

ICERT EduTalk Session Report

“Learning in Motion: AI, Immersive Technology, and Inclusive Education”

Date: August 22, 2026

Series: ICERT EduTalk

Host: ICERT PA USA

Facilitator: Dr. Navneet Kaur, Director of Education,

Guest Speaker: Dr. Sara J. Ferrari

Attendance: 107 participants

1. Executive Summary

The ICERT EduTalk session, “Learning in Motion: AI, Immersive Technology, and Inclusive Education,” explored the relationship between artificial intelligence, immersive technologies, and inclusive educational practice.

Hosted by ICERT PA USA and facilitated by Dr. Navneet Kaur, the session featured Dr. Sara J. Ferrari, an educator and researcher specializing in artificial intelligence, emerging technologies, and inclusive learning environments. The discussion introduced participants to the fundamentals of AI, practical prompt engineering, Universal Design for Learning, educational AI tools, and the ethical responsibilities associated with using AI in teaching, research, and writing.

A central theme of the session was that technology should strengthen human connection and expand access to learning rather than replace the human element of education. The session attracted 107 participants, who engaged with the topic through discussion and an interactive Padlet activity.

2. Purpose of the Session

The session was designed to:

- Introduce educators to foundational concepts in artificial intelligence.
- Clarify the relationship and differences between AI, machine learning, large language models, and immersive technology.
- Demonstrate how educators can communicate more effectively with AI tools.
- Promote inclusive and respectful language when discussing learners with diverse abilities and needs.
- Introduce Universal Design for Learning as a framework for supporting varied learners.
- Examine practical applications of AI in education, including physical education, health, and STEM.
- Encourage responsible, accurate, safe, and inclusive use of AI-generated content.

3. Opening and Speaker Introduction

Dr. Navneet Kaur opened the session by welcoming participants to the ICERT EduTalk series and introducing the theme of the discussion. In her opening remarks, she emphasized that the true measure of educational technology is not simply its technical capability, but its ability to understand, support, and empower diverse learners.

Dr. Sara J. Ferrari then introduced herself and described her professional journey. Her background includes physical education and sports psychology, followed by a transition into instructional design and emerging technologies during the pandemic. Her experience includes research and practice in artificial intelligence, immersive technologies, and inclusive learning environments.

Dr. Ferrari also discussed her work coaching Para badminton players. This experience has strongly influenced her understanding of inclusion and helped shape her perspective on how education and technology can better respond to learners with different abilities and learning needs.



4. Key Discussion Areas

Fundamentals of Artificial Intelligence:

Dr. Ferrari presented the foundational concepts of artificial intelligence in an accessible and practical manner. She explained how AI systems learn from information and patterns, helping participants understand the principles behind commonly used AI tools.

The discussion distinguished between:

Artificial intelligence: The broader field concerned with systems that perform tasks associated with human intelligence.

Machine learning: A method through which systems identify patterns and improve their performance using data.

Large language models: AI systems trained on extensive amounts of text to generate and interpret language, including tools such as ChatGPT.

Immersive technology: Technologies such as virtual reality and mixed reality that create or enhance interactive digital environments.

To make the concepts easier to understand, Dr. Ferrari used relatable analogies. One example compared AI learning to teaching a system about birds and then asking it to apply that knowledge when identifying other animals, such as penguins.

She also referred to the Turing test as a way of explaining the concept of machines attempting to imitate human intelligence through communication and behavior.

The session clarified that AI and immersive technology are related areas within the broader field of emerging technology, but they are not the same. AI focuses primarily on intelligent processing, prediction, generation, and decision support, while immersive technologies focus on creating interactive digital or blended environments.

Prompt Engineering Workshop

A significant portion of the session focused on how to effectively communicate with AI tools. 1 Dr. Ferrari demonstrated how to create structured, purposeful prompts using a 6-box framework:

Who — Who is the audience?

What — What is the task?

When — What is the timeframe or context?

Why — What is the purpose?

Context — What background information is needed?

Constraints & Role — What limitations apply, and what role should the AI take?

