



COURSE DESCRIPTION

AI-Assisted Learning for the 21st Century Classroom

An AI tool can hand you a comment about a pupil that reads perfectly and is wrong. Five days on the five aspects of UNESCO's teacher framework.

DURATION 5 days · 25 hours	LANGUAGE English (B1+)	GROUP SIZE Max 20 participants
DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	AUDIENCE All school levels No specific prerequisites — open to all teachers and school staff.	CERTIFICATE Attendance + Europass Mobility
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

When an AI tool gives you a comment, a mark or a summary about one of your pupils, how do you know whether to use it? This week answers that question with written procedures for your own classroom, not a list of products that will be out of date next year.

- **Monday** — you see what an AI tool is actually doing, test the assistant your school permits, and decide for each output whether to accept, revise or reject it.
- **Tuesday** — you take one unit you teach apart and mark which steps AI may automate, which it may support, and which stay human.
- **Wednesday** — you write a marking and feedback rule for one class and test it against a supplied set of sample pupil responses.
- **Thursday** — you check how a tool treats different pupils and draft a short statement telling your class which tools are used and how they can question a decision.
- **Friday** — you look back at what the week has changed for you and write one request for the person at your school who decides.

You go home with five short documents you can use the following week: a note on one tool already in your school, a marked teaching sequence, a marking and feedback rule, a pupil-facing statement, and a one-page request. No coding or technical background is needed, and nothing has to be prepared beyond a laptop and an assistant you can sign in to — the unit is sketched out in the room and the pupil responses are supplied.

02 Course description

AI training for teachers is often a tour of tools. You come home with a list of products, and any list goes out of date. It also does not answer the question you actually had: when a tool gives me something about one of my pupils, how do I know whether to use it?

That question has a clear reference point: the AI Competency Framework for Teachers, published by UNESCO in 2024. It has five aspects — a human-centred mindset, ethics of AI, AI foundations and applications, AI pedagogy, and AI for professional development — and three levels: Acquire, Deepen and Create. This week works at the Acquire level in all five aspects. The framework describes this level as what teachers need “in order to evaluate, select and use AI tools appropriately in education”. In other words, you check a tool before you use it. Many schools do the opposite: they use it first and check later.

Two more free documents, both published this year, are used alongside it. The European Commission’s Guidelines on the ethical use of artificial intelligence and data in teaching and learning for educators (revised edition, 2026) give guiding questions in two columns: one for the teacher, one for the school. The European Commission and the OECD’s Empowering Learners for the Age of AI (June 2026) describes what pupils themselves need to learn. One of its competences is simply to “evaluate whether AI outputs should be accepted, revised or rejected”. Both are used during the week as working tools, not as background reading.

None of this certifies that a school’s AI use is sound, and no week could. But the next time your school buys, tries or quietly switches on an AI tool, you will be able to ask the European Commission’s own questions about it, and to see the difference between real evidence and a sales promise.

03 Learning outcomes

- 01 Place a specific AI tool used in your school against the UNESCO framework's five aspects and state, in writing, what it is and is not fit for.
- 02 Break one of your own teaching units into steps and mark which steps AI may automate, which it may support, and which carry the learning and stay human.
- 03 Write a marking and feedback rule for one class that names the review step, and test it against a supplied set of sample pupil responses, including answers written in a second language.
- 04 Check one tool's outputs across different pupil profiles - language level, reading age, prior attainment, additional needs - and record where personalisation turns into a smaller task.
- 05 Produce a short, age-appropriate statement telling your pupils which AI tools are used in their class, what happens to their work, and how they can question or opt out of an AI-influenced decision.
- 06 Score yourself against the framework's Acquire descriptors in all five aspects and turn the gaps into one written request for the person who decides.

04 Methodology

Two documents, open all week

the UNESCO framework and the European Commission's guiding questions are on the table every day, used to structure the work rather than summarised in a slide at the start.

