

Scan the QR for session 2 attendance



Gemini Notebook: An Introduction to Features and Potential Uses

Flex Day - Fall 2026

Breakout Session 2 | 2:00-3:00 pm | Math + Science 155

Michelle Veyette
English Instructor & Distance
Education Coordinator

Monica Jovanovich, PhD
Art History Professor

Welcome



Presentation agenda

- Warm up discussion
- General Information about Gemini Notebook
 - What is Gemini Notebook?
 - Accessing Gemini Notebook
 - Building and customizing your notebook
 - Studio features and limits
 - Privacy, security, and copyright compliance
- Check-in for questions
- Gemini Notebook in practice
 - Michelle's 'Open' notebooks
 - Monica's 'Closed' notebook
- Closing discussion and Q+A
- Resources
- Upcoming opportunities for more learning

Warm up discussion

What brings you here today?

- Chat with someone about your experience using Gemini Notebook, if any, and what you hope to take away from this session.
- Then share on Mentimeter via the QR code.

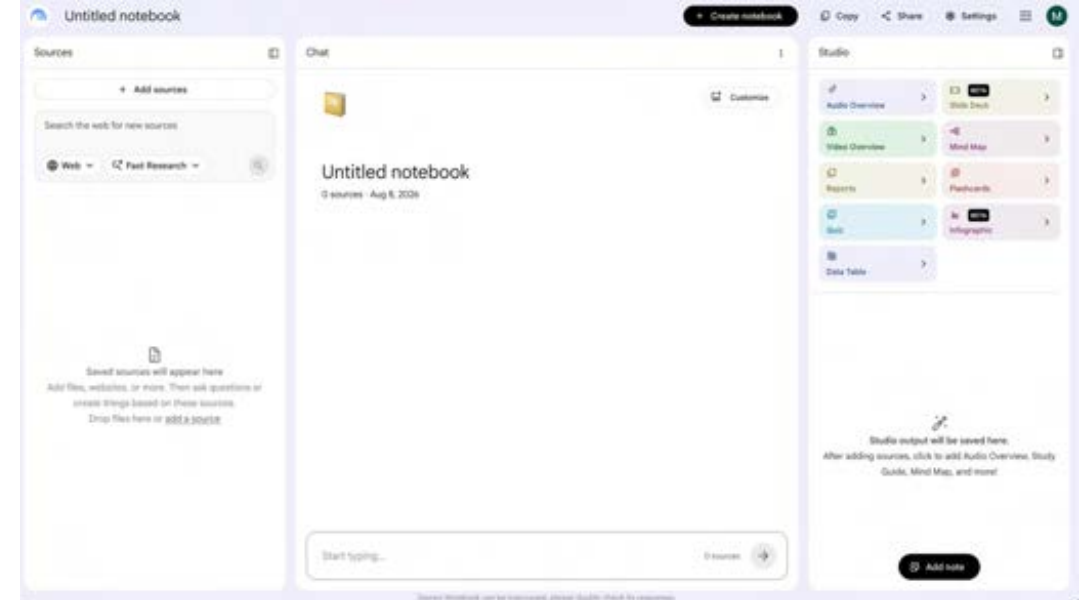
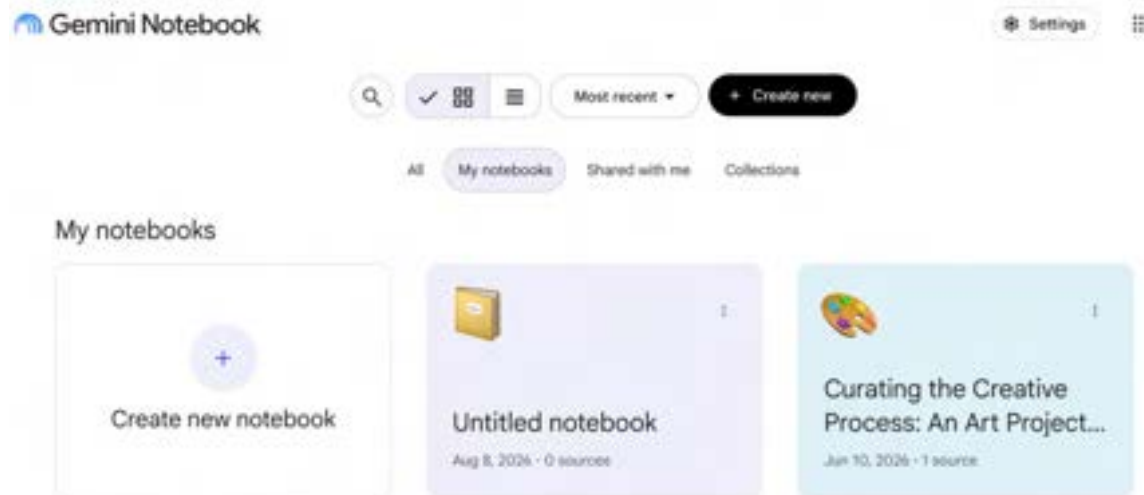


Scan QR code to share thoughts with group

What is Gemini Notebook?

Gemini Notebook is a research and note-taking tool that is part of Google's AI program Gemini

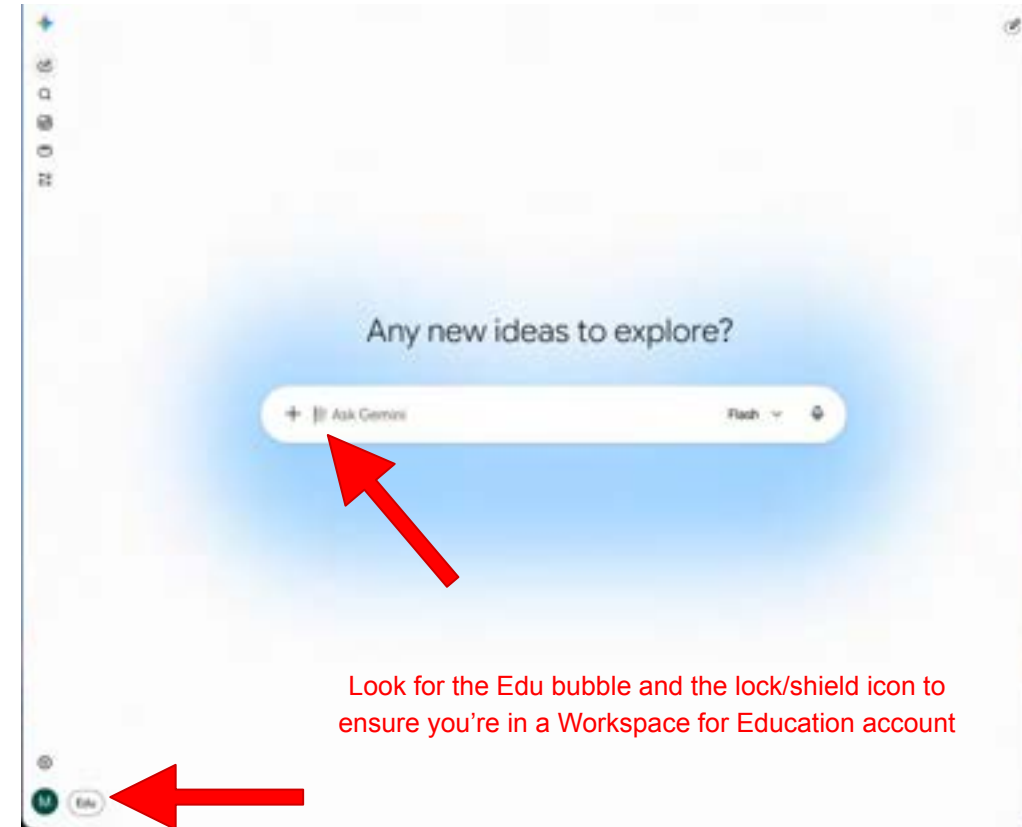
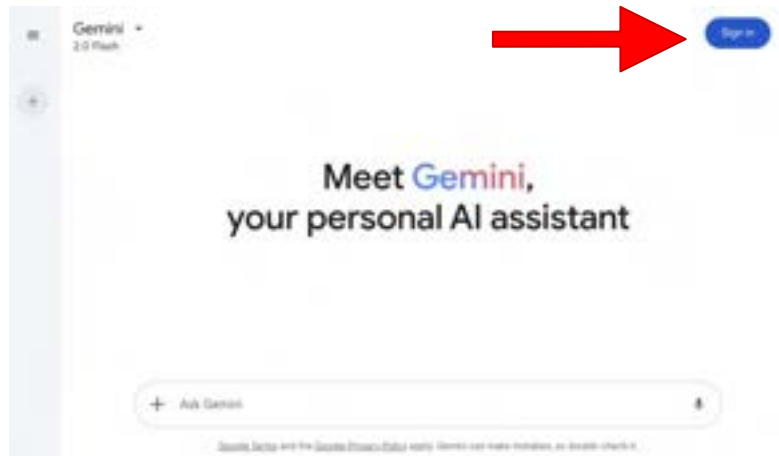
- What makes Gemini Notebook unique is that the outputs are drawn only from the sources you upload.
- It has a **Chat** function as well as a number of **Studio** outputs.
 - The chat is similar to other AI chatbots but only pulls from your uploaded sources. Chat text can also include citations to your sources.
 - Studio outputs are multimedia tools made only from your sources. These include audio overviews, slide decks, video overviews, mind maps, reports, flashcards, quizzes, infographics, and data tables.
- Notebooks can be 'open' (accessible to others) or 'closed' (accessible only to yourself).