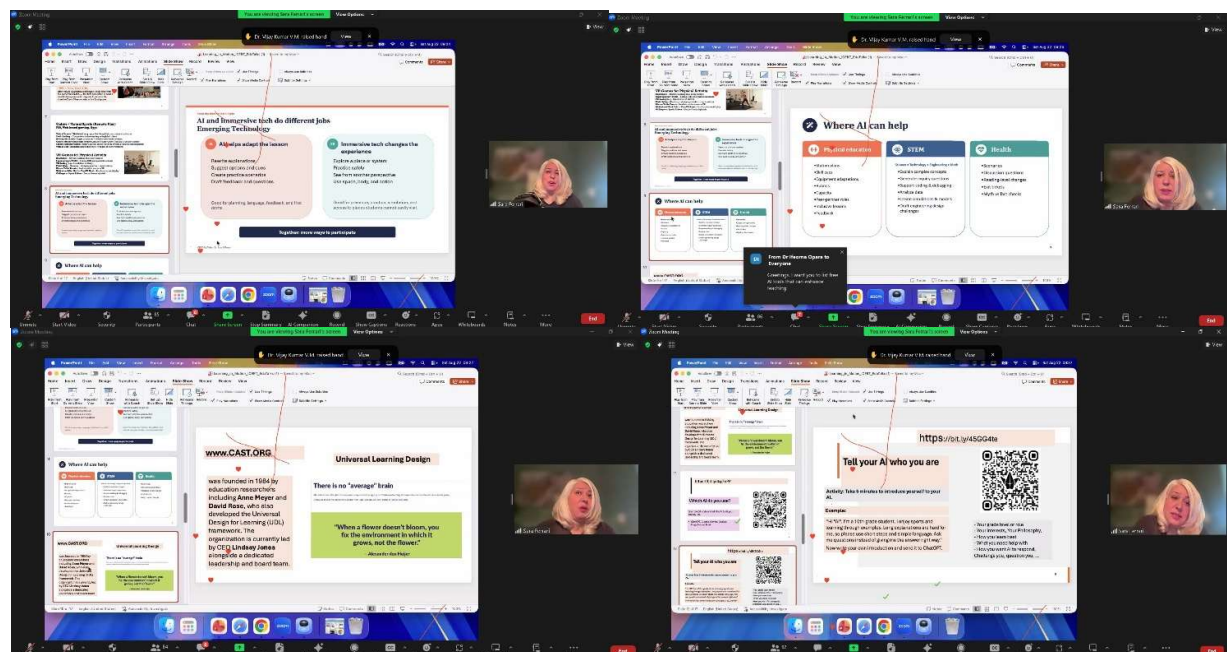
Dr. Ferrari emphasized that educators must review and audit AI-generated content to ensure accuracy, safety, and inclusivity before sharing it with learners.

Inclusive Education & Terminology

Dr. Ferrari and Dr. Navneet engaged in a meaningful discussion around terminology for describing students with different abilities, agreeing that terms like "different abilities" or "diverse learning needs" are more respectful and empowering than outdated terms like "special needs." 1 Dr. Ferrari introduced the concept of Universal Design for Learning (UDL), referencing resources available on cast.org, and shared practical examples of how AI can help accommodate diverse learners — particularly highlighting work with deaf students.

AI Tools in Education

Dr. Ferrari introduced participants to several AI tools currently used in educational settings, including **Copilot** and **ChatGPT**, noting that **Copilot is commonly used in Florida schools** due to local regulations. The session used a **Padlet** platform for interactive participation, accessible via QR code or URL.



Ethical Considerations

Dr. Ferrari addressed **ethical concerns related to AI use in research and writing**, urging educators to take responsibility for the content AI generates on their behalf. AI is a powerful tool but requires **human oversight** to ensure it remains accurate, safe, and inclusive for all learners.

Closing Remarks

The session concluded with a reminder that **technology should enhance human connection and inclusivity** in learning environments — not replace the human element that makes education meaningful.

5. Major Takeaways

The session generated several important conclusions:

Technology should serve learners.

The value of AI and immersive technology lies in how effectively they support learning, participation, and inclusion.

AI, machine learning, language models, and immersive technology are distinct. Understanding their differences helps educators select and use tools more appropriately. **Clear prompts produce more useful results.**

The six-box framework offers educators a practical method for providing AI with direction, context, and constraints.

AI-generated content must be reviewed.

Educators are responsible for checking accuracy, safety, accessibility, and inclusivity before sharing AI-supported materials.

Inclusive language matters.

Respectful terminology contributes to a more empowering and learner-centered educational environment.

UDL supports diverse learners.

