Professional Development Syllabus

Beyond the Prompt: Thinking, Writing, and English Language Teaching with AI

A Professional Partnership between the English Studies Department at the Atid Education Network and the Writing Lab at the Technion

Academic Year: 2026–2027
Scope: 15 hours of synchronous learning + 15 hours of asynchronous learning
Number of Sessions: 5 sessions × 3 hours
Target Audience: 12 English coordinators from schools in the Atid Education Network
Format: A professional learning community integrating research-based knowledge, hands-on practice, pedagogical development, and peer learning

Academic and Professional Leadership:

- Dr. Tzipora Rakedzon – Head of the Writing Lab, Technion – Israel Institute of Technology
- Dr. Amani Jaber – Head of English Studies, Atid Education Network; Sociolinguistics Researcher and Visiting Lecturer
- The Writing Lab, Technion – Israel Institute of Technology
- English Studies Department, Atid Education Network

Rationale

The rapid development of artificial intelligence tools is significantly transforming teaching, learning, writing, and assessment processes. In English language teaching, particularly in classrooms characterized by linguistic diversity and varying levels of language proficiency, AI tools can expand opportunities for personalized support, feedback, scaffolding, and independent practice.

However, uncritical or inappropriate use of these tools may reduce students' active engagement in the writing process, foster dependence on technology, and hinder the development of independent thinking, individual voice, and linguistic competence.

This professional development program aims to foster among English coordinators a pedagogical approach in which AI does not replace thinking, writing, or the teacher's role, but rather serves as a tool for mediation, feedback, differentiation, reflection, and the development of learner autonomy.

The partnership with the Technion Writing Lab will connect current research and expertise in academic writing and language teaching with the pedagogical realities of

Atid schools. The program also draws on research examining the use of AI-based language tools to promote inclusion and differentiated learning in multilingual classrooms.

Program Objectives

By the end of the program, participants will be able to:

- ✓ Understand the impact of generative AI on writing processes, language learning, and English language teaching.
- ✓ Identify the opportunities and limitations of AI tools in the teaching of English writing.
- ✓ Integrate AI at different stages of the writing process without replacing students' own thinking and creative work.
- ✓ Design prompts that promote learning, thinking, reflection, and linguistic autonomy.
- ✓ Use AI to provide feedback that advances learning rather than merely identifying and correcting errors.
- ✓ Develop differentiated tasks and scaffolds tailored to learners at different proficiency levels.
- ✓ Critically evaluate AI-generated outputs and recommendations.
- ✓ Address issues of reliability, transparency, privacy, bias, and academic integrity.
- ✓ Develop instructional units and writing tasks that integrate AI in pedagogically sound and responsible ways.
- ✓ Lead the responsible and informed integration of AI within school English departments.

Guiding Principles

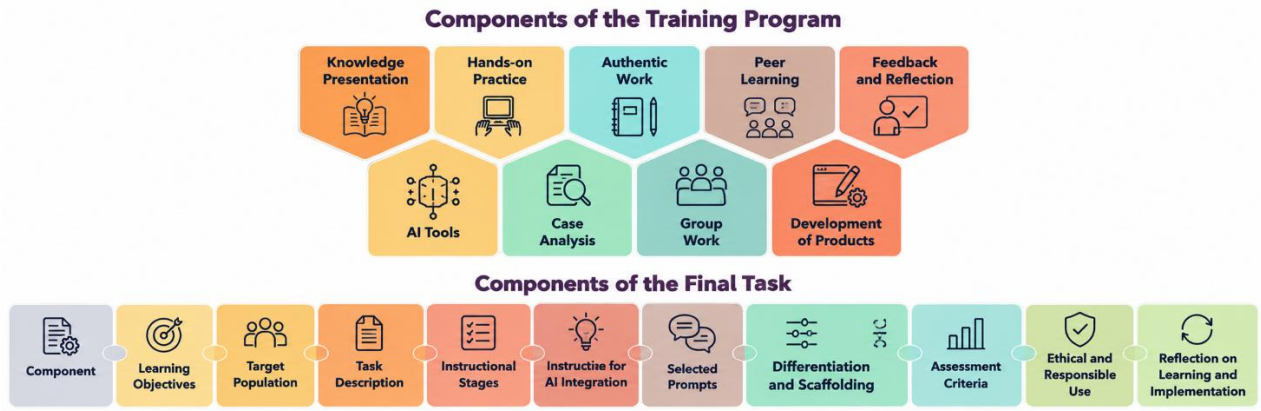
The program is based on five core principles:

1. Human in the Loop – Students and teachers retain responsibility for the thinking process, decision-making, and the final product.
2. AI as Scaffold, Not Substitute – AI is used as a scaffold for learning, not as a substitute for completing the task.
3. Process over Product – Emphasis is placed on the writing process: planning, drafting, feedback, revision, and reflection.
4. Differentiation and Inclusion – Support is adapted to learners' needs while maintaining shared learning objectives.
5. Critical AI Literacy – Developing the ability to critically assess the quality, accuracy, appropriateness, and reliability of AI-generated outputs.