Accessing Gemini Notebook

Instructions for logging on

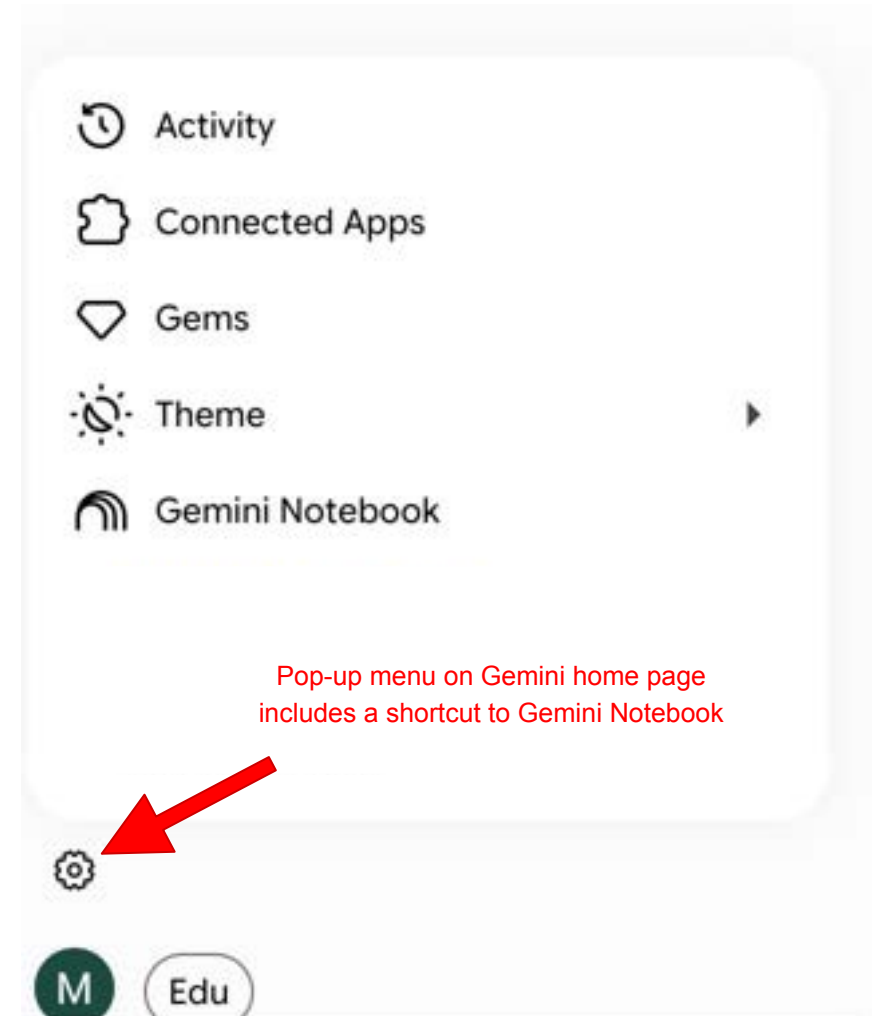
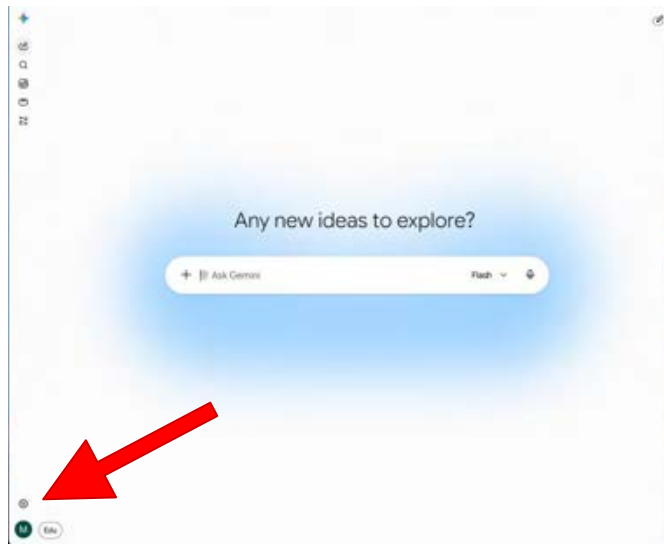
- Visit gemini.google.com
- Select Sign In in upper right.
- Enter your CCCD email.
- You'll be redirected to the District's Single Sign On page.
 - The first time you'll need to navigate through some terms and conditions pages.
- You'll then arrive at the Gemini home page.
- Look for the Edu bubble (lower left) and the lock/shield icon (in the chat bar) to ensure you're in a Workspace for Education account.



Accessing Gemini Notebook

Navigating to Gemini Notebook

- From the gemini.google.com home page, click the gear icon in the lower right.
- Select Gemini Notebook from the pop-up menu.
- Or visit notebook.google.com

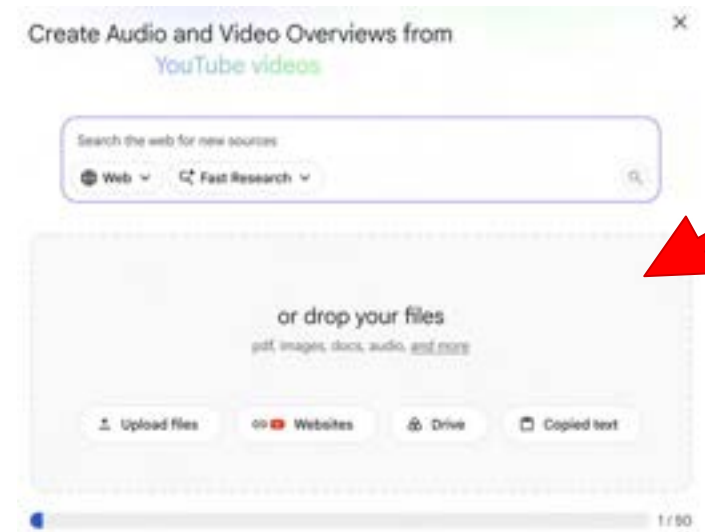
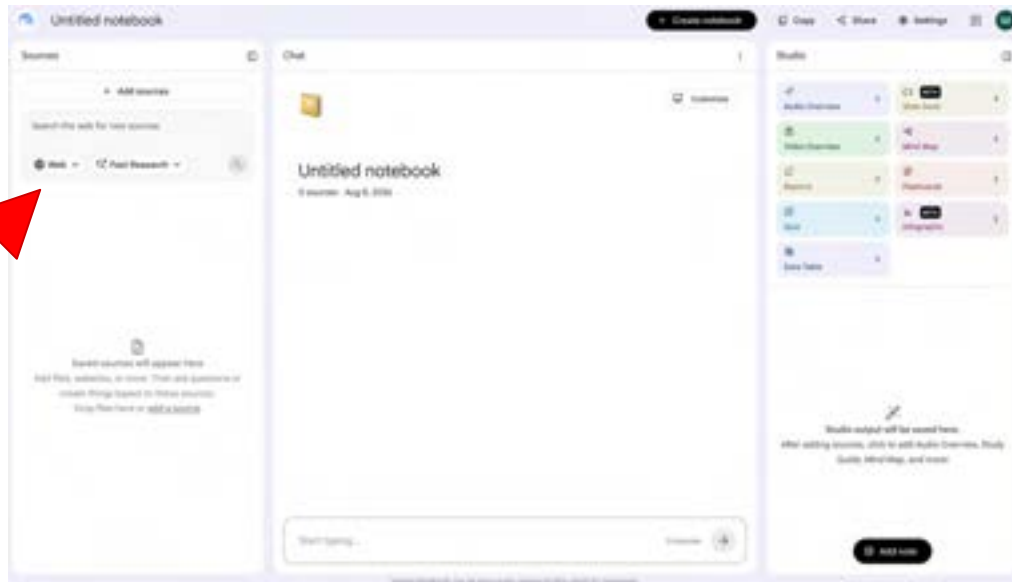


Pop-up menu on Gemini home page includes a shortcut to Gemini Notebook

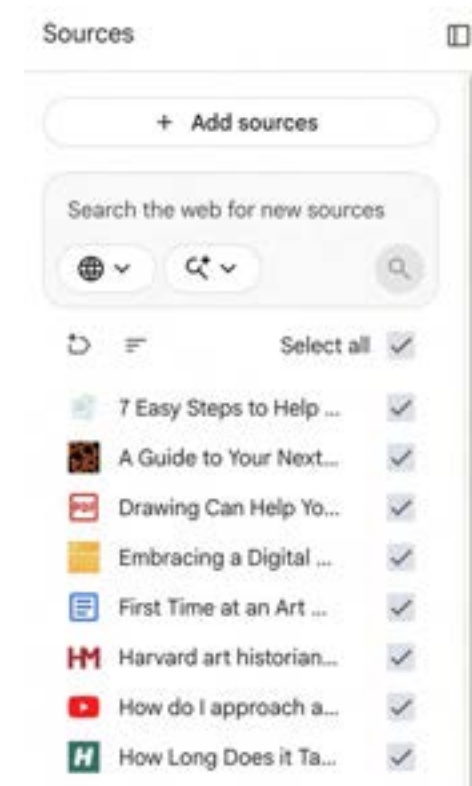
Building your notebook

Begin by adding your sources

- You can upload PDFs, Google Docs, YouTube links, websites, and audio files.
- Our accounts are limited to 50 sources per notebook.
- Check in the Sources list if something is inaccessible.
- Copyright around sources depends some on if you're creating an open or closed notebook.



