

DIGITAL RESOURCES FROM AI IN THE CLASSROOM WEBINAR

PROFESSIONAL DEVELOPMENT OPPORTUNITIES:

University of Helsinki & MinnaLearn. (2018). *Elements of AI*.

<https://www.elementsofai.com/>

This free, globally accessible online course introduces the fundamentals of artificial intelligence to learners from diverse backgrounds. Developed by the University of Helsinki and MinnaLearn, the course aims to demystify AI by combining theoretical knowledge with practical exercises. It covers topics such as machine learning, neural networks, and the societal implications of AI, all presented without requiring advanced mathematical or programming skills. Since its launch, over one million participants from more than 170 countries have enrolled, with a notable 40% female participation rate, highlighting its broad appeal and commitment to inclusivity. The course is available in multiple languages, reflecting its mission to make AI education accessible worldwide.

Ng, A. (Instructor). (2019). *AI For Everyone*. DeepLearning.AI via Coursera.

<https://www.coursera.org/learn/ai-for-everyone>

This non-technical course, taught by AI pioneer Andrew Ng, provides a comprehensive overview of artificial intelligence, including its capabilities, limitations, and societal impact. Designed for individuals across various professional backgrounds, the course covers key AI concepts such as machine learning, neural networks, and deep learning. Participants learn how to identify opportunities to apply AI in their organizations and understand the ethical considerations surrounding AI deployment. The course emphasizes collaboration between technical and non-technical teams to build effective AI strategies, making it an essential resource for anyone interested in understanding and leveraging AI in the modern workplace.

RESOURCES FROM THE WEBINAR:

California Community Colleges Chancellor's Office. (2024). *Generative AI and the Future of Teaching and Learning: Appendices*.

[https://go.boarddocs.com/ca/ccchan/Board.nsf/files/D7BN9G5ED5A0/\\$file/Generative%20AI%20and%20the%20Future%20of%20Teaching%20and%20Learning%20Appendices.pdf](https://go.boarddocs.com/ca/ccchan/Board.nsf/files/D7BN9G5ED5A0/$file/Generative%20AI%20and%20the%20Future%20of%20Teaching%20and%20Learning%20Appendices.pdf)

This document provides practical tools and ethical frameworks for community college faculty navigating AI integration. The appendices offer model syllabus statements for various levels of AI use, equity-centered practices, and professional development recommendations. It's a critical reference for educators shaping inclusive and responsible AI use in the classroom.

Suleyman, M., & Bhaskar, M. (2023). *The Coming Wave: Technology, Power, and the Twenty-First Century's Greatest Dilemma.*

<https://dn721906.ca.archive.org/0/items/the-coming-wave-by-mustafa-suleyman-michael-bhaskar-pdfread.net/The%20Coming%20Wave%20By%20Mustafa%20SuleymanMichael%20Bhaskar-pdfread.net.pdf>

This book analyzes the immense societal risks and transformative potential of breakthrough technologies, especially AI. Suleyman, a tech leader, and Bhaskar, a writer and editor, argue that the future hinges on how humanity chooses to regulate and respond to the tidal wave of innovation. Their work emphasizes global coordination and early governance as essential to mitigating future crises.

Vaswani, A., et al. (2017). *Attention Is All You Need.* In *Advances in Neural Information Processing Systems.*

https://proceedings.neurips.cc/paper_files/paper/2017/file/3f5ee243547dee91fbd053c1c4a845aa-Paper.pdf

This groundbreaking paper introduced the Transformer model, which powers today's large language models like GPT. The authors eliminated recurrence in favor of attention mechanisms, revolutionizing the field of natural language processing and laying the technical foundation for modern generative AI systems.

WiserNotify. (2024). *The Latest ChatGPT Statistics and User Trends (2022–2025).*

<https://wisernotify.com/blog/chatgpt-users/>

This blog compiles usage trends and demographic insights on ChatGPT from its launch to 2024. Key highlights include its rapid growth to over 200 million users and its popularity among professionals, students, and content creators. It also discusses how businesses are leveraging ChatGPT for customer service, productivity, and content marketing.