Session	Title	Focus	Content	Applied Activity	Deliverable
1	**AI Changes the Rules of the Game: Writing and Language Learning in the Age of Artificial Intelligence**	Understanding the transformation AI is bringing to English language teaching and to writing and language-learning processes, with particular emphasis on multilingual classrooms	Generative AI in language teaching; opportunities and challenges; AI and language literacy; characteristics of multilingual learners; learner autonomy; critical AI literacy; reliability, transparency, and academic integrity	Analyze an existing writing task and examine the division of roles among the student, teacher, and AI: What should the tool do, and what must remain the learner's responsibility?	Initial framework of principles for the pedagogical and responsible use of AI in English language teaching
2	**From Idea to Revision: AI as a Partner in the Writing Process**	Integrating AI across the different stages of the writing process while preserving students' thinking, voice, and ownership of their texts	Brainstorming; planning and organizing ideas; developing an outline; paragraph development; vocabulary; cohesion and coherence; revision and editing; prompt engineering for writing instruction; preserving student voice and authorship	Develop a sequence of prompts that supports a student throughout the writing process: idea → planning → draft → questions for reflection → revision → reflection	AI Writing Workflow – A model for integrating AI into the writing process
3	**From Correction to Learning: AI Feedback that Develops Independent Writers**	Moving from automated error correction to feedback that promotes thinking, revision, and linguistic autonomy	Correction, Feedback & Feedforward; formative feedback; use of rubrics; adapting feedback to learner proficiency; identifying error	Compare teacher feedback, automated AI feedback, and AI feedback generated through a pedagogically designed prompt and rubric; examine the impact of each	Feedback Prompt Protocol – A protocol for the informed use of AI in giving and receiving feedback

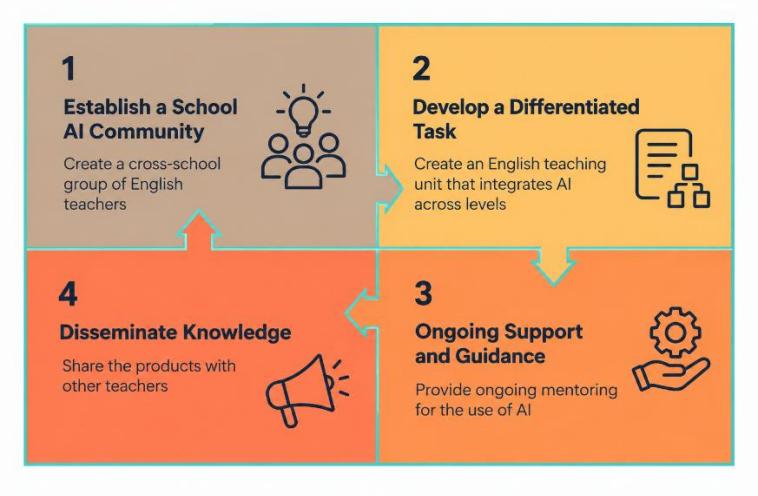
Session	Title	Focus	Content	Applied Activity	Deliverable
			patterns; feedback on content, structure, cohesion, and linguistic accuracy; metacognition and reflection	type of feedback on learning	
4	**One Goal, Different Paths: AI for Differentiation and Inclusion**	Using AI to adapt support and scaffolding for students at different proficiency levels while maintaining shared learning objectives	Differentiated Instruction; adapting texts and instructions; vocabulary support; sentence starters; writing frames; guiding questions; support for struggling learners; extension for advanced learners; teaching in multilingual classrooms; gradual removal of scaffolding	Adapt one writing task to three learning pathways—High Support, Moderate Support, and Independent/Advanced—while maintaining the same learning objective	A differentiated AI-integrated writing task ready for classroom implementation
5	**AI Writing Lab: From Development to Implementation**	Applying acquired knowledge, developing professional products, and preparing them for implementation within English departments and across the network	Instructional-unit design; integration of AI into the writing process; prompt design; differentiation; feedback and assessment; integrity and responsible use; reflection; principles for leading change within a team	Group work to develop an instructional unit/writing task; presentation of products; peer and professional feedback; refinement and preparation for dissemination	A complete AI-integrated instructional unit/writing task to be included in the Atid Education Network professional repository

Teaching and Learning Approach: The program will operate as a professional learning community rather than merely as a series of lectures. Each session will incorporate:



Products that meet the professional criteria will be included in the knowledge repository of the Atid Education Network's English Studies Department.