Sources can be added in different ways

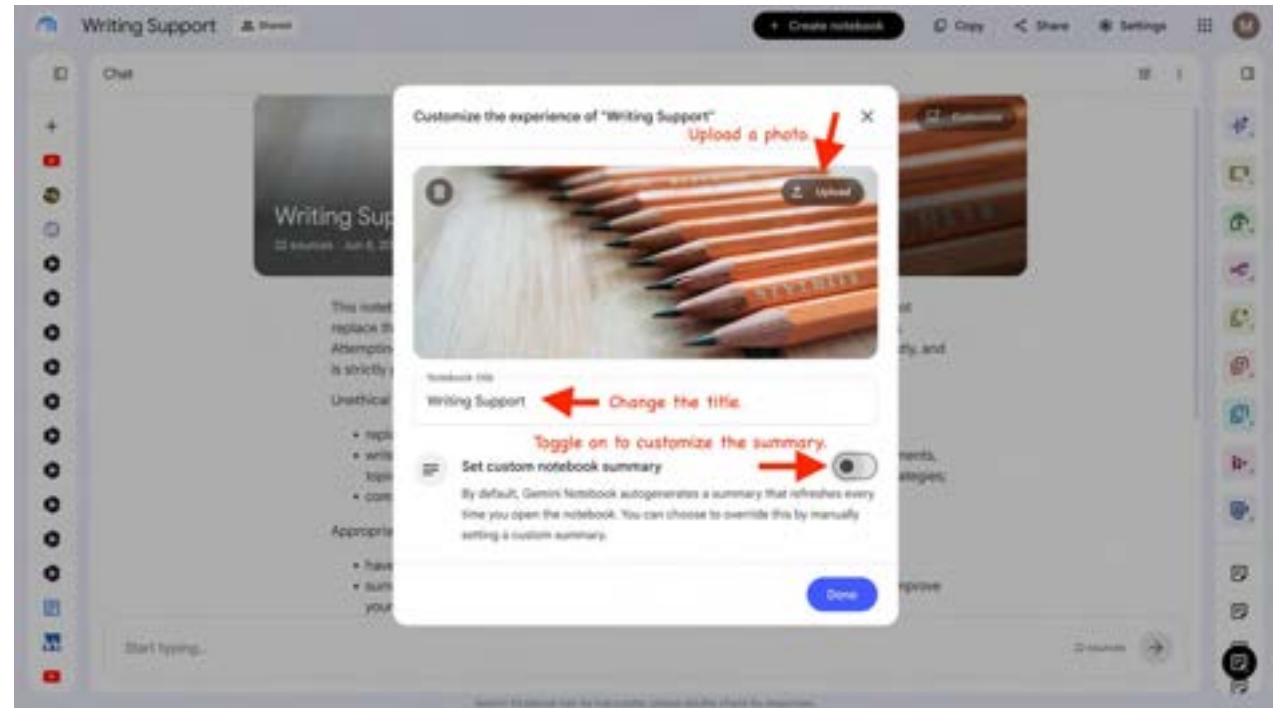


Customizing your notebook

Notebook experience

Instructions for customizing your notebook experience:

- Click on the three dots in the upper right corner.
- Upload a photo.
- Change the notebook title.
- Add a custom summary.

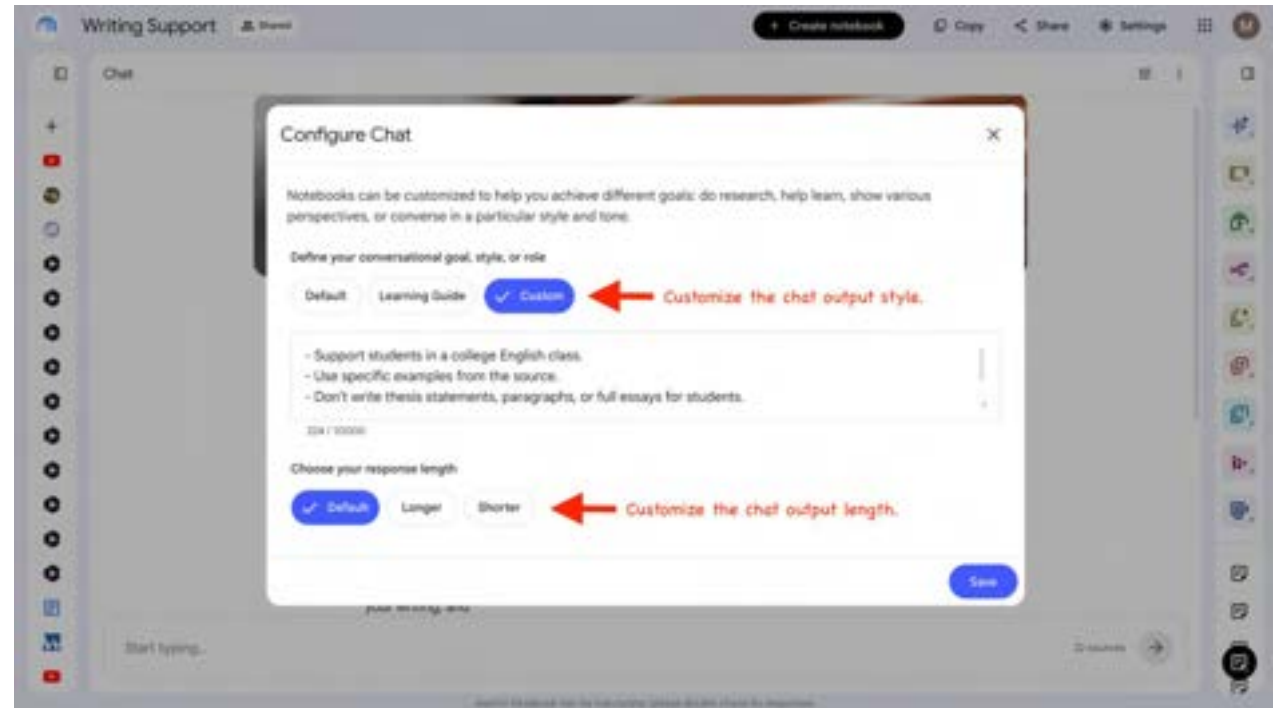


Customizing your notebook

Chat configuration

Instructions for customizing the chat configuration:

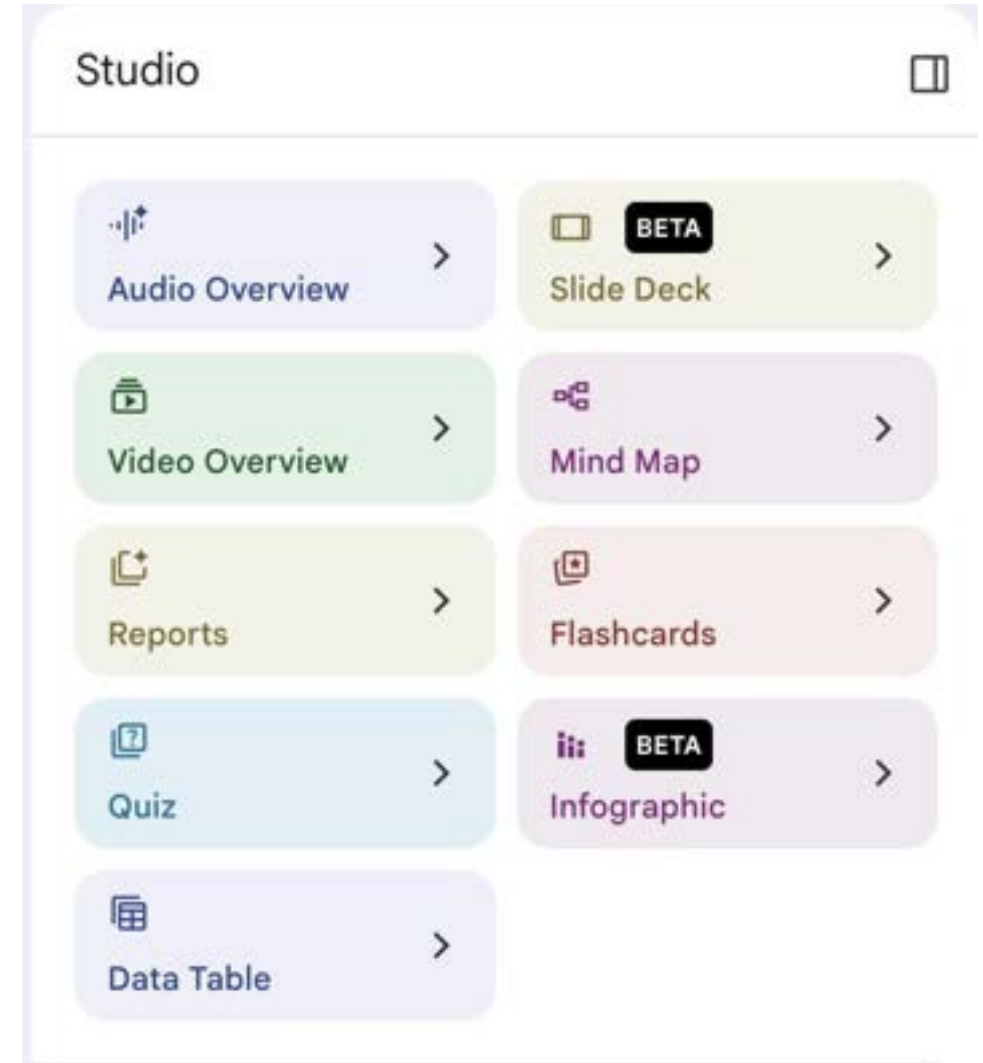
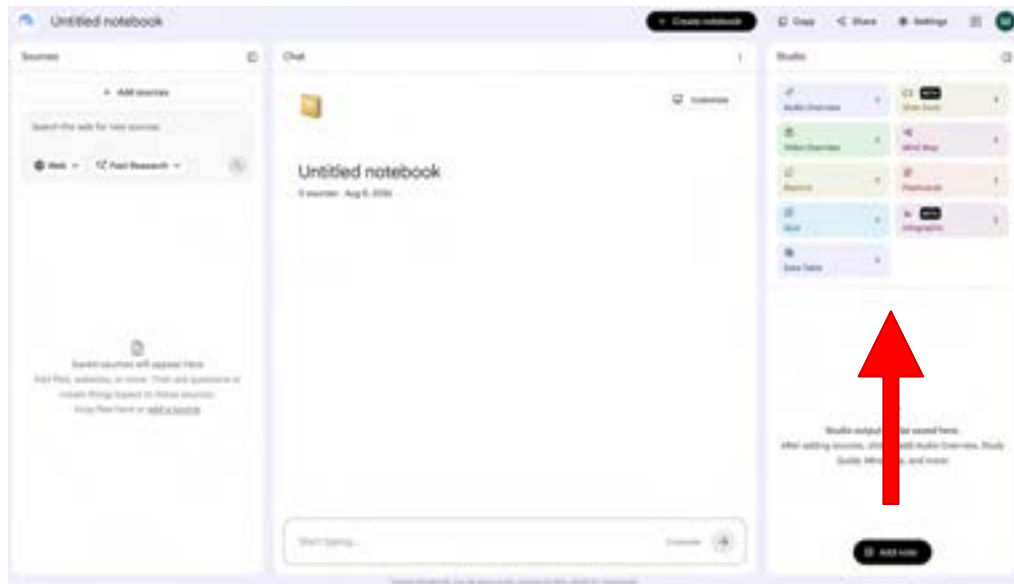
- Click on the chat configuration icon in the upper right corner.
- Add custom guardrails to the chat output.
 - Use the CAP framework: Context, Audience, Purpose.
- Choose the desired output length.