Your own classroom, not a case study

every exercise runs on a unit you actually teach and a tool your school actually uses. Nothing has to be prepared in advance - the unit is sketched out in the room and the pupil responses used for marking are supplied.

Written output each day	five short documents, each one usable in your own school the following week, not notes about the sessions.
Named tools, no allegiance to any of them	you work with the general-purpose assistant your school already permits and examine the teacher-facing platforms colleagues keep recommending, such as MagicSchool AI, Diffit or Khanmigo. The week teaches judgement that survives a change of product.

05 Daily programme

Day 1

What the tool is actually doing - AI foundations and applications

- **Warm-up, AI or Not:** the group sorts everyday school systems into AI, not AI, and cannot tell - attendance software, spellcheck, the panel in the learning platform that flags a struggling pupil, the exam add-on that marks multiple choice, the translation tool the office uses for letters home. The disagreements set the day's agenda. The activity is taken from the European Commission and OECD's AI literacy framework, where it is written for pupils; here it runs with adults.
- **Two different machines, two different failures:** what a predictive system is doing when it flags a pupil, and what a generative system is doing when it writes a comment about one. Why the first fails quietly and consistently, and the second fails loudly and unpredictably.
- **Why a wrong answer reads well:** pattern completion, confident tone, invented citations, plausible but non-existent detail. Participants run the same subject-specific request on the general-purpose assistant their own school permits - in practice ChatGPT, Microsoft Copilot, Google Gemini or Claude, and often more than one in the same room - and the group collects the errors into one shared set. Running several assistants side by side on one request is itself the lesson: they do not agree, and the disagreement is visible to anyone.
- **Accept, revise or reject:** applying the test to that shared set - consulting a trusted source, judging it against what the task actually required, and writing down the reason for each decision. The reason is the point; the verdict on its own is not teachable.
- **Output:** a one-page note on a single tool already in use in your school - what it is for, what it is not for, and what you would need to check before trusting it with something that matters.

Day 2

Where AI belongs in a lesson - AI pedagogy

- **Warm-up, four corners:** participants move to AI only, AI-supported, human only or not sure as the trainer reads out tasks from a teacher's actual week, from writing a parent email to deciding a borderline grade. The not sure corner is where the day starts.
- **Taking a unit apart:** one unit you teach, broken into its real steps - choosing the focus, finding sources, setting the task, drafting, giving feedback, redrafting, assessing. Each step marked for what AI could automate, what it could support, and what carries the learning and must stay in human hands.
- The three uses teachers reach for first, each tried on your own unit: drafting differentiated versions of a task, adapting a text for reading level or a second language, and producing first-draft formative comments. In every case the review step is written into the workflow before the workflow is used.

- **Reading a tool instead of its marketing:** taking the teacher-facing platforms colleagues actually recommend - MagicSchool AI, Diffit, Curipod, Khanmigo and whatever is already built into your learning platform - and going to their published documentation rather than their front page. What does the provider itself say about who the tool is for, how it decides what a pupil sees next, what data it needs, and what it states it cannot do? Where a school cannot obtain that documentation at all, the absence is itself the finding, and it is one a purchasing decision should turn on.
- **Where this course stops:** adapting one lesson across content, process and pace, with AI tools as drafting aids, is the work of The Role of Artificial Intelligence in Personalized Learning. This week decides whether a step should be automated at all, which is the decision that comes first.
- **Output:** one teaching sequence for a real unit, marked step by step, with the human review point named at each place AI enters.

