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**New Challenges & Next Steps**

*Teachers benefitted from learning communities. Preliminary data suggests that when roughly 4 dedicated teachers from the same district participated in the PD together, they are more likely to implement the full curriculum, and show positive learning outcomes from the experience. Investing in these dedicated teachers as facilitators and mentors for the new teachers is a valuable component of the PD for new teachers AND may increase sustainability of AI education in the district.*

**Equity**

*A key aspect of the PD is to encourage educators to modify the materials to make them more relevant for their students. Teacher modification of the curriculum is important because it acknowledges and respects the “local knowledge” of our educators and students.*

Teachers need an extended PD program that includes content, experiential learning, and community of practice components to teach AI in classrooms.

**Everyday AI (EdAI) for Youth: Investigating Middle School Teacher Education, Classroom Implementation, and the Associated Student Learning Outcomes of an Innovative AI Curriculum**

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NSF Award Number​: 2048746 Dates: 2021-2023

Project type:​ Developing and Testing Innovations

Project URL: https://education.mit.edu/project/everyday-ai-for-youth-edai/

Project Overview: EdAI investigates how best to prepare teachers to implement the Developing AI Literacy (or DAILy) curriculum in regular school day classrooms. We seek to understand what supports and teaching practices are effective and necessary for middle school teachers to implement the curriculum and positively impact student’s learning if AI.

**Lessons Learned & Insights Gained**

*The PD positively impacted teachers’ AI content knowledge, personal beliefs and values regarding teaching AI.*

*During the academic year, we found that a high frequency of lessons had the greatest impact on student learning of AI content and interest in AI and AI careers.*