Studio outputs

Configuring your Studio outputs

- Select the kind of output you'd like and the sources it should be based on.
- Each output has many options for how to configure it.
- Some outputs can be downloaded, others shared, and a few 'live' only in the notebook.



Studio outputs

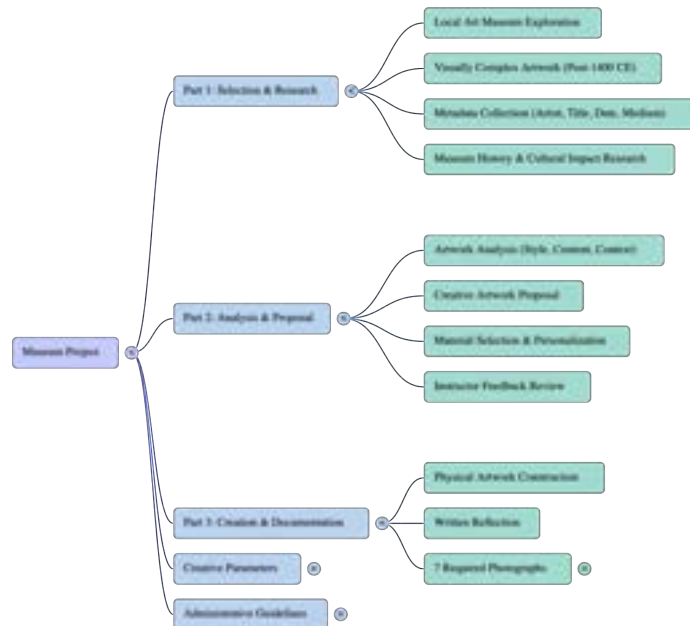
Mind Map

Sources: 1 source

What should the topic be?

Things to try

- The mind map must be restricted to a specific source (e.g. "the article about Italy")
- The mind map must focus solely on the key concepts of quantum physics
- Create a mind map to help me study the causes of World War I



Customize Infographic

Choose language: English

Choose orientation: ☒ Landscape ☐ Portrait ☐ Square

Choose visual style:

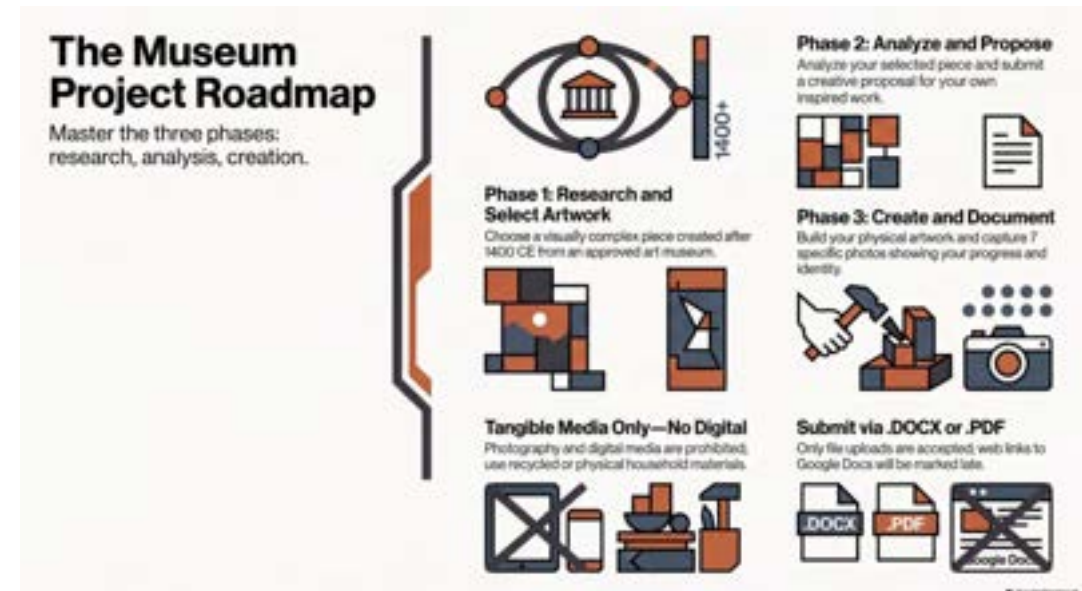
Instructional Bento Grid Bricks Scientific Professional

Level of detail: ☐ Concise ☒ Standard ☐ Detailed

Sources: 20 sources

Describe the infographic you want to create

Guide the style, color, or focus: "Use a blue color theme and highlight the 3 key stats."



Studio outputs

Customize Slide Deck

Format

Detailed Deck

A comprehensive deck with full text and details, perfect for emailing or reading on its own.

Presenter Slides

Clean, visual slides with key talking points to support you while you speak.

Choose language

English

Length

Short

✓ Default

Sources

1 source

Describe the slide deck you want to create

Add a high-level outline, or guide the audience, style, and focus: "Create a deck for beginners using a bold and playful style with a focus on step-by-step instructions."



Customize Video Overview

Format

Explainer

A structured, comprehensive overview that connects the dots within your sources

Short

A bite-sized overview to help you quickly grasp core ideas from your sources

Choose language

English

Sources

1 source

Choose visual style



Anime

Watercolor

Retro print

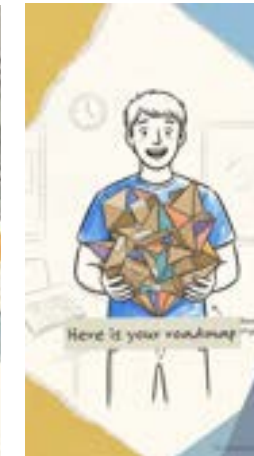
Heritage

What should the video focus on?

Project Roadmap

Artist Perspective

Creation Guide



Studio outputs

Quiz

Number of Questions

Fewer ✓ Standard (Default) More

Level of Difficulty

Easy ✓ Medium (Default) Hard

Sources

20 sources

What should the topic be?

Identify how Felix Gonzalez-Torres utilizes candy distribution to challenge traditional museum audience interaction.

+ Beading Techniques + Conceptual Art + Media Conservation

2 / 10

What is the primary reason museum etiquette strictly prohibits touching the artwork?

- A. Museum guards are evaluated on how many people they stop.
- B. Skin oils can cause long-term damage to the materials.
- C. Touching art is considered a sign of a lack of education.
- D. It prevents the museum's silent alarm systems from triggering.

Hint

Previous

Next

Think about the chemical residue humans naturally leave behind on everything they touch.

4 / 10

Nick Gray suggests a specific 10-30 minute strategy for 'medium-sized' museums. What is it?

- A. Waiting at the safe for the morning crowds to disperse.
- B. A focused study of the three most famous items in the lobby.
- C. Finding a museum guard to give you a private introductory tour.
- D. An initial walkthrough of the entire floor plan without stopping.

Hint

Previous

Next

Flashcards

Number of Cards

Fewer ✓ Standard (Default) More

Level of Difficulty

Easy ✓ Medium (Default) Hard

Sources

27 sources

What should the topic be?

Place the specific artist on the front and their primary movement on the back.

+ Movement Timeline Cards

+ Artist Origin Mapping

+ Style Technique Study

Studio > App

Museum Flashcards

View 31 sources

10 / 30

In art analysis, how does 'Content' differ from 'Form'?



Good content

Bad content

Studio > App

Museum Flashcards

View 32 sources

Content refers to the subject and story portrayed, while Form refers to visual elements like color, shape, and composition.

Explain



Good content

Bad content

Chat

I'm reviewing flashcards based on the source material and I'd like to expand my understanding of one of them.

On the front it reads: "In art analysis, how does 'Content' differ from 'Form'?"
The answer on the back reads: "Content refers to the subject and story portrayed, while Form refers to visual elements like color, shape, and composition."

Explain this topic in more detail.

In art analysis, the distinction between **Form** and **Content** allows you to separate the physical construction of a work from the meaning or story it conveys. While they are inextricably linked, experts use these terms to focus on different aspects of the viewing experience.

Form: The "How" of the Artwork

Form refers to the purely visual and physical components of a work—essentially **how it is portrayed**. It encompasses the abstract elements and the technical choices an artist makes to guide the viewer's eye.

• **Visual Elements:** Form is defined by **color, shape, line, and light**.

• **Structure and Composition:** It includes the **composition, proportions, and scale** of the work. For example, the **composition** involves choosing where to place elements of a

Start typing...