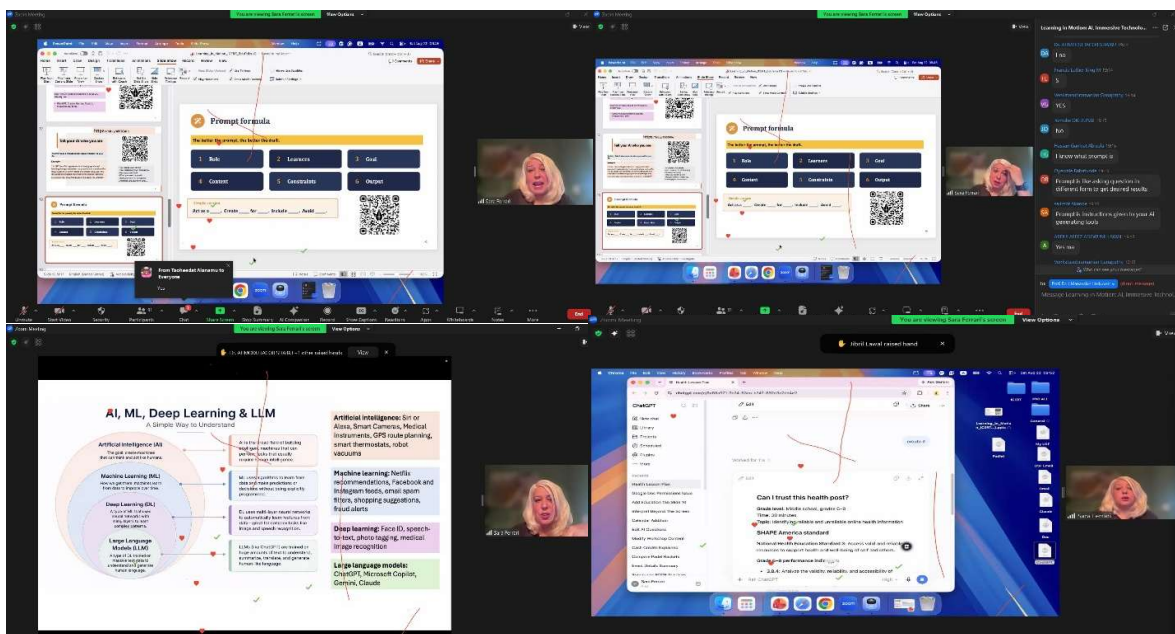
Designing flexible learning experiences from the beginning can reduce barriers and improve access.

AI can support—not replace—the educator.

Human connection, professional judgment, empathy, and contextual understanding remain essential.

Continued practice is necessary.

The Padlet activity provided participants with an opportunity to apply the ideas from the session and receive feedback.



6. Policy Recommendations

Drawing from the key themes and discussions of the session, the following policy recommendations are proposed for educational institutions and policymakers:

1. Establish AI Use Guidelines for Educators

- Institutions should develop **clear, written policies** on the acceptable use of AI tools (e.g., ChatGPT, Copilot) in teaching, research, and content creation.
- Policies should require educators to **disclose AI-assisted content** and mandate human review before any AI-generated material is shared with students.

2. Mandate AI Literacy Training for Educators

- Professional development programs should include **structured AI literacy training**, covering foundational concepts such as machine learning, large language models, and prompt engineering.
- Training should incorporate practical frameworks like the **6-box prompt engineering model** to ensure educators can use AI tools effectively and responsibly.

3. Embed Universal Design for Learning (UDL) in AI Adoption Policies

- Any institutional AI adoption strategy should be aligned with **UDL principles**, ensuring that AI tools are evaluated for their ability to support learners with diverse abilities and needs.
- Policies should require that AI tools used in classrooms are **accessible and inclusive**, with particular attention to learners who are deaf, have physical disabilities, or have diverse learning needs.

4. Regulate AI Tool Selection at the Institutional Level

- Institutions should establish **approved lists of AI tools** that comply with local regulations, privacy laws, and ethical standards — similar to how Florida schools have adopted Copilot due to local regulatory requirements.
- Procurement and approval processes for AI tools should include **equity and accessibility audits** before deployment in educational settings.

5. Develop Ethical AI Frameworks for Academic Integrity

- Clear policies addressing **AI use in student assignments and research** should be developed, distinguishing between acceptable AI assistance and academic dishonesty.
- Institutions should provide educators with tools and training to **detect and evaluate AI-generated content** submitted by students.

6. Promote Inclusive and Respectful Language Standards

- Institutional policies and communications should adopt **person-first, respectful terminology** such as "diverse learning needs" or "different abilities" rather than outdated labels.
- Style guides and training materials should be updated to reflect these standards across all educational communications.

7. Support Ongoing Research and Community of Practice

- Institutions should invest in **communities of practice** — such as the ICERT EduTalk series — where educators can share experiences, challenges, and innovations related to AI and inclusive education.
- Funding and resources should be allocated for **ongoing research** into the impact of AI and immersive technologies on diverse learner outcomes.

7. Key Next Steps

- Dr. Navneet to share slides and resources from Dr. Ferrari with all participants.
- Dr. Ferrari to share Padlet links and slides with Dr. Navneet, keep the Padlet open for 3 days, and share contact details for further questions.
- Participants to write 2–3 pages about themselves to train their chosen AI, create a prompt using the 6-box framework, and post it on the Padlet for feedback.

8. Conclusion

The ICERT EduTalk session provided participants with a practical and thoughtful introduction to artificial intelligence, immersive technology, prompt engineering, and inclusive education.

Dr. Sara J. Ferrari's presentation connected technical concepts with real educational practice, while her experience in physical education, sports psychology, instructional design, emerging technology, and Para badminton contributed a strong human-centered perspective.

The session concluded with an important reminder: technology should enhance human connection and make learning more inclusive, not replace the relationships and professional judgment that make education meaningful. With responsible use, AI and immersive technologies can help educators create learning environments that are more flexible, accessible, and responsive to diverse learners.