Microsoft & LinkedIn. (2024). *2024 Work Trend Index Annual Report: Executive Summary.*

[https://assets-c4akfrf5b4d3f4b7.z01.azurefd.net/assets/2024/05/2024 Work Trend Index Annual Report Executive Summary 663b2135860a9.pdf](https://assets-c4akfrf5b4d3f4b7.z01.azurefd.net/assets/2024/05/2024%20Work%20Trend%20Index%20Annual%20Report%20Executive%20Summary%20663b2135860a9.pdf)

This executive summary explores global workforce changes, highlighting how generative AI is transforming job expectations. It reveals a significant demand for AI fluency and notes that companies are increasingly prioritizing AI skills over traditional credentials. The report is a resource for leaders preparing their teams for a digitally augmented future.

Microsoft. (2024). *2024 Annual Work Trend Index from Microsoft and LinkedIn.*

<https://news.microsoft.com/annual-wti-2024/>

This official release expands on the findings from the Work Trend Index, emphasizing the rise of AI "power users" who use AI to significantly enhance productivity. It outlines challenges and opportunities for organizations to support AI skill development and ensure ethical, effective integration in everyday work.

Zao-Sanders, M. (2025). *How People Are Really Using Gen AI in 2025. Harvard Business Review.*

<https://hbr.org/2025/04/how-people-are-really-using-gen-ai-in-2025>

This HBR article examines real-world usage patterns of generative AI tools, moving beyond hype to showcase concrete examples of AI in productivity, decision-making, and communication. It reflects how AI has become embedded in professional and personal life, shaping how individuals think, learn, and create.

Kurt, S. (2018). *TPACK: Technological Pedagogical Content Knowledge Framework.*

<https://educationaltechnology.net/technological-pedagogical-content-knowledge-tpack-framework/>

This article provides an overview of the TPACK framework, which integrates technological, pedagogical, and content knowledge to guide effective technology integration in education. It emphasizes the dynamic interplay between these knowledge domains and discusses the framework's adaptability to various educational contexts. The piece serves as a valuable resource for educators seeking to enhance their instructional practices through thoughtful technology use.

Akiba, D., & Fraboni, M. C. (2023). *AI-Supported Academic Advising: Exploring ChatGPT's Current State and Future Potential toward Student Empowerment.*

https://academicworks.cuny.edu/qc_pubs/622/

This study examines the potential of AI tools like ChatGPT to enhance academic advising by improving accessibility and efficiency. By inputting common student inquiries into ChatGPT, the authors found that the AI provided high-quality, supportive responses, particularly for general and career-related questions. The research suggests that while AI can complement human advisors, it should not replace them, and it may play a role in promoting educational equity by empowering students from diverse backgrounds.

Lyu, W., Wang, Y., Chung, T. (R.), Sun, Y., & Zhang, Y. (2024). *Evaluating the Effectiveness of LLMs in Introductory Computer Science Education: A Semester-Long Field Study.*

<https://arxiv.org/pdf/2404.13414>

This study presents a semester-long, between-subjects experiment involving 50 students to assess the impact of CodeTutor, an LLM-powered assistant, in an introductory programming course. Findings indicate that students using CodeTutor achieved statistically significant improvements in final scores compared to those who did not. Notably, students without prior experience with LLM tools exhibited greater performance gains. While students appreciated CodeTutor's assistance with syntax comprehension and debugging, concerns were raised about its limited role in fostering critical thinking skills. Over time, reliance on CodeTutor decreased, with a growing preference for traditional human teaching assistants. The study underscores the importance of integrating Generative AI literacy into curricula to enhance educational outcomes.

11. WCET. (2023, December 7). *Developing Institutional Level AI Policies and Practices: A Framework.*

<https://wcet.wiche.edu/frontiers/2023/12/07/developing-institutional-level-ai-policies-and-practices-a-framework/>

This article presents a comprehensive framework developed by the WICHE Cooperative for Educational Technologies (WCET) to guide higher education institutions in formulating AI policies and practices. The framework categorizes institutional AI policy needs into three areas: Governance, Operations, and Pedagogy. It emphasizes the ethical and responsible use of AI, urging institutions to consider aspects such as data governance, evaluation of AI use, and the integration of AI into teaching and learning practices. The article also highlights the importance of involving senior leadership in setting the tone for effective and innovative AI use across campuses. This resource serves as a valuable guide for institutions aiming to develop comprehensive AI policies that align with their mission and goals.