32 sources

Studio outputs

Customize Data Table

Choose language

English

Sources

30 sources

Describe the data table you want to create

Things to try

- Create a table with the major findings in these research papers, using columns: title, author, key result
- Extract the most important quotes from my readings, grouping them by topic and author
- List vacation destinations in Italy with city, best time to visit, attractions, and cost

Essential Guide for First-Time Art Museum Visitors

View 32 sources

Category	Practical Tips	Etiquette and Behavior	Looking Strategies	Physical Considerations	Source
Museum Preparation and Access	- Research hours, location, and costs online. Check for closures (often Mondays) [7-11]. - Use student IDs, check for free admission days/hours (e.g., "pay what you wish"), or buy tickets online to skip queues [5-16]. - Download museum apps, maps, or audio tours (e.g., Bloomberg Connects) [4, 5, 10, 14-16]. - Arrive 20-30 minutes after opening to avoid initial lines [10]. - Check bag and coat check policies; large bags usually must be stored [3, 4, 6, 7, 9, 11, 12, 15, 16, 19].	- Recognize the museum as a social/recreational space for friends and family [5]. - Request "no food or drink" rules in galleries; eat only in designated cafe areas [3, 4, 10, 15, 20]. - Follow "no pens" policies; use pencils for notes or sketching to prevent accidents [11, 15, 20, 21]. - Understand that some museums lack air conditioning; plan visits for cooler times [22].	- Create a "highlights list" or pick one specific collection/room to explore rather than seeing everything [3-5, 21, 22]. - Look for introductory panels at gallery entrances for the "organizing vision" [3]. - For children: pick up bilingual family guides, visit touch-tours, or use "find the animal" games [8, 21, 22].	- Wear comfortable footwear (sneakers/flat) for extensive walking on hard floors [3-7, 9-12, 19-21, 15, 22, 24]. - Bring a sweater or cardigan as galleries are often kept cool for conservation [3, 15, 22, 24]. - Locate restrooms and seating areas upon arrival [9, 14].	[1-16]
Etiquette and Social Norms	- Bring a "MacGyver" (a compressor with fresh yeast) to help discover unnoticed details [24]. - Use digital tools to find supplemental info not on labels [7, 10, 25]. - Use a phone or notebook to record.	- Strictly follow the "no touching" rule; stay at least an arm's length (or 3 feet) away to protect artifacts from skin oils [4, 7, 9-12, 15-17, 19, 20, 24-26]. - Adhere to photography ethics: no flash (prevents light damage), no tripods/selfie sticks, and respect "no photo" signs.	- Participate in frank, democratic discussions; acknowledge there are no "wrong" answers [3, 4, 21]. - Use a circle or semi-circle arrangement for group engagement [6, 14]. "Agree museum" download: discuss impressions at a cafe or park after the visit [2].	- Be mindful of "backpack reflex": wear bags on the front or side to avoid hitting objects [10, 15, 20, 24]. - Note that labels and maps are often positioned on the right for right-handed flow [3].	[1, 3-12, 19-23, 24-26]

Create report

Format

Create Your Own

Craft reports your way by specifying structure, style, tone, and more

Briefing Doc

Overview of your sources featuring key insights and quotes

Study Guide

Short-answer quiz, suggested essay questions, and glossary of key terms

Blog Post

Insightful takeaways distilled into a highly readable article

Suggested Format

Curatorial Exhibition Rationale

An in-depth professional rationale explaining the exhibit

Design Philosophy Manifesto

A substantive monograph explaining the design

Artistic Abstraction Primer

A digestible guide for new audiences explaining the art

Movement Context Narrative

A compelling story-based narrative about the movement

Customize Audio Overview

Format

Deep Dive

A lively conversation between two hosts, unpacking and connecting topics in your sources

Brief

A bite-sized overview to help you grasp the core ideas from your sources quickly

Critique

An expert review of your sources, offering constructive feedback to help you improve your material

Debate

A thoughtful debate between two hosts, illuminating different perspectives on your sources

Choose language

English

Length

Short

Default

Long

Sources

1 source

What should the AI hosts focus on in this episode?

How students finish this project.

Accessibility & Studio outputs

Studio outputs most often cannot be edited nor are they fully accessible

Editing

- Quizzes and data tables can be edited.
- Little to no editing capabilities (at the moment) for slide decks, video and audio overviews, infographics, and mind maps.

Accessibility

- Canvas Studio will create captions and a transcript for video and audio outputs.
- Alt text should be added to all images, infographics included.
- PDF also should be accessible.

2 / 10

What is the primary reason museum etiquette prohibits touching the artwork?

+ Add question

✎ Edit question

🗑 Delete question

A. Museum guards are evaluated on how many times they stop.

B. Skin oils can cause long-term damage to the materials.

C. Touching art is considered a sign of a lack of education.

D. It prevents the museum's silent alarm systems from triggering.



Change Slide 5

e.g. 'Center the image on the page' or 'Make the title shorter'

Notebook limits

• NotebookLM -  NotebookLM

Usage Limits (Subject to Change)	Standard Access
Notebooks	100/user
Sources	50/notebook
Chats	50/day
Audio Overviews	3/day
Video Overviews	3/day
Reports	10/day
Flashcards	10/day
Quizzes	10/day
Mind Maps	No Limits
Deep Research	10/month
Data Tables	Limited
Infographics	Limited
Slide Decks and Revisions	Limited

Source - CCCD: [Google for Education \(Gemini & Notebook LM\) Resources](#)

CCCD usage guidelines for using AI tools

Please adhere to the following usage guidelines:

✔ Appropriate Uses (Do's)	✗ Prohibited Information (Don'ts): Do not enter the following into any AI tool:
• Drafting emails, memos, and general communications • Brainstorming, outlining, and lesson planning • Summarizing public documents, articles, or personal notes • Analyzing non-sensitive working documents	• Student Records: FERPA-protected data (grades, disciplinary records, accommodations, financial aid). • Employee Data: Personnel info (SSNs, evaluations, medical leave). • Health Information: Any data covered by HIPAA. • Credentials: Login passwords, PINs, or API keys. • Confidential District Business: Active legal matters, contract negotiations, board materials, or IT security vulnerabilities. • Copyrighted Material: Third-party content you do not have the rights to share.

Source - CCCD: [Google for Education \(Gemini & Notebook LM\) Resources](#)

Privacy and security for Education accounts

Educational account safety features

Accessing Gemini Notebook through an Education account offers additional safety features.

- Admin-controlled access for additional security.
 - When logged into your official CCCD account, your files and prompts stay private and are never shared outside our network.
- AI training limitations, which means data obtained through Education accounts will *NOT* be used to train or improve AI models.
- For Education users, uploads, queries, and chat outputs will *NOT* be reviewed by human reviewers, even when thumbs up or down feedback is provided.
 - Note, for personal accounts, AI training is allowed *only* if the user chooses to provide feedback on chat outputs.

Important reminders

- Faculty and students should only use Gemini Notebook with their official CCCD account.
- Strip all Personal Identifiable Information (PII).
- Continue to use your expertise to verify chat outputs; it is not designed to replace faculty or student work.
- Adhere to Copyright laws, *especially* when determining if your notebook will be shared with others.
- Communicate these important usage reminders to students; students will *NOT* be able to access instructor shared notebooks with their personal accounts.

Sources - [“Privacy and Terms”](#); [“Use Gemini Notebook”](#)

Copyright compliance with Gemini Notebook

Copyright guidelines

Google's "Privacy and Terms of Use in Gemini Notebook" states

- users should respect copyright laws;
- users should not share copyrighted content without permission;
- Google will respond to clear notices of alleged copyright infringement; and
- Google will terminate accounts with repeated infringement of intellectual property, including copyright.

The Substack article "Is Your AI Research Assistant Breaking the Law?" offers additional insights about adhering to copyright laws when using Gemini Notebook, which include

- never using pirate sites or shadow libraries;
- not publicly sharing notebooks that contain copyrighted material;
- not using notebooks to replace currently marketed resources; and
- being mindful of individual publishers' terms of service that may prohibit inputting their content into AI tools.