Day 3

The four decisions Europe treats as high-risk - ethics of AI

- Where the rules already sit, in plain terms. Inferring pupils' emotions with AI has been prohibited in education since February 2025. Transparency duties on AI-generated content, deepfakes and chatbots have applied since 2 August 2026. The AI-literacy duty on schools as deployers (organisations that use an AI system), rewritten in 2026, is now a duty to take measures rather than to guarantee a result. Four education uses are listed as high-risk - deciding admission, evaluating learning outcomes, deciding the level of education a pupil gets, and monitoring pupils during tests - with the obligations attached to them deferred to December 2027. Participants mark which of the four, if any, already happen in their own school, and who currently signs them off. This is not compliance training and not legal advice; it is a map of where the serious decisions sit.
- **Building the marking workflow:** this week writes one marking rule to decide where the human review sits - designing feedback and assessment in depth is the work of Formative Assessment and Feedback in the Age of AI. Participants write a feedback and marking procedure for one class - the request they will make of the tool, the rubric it works from, the review rule, and the sentence that tells pupils what was drafted by a machine.
- **Running it against sample answers:** the course supplies a set of pupil responses written for the course, at a range of levels, across several subjects, including answers in the style of a pupil working in a second language. Each participant runs their own workflow over the set, then compares the machine's comments with their own professional judgement on the same scripts. Where it helped, where it was confidently wrong, and where it was unfair to a particular kind of pupil.
- **Why detection is not evidence:** participants run the same texts through the free detectors pupils and teachers actually reach for, GPTZero and ZeroGPT, and see the verdicts disagree in front of them. Both were among the seven commercial detectors in the peer-reviewed study that ran 91 TOEFL essays written by non-native English speakers: more than half were misclassified as AI-generated, and 97.8% were flagged by at least one of the seven detectors; essays by American eighth-graders were almost all correctly identified as human. For a mixed-language European classroom that is not a margin of error, it is a pattern with a direction. What a school can defensibly do instead - assessment design, evidence of process, and a conversation with the pupil.
- **What must never go into the tool:** working through the guidelines' privacy questions on the workflow just built, and identifying who at your own school answers a data protection question.
- **Output:** a written marking and feedback rule for one class, including what pupils are told.

Day 4

What you owe the pupil - a human-centred mindset

- **Equity audit:** the same request run across different pupil profiles - an invented profile for a fluent writer and one working in a second language, a confident reader and a struggling one, and a pupil with additional needs - with the differences documented. The recurring finding to look for is the point at which personalisation quietly becomes a smaller task with a lower ceiling.
- **What the class sees:** the names, faces, examples and reading passages a tool produces for a lesson, and who is missing from them. Turning that from a private worry into a lesson pupils can run themselves.
- **Telling pupils, in their own words:** drafting a short statement for your class - which tools are used here, what for, what happens to work that goes into them, and what a pupil does if they think a decision about them was wrong. Written at the age of the class you actually teach, not in policy language.
- **The conversation with families:** what to say when a parent asks whether their child's work goes into an AI system, who can see it, and whether a machine had a hand in the grade - and what your school is in a position to answer honestly today.
- **Output:** the pupil-facing statement, plus a plan for the lesson in which you introduce and discuss it.

Day 5

Taking it back - AI for professional development

- **Where the week actually reached:** scoring yourself against the framework's Acquire descriptors in all five aspects, and naming what the Deepen level would require. An honest map of a starting point, not a claim to have finished.
- **Two columns:** the European Commission's guiding questions are printed one column for the teacher and one for the school. The week's open items get sorted the same way - what you can change on your own, what needs one willing colleague, and what only somebody with a budget or a signature can answer.
- **Writing the request:** one page for the person who decides. What is being asked for, which of the guidelines' questions it answers, what it costs, and what continues to happen if nothing changes.
- **Planning the session you will run at home:** the forty minutes with colleagues after you get back, built around the five documents you are carrying rather than a slideshow about the trip.
- **Where to keep learning:** the free European instruments for continuing this on your own, including SELFIE for Teachers, the Commission's free self-reflection questionnaire on digital competence, and the European School Education Platform.
- Course evaluation and feedback survey; certificates.