Expected Network-Level Outcomes: By the end of the program, four key outcomes are expected:





Assessment and Reflection

Assessment will be formative and based on participation, practical application, product development, and professional reflection.

At the end of the program, participants will be asked to reflect on three key questions:

1. What does AI enable me to do as a teacher that I could not previously do with the same level of efficiency?
2. Which parts of the writing process should remain the student's responsibility?
3. How can AI be used to develop linguistic autonomy rather than technological dependence?

Sustainability and School-Based Leadership

A distinctive feature of the program is that its participants are English coordinators; consequently, its goals extend beyond participants' individual professional learning.

The coordinators will serve as capacity builders and change leaders in their schools: they will experiment with practices within the professional learning community, adapt them to

their school contexts, share them with their English teams, and lead informed and responsible use of AI.

This will create a two-way cycle linking research, development, classroom implementation, reflection, sharing, and network-wide integration.

- Note: Coordinators who develop a distinctive tool or program that is subsequently implemented in their school and has potential for wider dissemination will receive compensation.

Professional and Research Partnership

The program will be conducted as a partnership between the Atid Education Network's English Studies Department and the Technion Writing Lab, under joint professional leadership and in accordance with a framework to be developed with Dr. Tzipora Rakedzon and Dr. Amani Jaber.

The partnership aims to connect current research on AI, writing, and language learning with the pedagogical knowledge and experience accumulated in schools, and to establish a model that can be scaled in the future.

Session Dates:

Synchronous/Asynchronous	**Date**	**Session**
Synchronous	23.11.26 16:00-19:00	**1** Amani and Tzipora
Asynchronous	30.11.26	**2** Amani
Synchronous	14.12.2026 16:00-19:00	**3** Amani and Tzipora
Asynchronous	21.12.2026	**4** Amani
Synchronous	11.1.2027 16:00-19:00	**5** Amani and Tzipora
Asynchronous	18.1.2027	**6** Amani
Synchronous	25.1.2027 16:00-19:00	7 Amani and Tzipora
Asynchronous	1.2.2027	**8** Amani
Asynchronous	8.2.2027	**9** Amani
Synchronous	15.2.2027 16:00-19:00	**10** Concluding Session at the Technion

Assessment Rubric for the Final Assignment:

Criterion	Weight	Excellent	Good	Basic	Needs Improvement
1. Clarity of Objectives and Pedagogical Alignment	15%	Clear, measurable objectives; AI integration clearly serves the language/writing objectives	Objectives are mostly clear and demonstrate good alignment	Objectives are general; connection to AI is partial	Objectives are unclear, or AI is integrated without pedagogical justification
2. Quality of the Instructional Unit/Writing Task	20%	The task is well structured, authentic, feasible, and promotes independent thinking and writing	A high-quality, feasible task requiring only minor improvements	The task is only partially feasible or lacks clarity in its stages	The task is insufficiently developed or does not align with the objectives
3. Pedagogical Integration of AI	20%	AI is used purposefully for scaffolding, mediation, feedback, revision, and/or reflection without replacing the learner's own work	Meaningful AI integration across most stages of the activity	AI use is limited or primarily technical	AI is used primarily to generate answers/text on the student's behalf
4. Quality of Prompts	10%	Prompts are precise, scaffolded, and thought-provoking; they are clearly aligned with the objectives and	Prompts are mostly clear and appropriate	Prompts are general or lack coherent sequencing	Prompts do not promote meaningful learning

Criterion	Weight	Excellent	Good	Basic	Needs Improvement
		learners' proficiency levels			
5. Differentiation and Inclusion	10%	Meaningful adaptations address different levels/needs while maintaining a shared learning objective	Several relevant adaptations are included	Adaptations are limited or overly general	Learner diversity is not addressed
6. Responsible, Critical, and Ethical Use of AI	10%	Clear consideration of reliability, privacy, bias, transparency, ownership, and academic integrity	Most key aspects are addressed	Partial consideration of these aspects	Responsible use is not meaningfully addressed
7. Assessment and Feedback for Learning	5%	The process specifies how student learning will be assessed and how AI/the teacher will provide feedback that supports revision	The assessment and feedback mechanism is mostly clear	The mechanism is only partially developed	There is no clear assessment and feedback process
8. Professional Reflection	10%	In-depth reflection on the process, benefits, limitations, challenges, changes made, and future implementation	Good reflection incorporating key insights	Reflection is primarily descriptive	Reflection is limited or absent

Total: 100 points.

Note:

Ethical and Research Considerations

First and foremost, this is a professional development program for English coordinators.

Should the program include the collection of student data, analysis of student work for research purposes, or any other research activity, such activities will be conducted only subject to all required approvals, including, where applicable, approval from the Technion administration, the institutional ethics committee, and the Office of the Chief Scientist at the Ministry of Education.