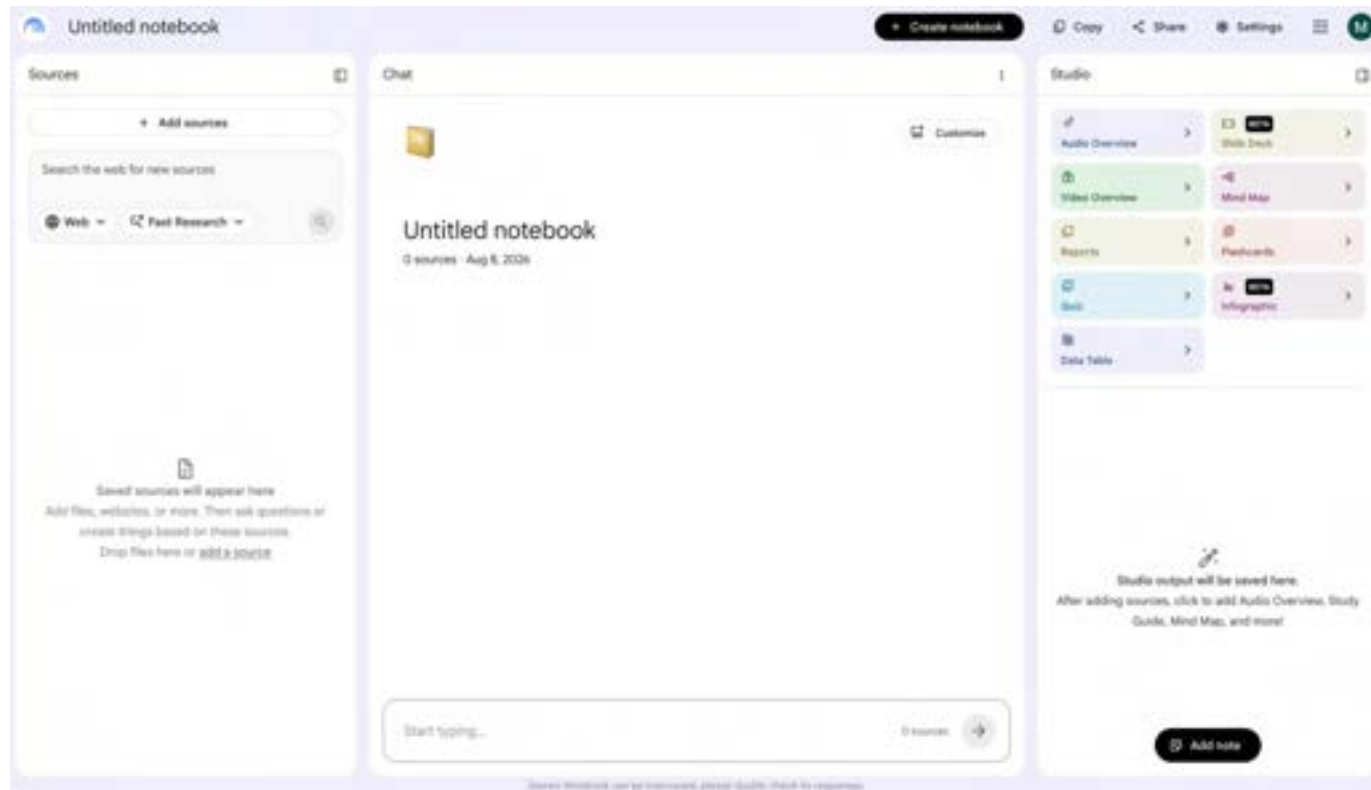
Usage considerations

- When creating a 'closed' notebook for personal use *only*, legally obtained copyrighted materials may be used, such as PDFs, database articles, etc.
- When creating an 'open' notebook to share with others, avoid sharing digital copies of copyrighted material; instead, only share *links* to open, publicly accessible sources and documents of your original compositions.
- Become familiar with individual publishers' specific terms of use, which may limit how their work is used in notebooks.
- Communicate these copyright guidelines to students if using Gemini Notebook is part of your courses.

Sources - ["Privacy and Terms"](#); ["Is Your AI Research Assistant"](#) by Michelle Kassorla

Check-in for questions

With the information shared so far, are there any questions?



Michelle's 'Open' notebooks

Details

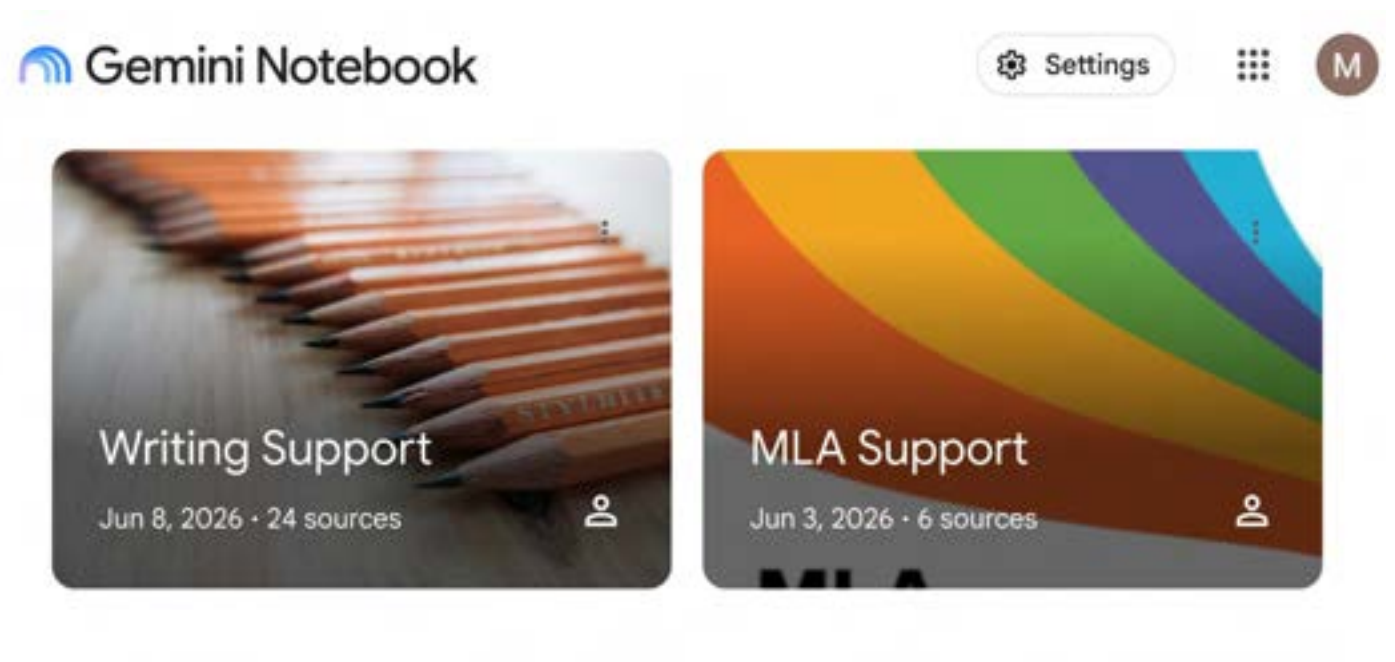
Gemini Notebook was used to create two notebooks to share with students for optional support during common writing challenges.

1. Writing Support
2. MLA Support

Discoveries

While testing, I realized my original single notebook plan needed to be amended. I discovered that

- more sources does not necessarily equal better notebooks, and
- some topics require additional trial and error, as well as more specific chat customizations.



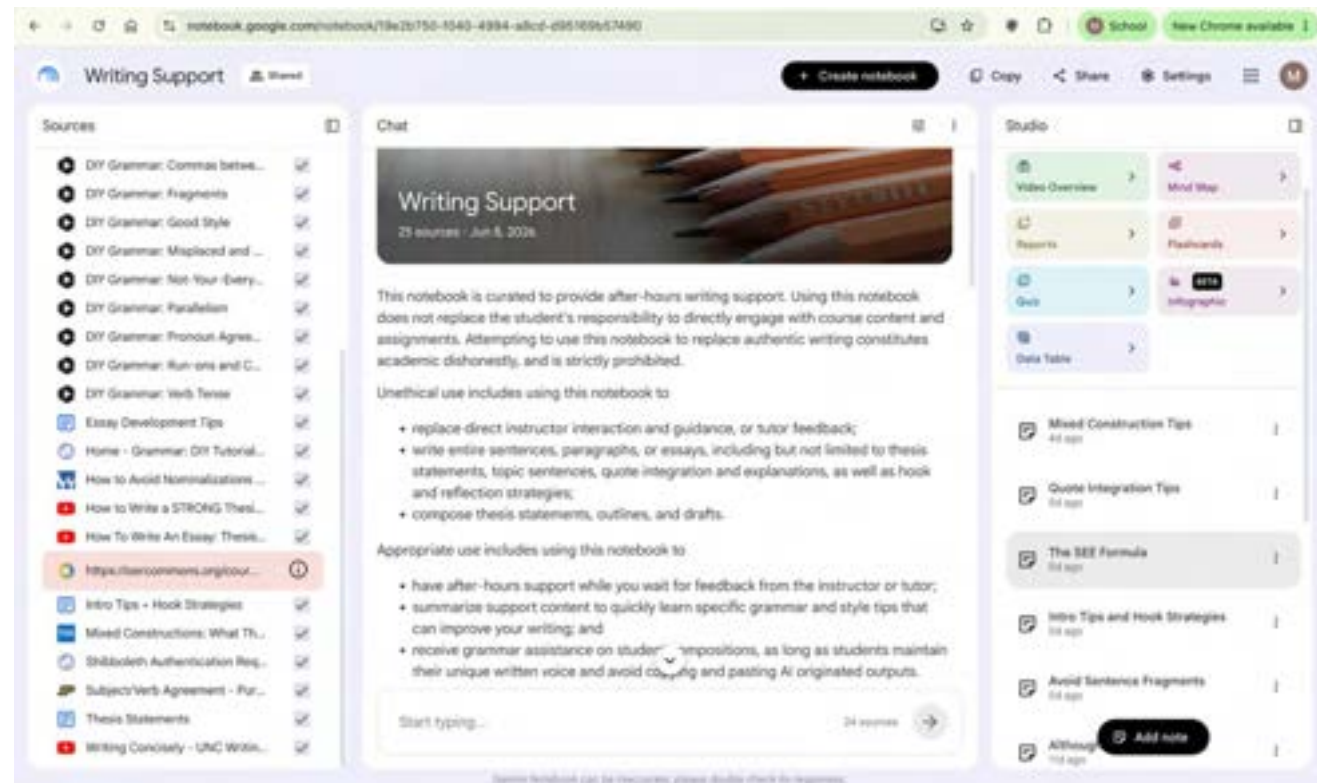
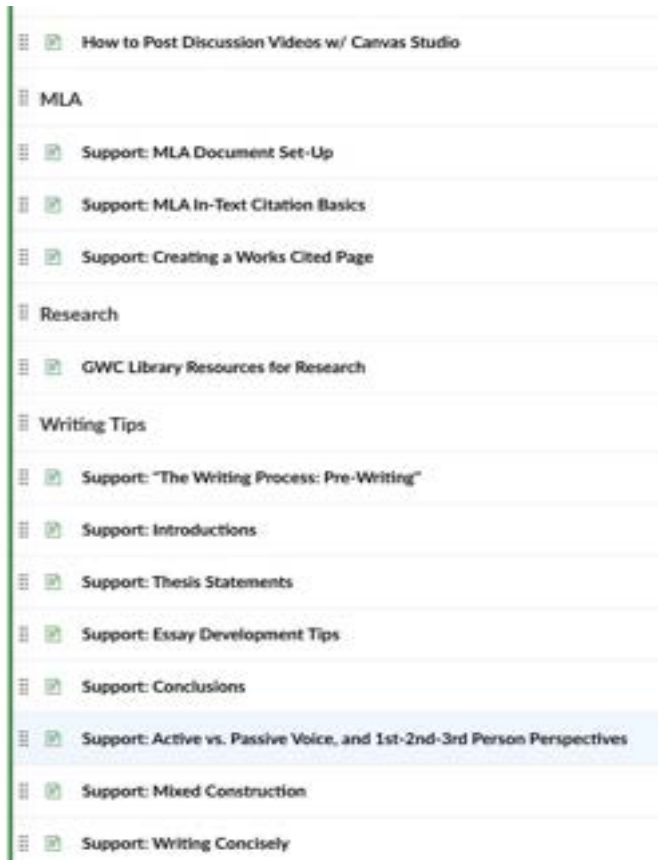
Michelle's 'Open' notebooks

Problem

Students desired more efficiency when using my Resources module for optional support.