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

06 Materials

- UNESCO, AI Competency Framework for Teachers (2024) - the five aspects and three progression levels that structure the week.
- European Commission, Guidelines on the ethical use of artificial intelligence and data in teaching and learning for educators, revised edition (Publications Office of the European Union, 2026) - the guiding questions in their teacher and school columns, and the worked school scenarios.
- European Commission and OECD, Empowering Learners for the Age of AI: An AI Literacy Framework for Primary and Secondary Education (2026) - the nineteen pupil competences, used in Day 1's warm-up and accept/revise/reject test.
- The articles of the EU Artificial Intelligence Act that apply to schools, in their current wording - used on Day 3 to establish what the documents say, not to give legal advice.
- These four documents are worked on during the week rather than handed over as background reading. All of them are official and freely available online.
- Tools used during the week: the general-purpose assistant your own school permits (ChatGPT, Microsoft Copilot, Google Gemini or Claude); the published documentation of teacher-facing platforms such as MagicSchool AI, Diffit, Curipod and Khanmigo; and the free detectors GPTZero and ZeroGPT. None of these is a product this course endorses or requires you to adopt.

07 How to prepare

- Bring a laptop - it is used every day, and a tablet is not enough for the marking and documentation work on Days 3 and 5.
- Check before you travel that you can sign in to one general-purpose assistant - ChatGPT, Microsoft Copilot, Google Gemini or Claude. Any one of them is enough, and many schools already provide Copilot or Gemini inside their existing Microsoft or Google account. Networks and national rules differ, so check at home rather than on the first morning.
- If everything is blocked on your school's account, tell us when you register and you will work in a pair. Nobody sits out a session.
- Useful if you have it, and no problem if you do not: a link to your school's AI or ICT policy, and a rough idea of which AI tools your school already permits or pays for. If your school has no policy and nobody is sure what is switched on, say so - that is a common situation and the week is built to work from it.
- You do not need to bring pupil work. All the sample responses used in the marking sessions are supplied on the course — written for the course, at a range of levels and across several subjects. Please do not bring identifiable pupil work of any kind.
- The unit you work on across Days 2 and 3 is one you already teach - you sketch it out in the room on the first morning, so there is nothing to prepare in advance.
- No coding or technical background is needed, and no software has to be installed.
- AI rules differ from one country and one school to the next, and they are moving quickly. If you already know what your ministry or school currently permits with pupil work, that is useful background — but nothing in the week waits for it.

08 After the course

- Participants will receive their Certificate of Attendance and the co-signed Europass Mobility document.
- Participants will complete a general course evaluation and event survey.
- Participants will receive course materials, videos, photos, and PDF documents in both digital and print formats.

- Follow-up support: self-evaluation materials are provided. Depending on the group, an email group may be set up so that participants can keep exchanging ideas.

09 Why this is Erasmus+ eligible

The Erasmus+ Programme Guide opens its digital transformation priority with the sentence "To support the successful digital transformation and address societal challenges such as AI or disinformation more effectively Europe needs education, training and youth systems that are fit for the digital age", and goes on to describe the programme as playing "a key role in supporting citizens of all ages in acquiring the digital skills and competences they need to live, learn, work, exercise their rights, be informed, access online services, communicate, critically consume, create and disseminate digital education content" (Erasmus+ Programme Guide 2026, Part A - Priorities of the Erasmus+ Programme, p. 8). This course works through a named international competence framework for teachers and returns written classroom procedures a school can put into its own digital transformation plan.

10 What the course fee covers

INCLUDED IN THE COURSE FEE

- 25 hours of training and course materials
- Certificate of Attendance + Europass support
- On-site local support throughout the week

ARRANGED SEPARATELY BY THE PARTICIPANT

- Travel to the host city — invitation letter on request
- Accommodation — we share recommended options
- Travel & health insurance

ISSUED BY

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COURSE PAGE

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ABOUT ERASMUS MOBILITY ACADEMY

Erasmus Mobility Academy (OID: E10304561) is an Erasmus+ training provider offering professional development courses for educators, school staff and youth workers across Europe. Our courses are designed for international mobility — open to participants travelling from a country other than the host country — and support schools in building lasting institutional capacity. We provide structured learning, logistical guidance and certification with Europass.