice and guidance to develop and refine curricula that promote student engagement and achievement.

The **AI in Education Programme for Teachers** is prepared by School of Education at the University of Buckingham as follows:

Full name of the programme:	**AI in Education Programme for Teachers**
Certifying body:	***University of Buckingham***
Structure of the programme:	4 Modules + 1 Self-Study Module
Duration of the programme:	12 hours + Self-Study
Duration of each Unit:	3 hours (some units/courses take longer)
Topics of Sessions (Delivered Online)	1. **What is AI? (3 hours online)** 2. **AI and Assessment (3 hours online)** 3. **AI and Developing Personalised Learning (3 hours online)** 4. **Inclusive AI (3 hours online)** 5. **Self-Study: Putting It All Together – Portfolio**
Certificate:	Certificate of Completion – University of Buckingham
Descriptions:	This programme provides a range of skills for in-service teachers (Primary and Secondary).
Aims:	1. Keep teachers updated on the recent pedagogical changes in AI. 2. Share best practice. 3. Develop new set of skills necessary for contemporary teaching and learning.
Learning Outcomes:	Upon completion, participants will be able to: 1. Identify the key features of AI in Education. 2. Identify and apply key trend of AI in Assessment. 3. Understand and practise best assessment practice in the classroom.
Further Professional Development and Training:	These short webinars can be topped up and fully supported by: 1. A choice of training options offered through publications or through customised training at the school. 2. Providing consultancies to schools to support them in special education.

Notes:

We are not responsible for any marketing or promotional activities costs.

On-site delivery can also be offered – But will incur an extra cost per course per teacher.

Private and Confidential