Solution

Gemini Notebook allows students to interact directly with all my support resources in two simplified locations. It also allows me to add custom guardrails to the chat outputs to ensure appropriate student usage.



Michelle's 'Open' notebooks

Setup for sharing

- Content from fifteen Canvas pages were consolidated into two notebooks.
- Links to publicly available content and Google docs of my lecture notes were added as sources, *not* PDF copies of copyrighted material.
- Custom notebook experiences and chat configurations were added, such as uploaded pictures and custom titles, notebook summaries, and chat output instructions.
 - My custom summaries outline the purpose of the notebook, as well as detail ethical and unethical usage.
 - My custom chat configurations place guardrails on the types of responses users will receive to their chat queries.
- Notebook share settings are set to 'viewer' only, to ensure copyright compliance.
 - Shared viewers can chat with the sources and view my saved notes and studio creations, but they cannot add and delete sources or saved notes.

Benefits

Notebooks can

- eliminate confusion and add efficiency for students navigating multiple sources in multiple locations;
- offer additional UDL options for students; and
- adhere to appropriate AI use with instructor guardrails.

Limitations

- Some publisher's terms of use may prohibit links to their content from being added to notebooks.
- Links to institution database materials may prevent the content from being used in the notebook chat feature.
- Notebooks can only be shared with other CCCD Education account users.

Monica's 'Closed' notebook

Using Notebook outputs - Chat

Seeking greater clarity for students with Chat and Studio outputs

- My challenge was to clearly communicate the three distinct assignments that made up a scaffolded project as the existing resources for students were not sufficient.
- I used a closed notebook to help refine the text for clarity and create an audio overview.

Notebook Chat

- The chat feature revised and condensed the information.
- It was also prompted to address common challenges students face.
- The revised page now contained clearly marked sections that were succinct.

Museum Project - Student Guide

Project Overview

This assignment is a unique opportunity to connect the historical art techniques we study in class with your own hands-on, creative expression. By exploring a local art museum collection and making your own artwork at home inspired on this piece, you will gain a deeper, more personal understanding of how art is made and experienced.

To support your success, this project is broken down into three phases. This guide serves as your roadmap, detailing the timeline, creative parameters, file formats, and academic expectations.

Listen to an overview of the Museum Project and view the transcript by clicking below.



Self-Assessment Checklist

Use this checklist before submitting each phase to ensure you are setting yourself up for the best possible grade:

- ☐ **Museum and Artwork Selection:** Have I selected an artwork from a local art museum on the approved list that was made after 1400 CE?
- ☐ **Feedback Check:** Have I reviewed my instructor's comments from the previous part before moving forward?
- ☐ **Formatting Check:** Is my assignment uploaded as a **.docx** or **.pdf** file (no web links to Google Docs)?
- ☐ **Academic Integrity:** Is all written content entirely in my own words, properly cited when needed, and free of AI-generated text?
- ☐ **Word Counts:** Did I meet the word count noted in each assignment's prompt?
- ☐ **Prompt questions:** Did I answer all the questions in each prompt?

Monica's 'Closed' notebook

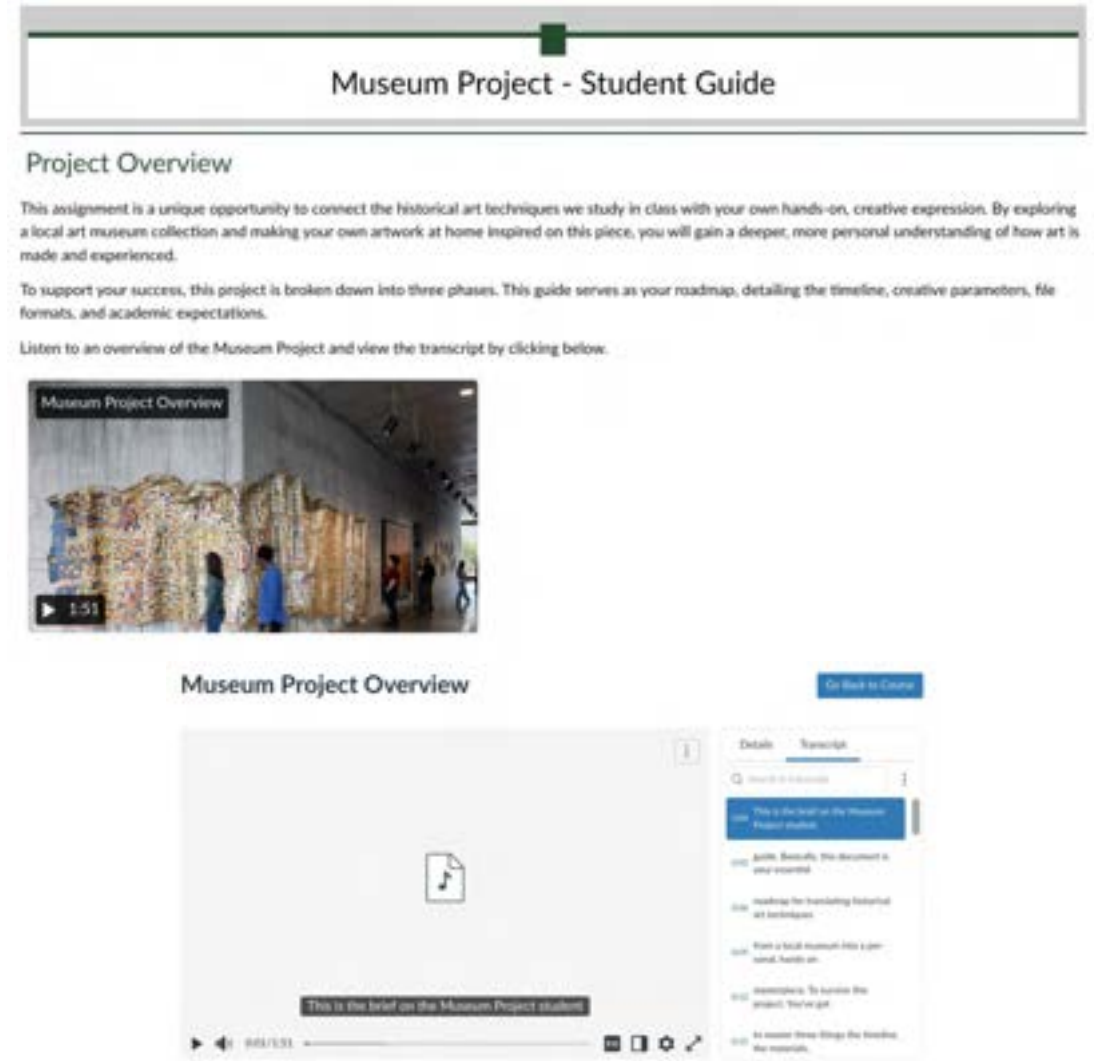
Using Notebook outputs - Studio

Seeking greater clarity for students with Chat and Studio outputs

- I wanted to also test out using a Studio-made audio overview so students could learn about the project quickly.

Studio Audio Overview

- Used Studio to create a brief audio overview for students.
- For accessibility, the audio file was uploaded to Canvas Studio, which created a transcript, and closed captions were added.
- A cover image was added for greater visual interest.



Informal, anonymous student feedback

What did students think of the redesigned page?

When asked: The Museum Project - Student Guide page was recently revised to be clearer. What did you think of it?

Positive (77%)

- I think that it is very helpful and made the due date and time a lot clearer and easier to find.
- It made me organize my process and when I should get this and that done. It also helped with my time management.
- I thought it was clear and concise!
- It was clear and straightforward
- It was very helpful and organized

Room for improvement (23%)

- I didn't look at it
- It was decently easy to follow, I think it was just a lot of info at once
- It was a little complicated
- I'm going to be honest, I didn't even know there was a student guide page so I have no opinions on that matter

*responses from 70 students during Summer 2026

Takeaway

- Overall, student feedback was largely positive around the page's revision and redesign, but it could be improved and pared down more.

