Absolutely! Here's a polished and engaging **script** for your AI video, based on the content from your **"Summary of Learning – EC&I 831"** document. It's designed to sound natural when spoken by an AI avatar, with good pacing and clear transitions.

Since your assignment **requires 5–7 minutes of audio or video** with **your own recorded voice or video**, and must include references to **course experiences** like reflections, readings, assessments, presenters, networking, and experimentation, I'll revise your script slightly to ensure it hits all those points and fits the time frame.

🎬 **Revised Script for EC&I 831 Summary of Learning (approx. 5–7 min read aloud)**

🎙️**[Opening – 20 seconds]**

Hi everyone, my name is [Your Name], and this is my Summary of Learning for EC&I 831. This course has been a meaningful journey that deepened my understanding of **educational technology, digital media, and my role as an educator** in a rapidly evolving digital world.

🧠 **[Section 1: The Evolution of Technology in Education – 45 seconds]**

We began this course by exploring the **evolution of technology**—from the early internet days and flip phones to today's immersive AI tools. It was eye-opening to reflect on how quickly things have changed—and how this shift impacts not just how we teach, but also how students learn, communicate, and engage with the world. One of the early reflections that stood out to me was recognizing that while students are often tech-fluent, they're not necessarily tech-wise.

💻 **[Section 2: Digital Literacy – 1 minute]**

A recurring theme throughout the course was **digital literacy**. Through weekly blog reflections and class discussions, I wrestled with questions like:
How do we help students think critically about what they see online?
How do we address the spread of misinformation on platforms like TikTok or Instagram?

We explored real-world issues such as **AI-generated content, cellphone use in schools**, and the growing presence of **social media** in students' lives. I appreciated the critical lens this course encouraged—especially when we reflected on what digital citizenship looks like in today's classrooms.

🚫 [Section 3: Cellphones and Policy – 45 seconds]

One course topic that hit close to home was the **cellphone ban by the Saskatchewan Ministry of Education**. Initially, my school didn't follow the ban, but we later aligned with it—not due to distraction, but because of increasing **cyberbullying**. It raised some tough but important questions: Should phones be completely removed from classrooms? Or is there a better way to teach responsible use?

This led to meaningful reflection and class dialogue about **creating boundaries without limiting access**, especially in schools with fewer digital tools.

📚 [Section 4: Readings, Presenters & OERs – 1 minute]

Our course readings and guest speakers offered powerful insights into **ethical, inclusive, and critical uses of tech** in education. One major takeaway for me was the idea of **remixing and experimentation**. Teachers are using platforms like **Teachers Pay Teachers, ChatGPT, and MagicSchool.AI** to personalize learning—something I've started to incorporate more into my own planning.

However, what really stood out were the discussions around **Open Educational Resources**. These freely accessible tools help bridge equity gaps—especially for schools like mine, where budgets are tight. I've already begun building OERs into my classroom toolkit.

💬 [Section 5: Networking & Peer Collaboration – 45 seconds]

The **Discord community** we formed in this course was a game-changer. It went beyond just sharing resources—it became a **professional learning network** where I gained support, inspiration, and feedback. Learning from classmates' blogs, responses, and resource sharing was just as valuable as any formal course material. It reminded me of how vital **collaborative learning** is in professional growth.

🤖 [Section 6: AI in the Classroom – 1 minute]

Our experimentation with tools like **Twinpics.AI, Lumiere, and HelloHistory.AI** helped me reimagine classroom activities. I now see how AI can support **creative writing, historical**

thinking, and differentiated instruction. For example, I used Twinpics.AI in a creative writing activity, and students loved the visual prompt—it unlocked so much imagination.

But AI also comes with ethical challenges. I've already encountered students submitting AI-generated assignments. So now I'm asking:
How do we teach students to use these tools **ethically and responsibly**?
How do we maintain **academic integrity** while encouraging innovation?

📱 [Section 7: Social Media & Student Wellness – 1 minute]

We also explored **social media's impact** on learning, identity, and wellness. Platforms like Instagram, Snapchat, and TikTok are where students spend much of their time—but they're also places where **misinformation, bias, and harm** can spread quickly.

One question that stuck with me: How can I, as a teacher, guide students in **navigating their digital lives** thoughtfully? We also discussed the role of teachers in **online activism**, and how we balance **personal expression with professional boundaries**—a line that's not always easy to walk.

🎯 [Conclusion – 40 seconds]

EC&I 831 reminded me that teaching in a digital age is not just about using tools—it's about **understanding them deeply**. I've grown in confidence, curiosity, and clarity around digital literacy, and I'm more committed than ever to helping students thrive in a connected world.

This video itself was a product of my learning. I wrote the script, revised it with help from ChatGPT, and created it using Synthesia—showing firsthand how AI can support content creation while still centering **my voice and vision** as an educator.

Thank you for listening, and thank you to my classmates and instructors for an inspiring and thoughtful journey through EC&I 831.

Would you like this formatted as a Word document or PDF for easy reference while recording? Or I can even trim it down if you're aiming for closer to five minutes.