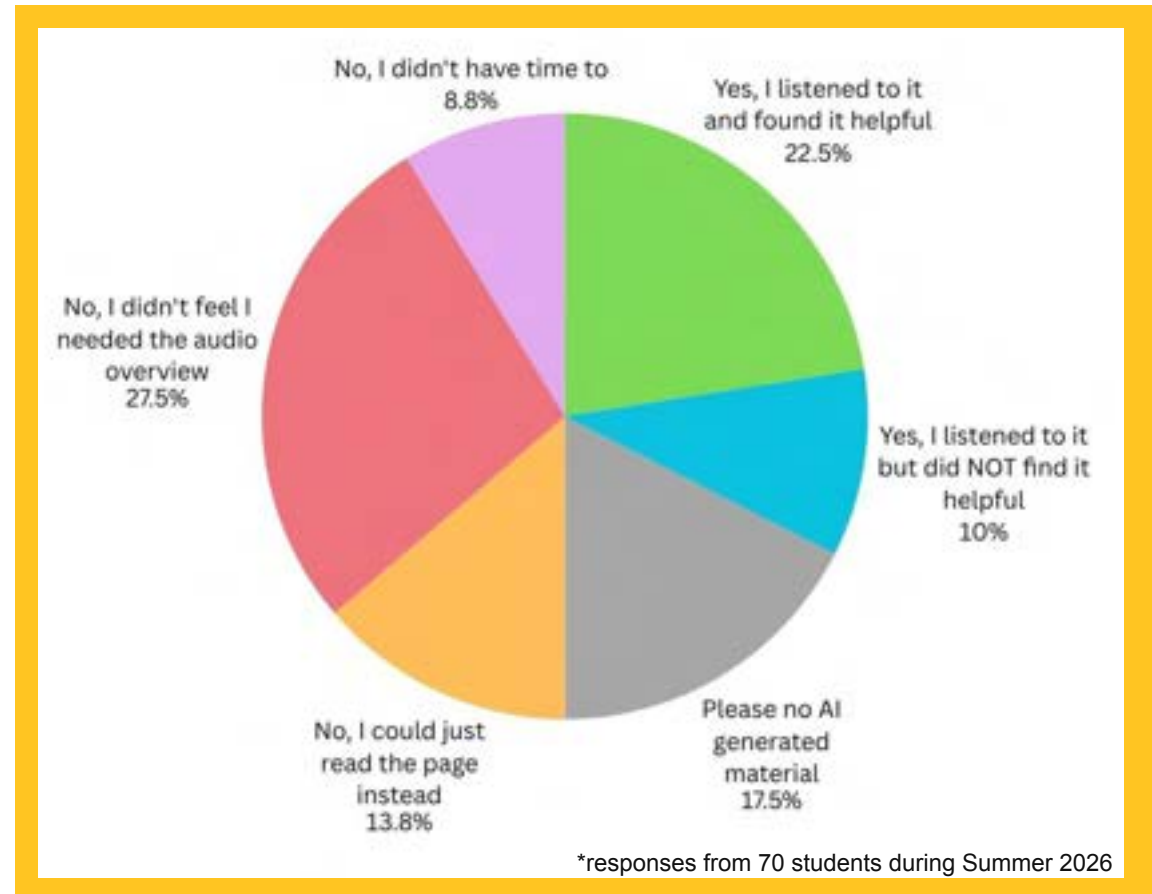
Informal, anonymous student feedback

What did students think of the audio overview?

When asked: On the Museum Project - Student Guide page, there is a new feature which is an audio overview of the project (created by AI). What did you think of it?

Takeaways

- Audio overviews of prompts may not be preferred by students.
- A handful of students listened to it and found it helpful (only about 22%).
- But far more either didn't listen to it (about 50%) or didn't find it helpful (about 10%).
- Keep in mind that a good amount of students would not like any AI generated material (about 17%).



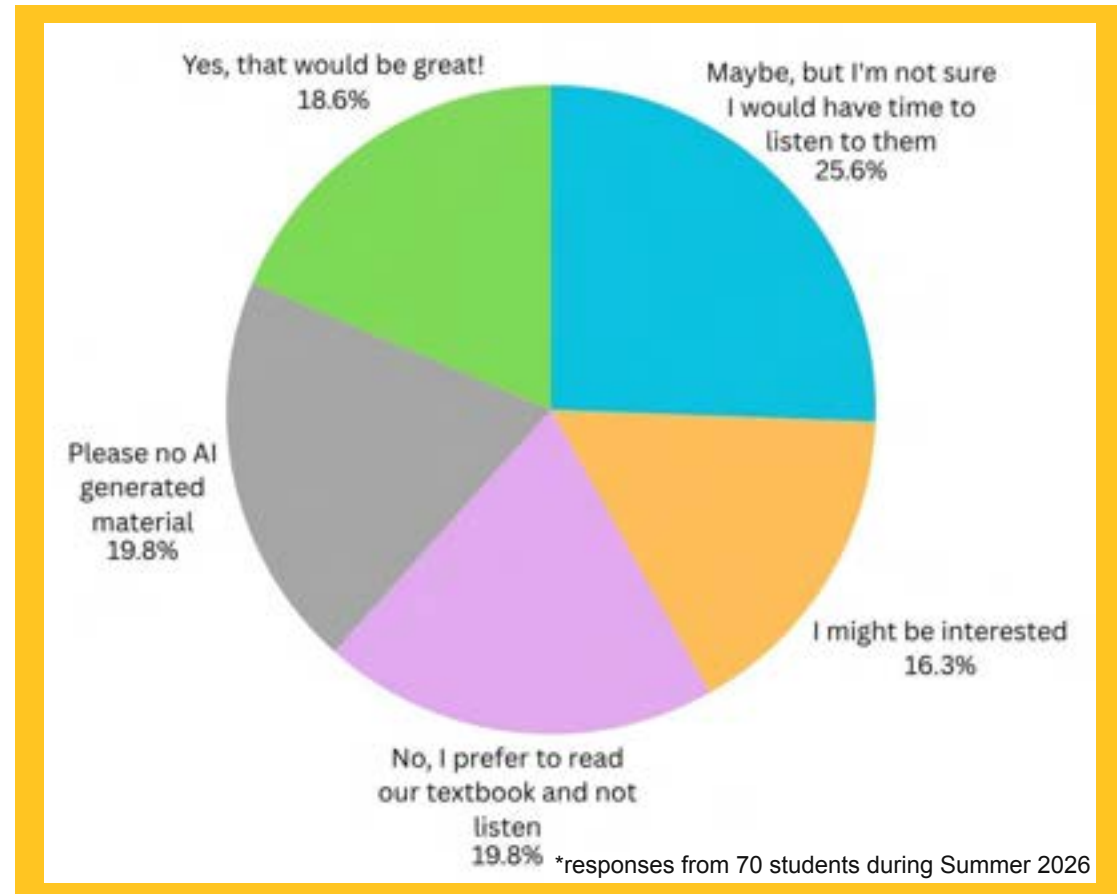
Informal, anonymous student feedback

Would students like audio overviews of readings?

When asked: Would you have liked to listen to an audio overview of each textbook chapter created by AI (either in a podcast interview format or mini lecture)?

Takeaways

- Students were divided on this question.
- It might be a good option for some (about 35% thought it would be helpful) but the majority might not listen for various reasons (around 65%).
- Again, almost 20% of students would rather not have any AI generated material.



Informal, anonymous student feedback

Would students like video overviews and/or presentations of readings?

Students were also asked if they would like video overviews and/or presentation PDFs of each chapter created by **Notebook**. They were given examples of each kind of output.

Many were interested (57%)

- Listening to them would have made studying a whole lot easier and less time-consuming.
- I think this option is very cool and will become a very helpful tool for studying or learning.
- That honestly is pretty cool. People could listen as they are multitasking.
- I like it because it catches my attention which is short
- Yes! I like this idea for people who learn by listening
- Yes, I would like to have the presentations so I can review them quickly
- Yes I think that this would have helped me out a lot in understanding the material better.
- Overview videos combined with some reading would add variety to trying to understand chapters since not everyone can effectively study with just reading.
- I think that it would be another useful resource to have if it isn't too time-consuming for you to create.
- Yes, I would have liked this for each chapter, especially presentations that I could flip through at my own pace.
- I think these videos would make me feel entertained and less distracted.
- I find presentations more engaging than hearing an artificial voice, and I find it easier to take notes and pause through presentations.

*responses from 70 students during Summer 2026

Informal, anonymous student feedback

A number were not interested (20%)

- I think I lose focus and doze off listening to stuff like this.
- I have trouble listening and taking notes, it makes me feel rushed.
- Personally, I prefer reading it myself over listening to an audio
- Reading the textbook is most helpful.
- AI may leave some information out.
- Personally I do not like video/audio presentation for learning new material
- I am not an auditory learner and more visual and hands on learner.
Watching videos to learn isn't my strong suit.

Some did not want AI material (23%)

- I don't enjoy AI made content since it takes away the value of learning.
- No ai please, I would not want it by principle.
- As much as I like the concept, I don't support the use of AI
- I don't think AI should be used
- I have always found these helpful for other classes but I always struggle with feeling bad about AI
- I'm wary about whether or not everything is factually correct if made by AI

*responses from 70 students during Summer 2026

Would students like video overviews and/or presentations of readings?

Takeaways

- Notebook created video or slide deck overviews may appeal to a number of students. They could be one of many tools to help students learn. Audio overviews were not as appealing.
- But many students may not use them given the format or may be opposed to AI-generated materials. Some students preferred reading the textbook.
- An additional drawback is that, right now, they are not editable and may be missing important information we'd like to highlight.

Closing Q&A

What questions might have come up based on what we've covered today?



Closing discussion

In a small group or with a partner, discuss one or more of the following questions:

- What is a challenge you are having in your classes that Gemini Notebook can potentially solve?
- What features appealed to you from the presentation today?
- What might be a way to 'start small' with using Gemini Notebook?
- What questions do you have for the presenters today?



Resources

Links to source references

- [CCCD's Google for Education \(Gemini & Notebook LM\) Resources](#)
- [Link to Gemini Home Page](#)
- [Link to Gemini Notebook](#)
- ["Is Your AI Research Assistant Breaking the Law?"](#)
- [Privacy and Terms of Use in Gemini Notebook](#)
- [Use Gemini Notebook with a work or school Google account](#)



[CCCD Service Catalog Home](#) / [Information Technology Services](#) / [Google for Education \(Gemini & Notebook LM\) Resources](#)

Google for Education (Gemini & Notebook LM) Resources

VIDEO: How to sign in to Google/Gemini for Education using your Coast (.edu) email address:



[Direct Link to Video](#)

Coast Colleges Information Technology Services Professional Development Presentation (4/14/2026):

- PDF - [!\[\]\(fb7ed1b2b6e331a858878ceaa65a2364_img.jpg\) Leveraging Google Gemini for Education and NotebookLM.pdf](#)
(Introduction to Gemini and NotebookLM at Coast Colleges with Demo videos)

Upcoming opportunities to learn more...

Fall CIL training for AI tools

Keep an eye out for the next AI Institute in October, and other 2-hour deep dive training sessions on specific AI topics throughout fall.

Scan the QR
for session 2 attendance

