



COURSE DESCRIPTION

AI Tools for Teachers: Plan, Create and Assess with AI

Planning, worksheets, quizzes, feedback, emails — AI tools can help with all of them. This week you try the most useful tools hands-on, learn to ask them for exactly what you need, and build your own toolkit to save time every week.

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	CERTIFICATE Attendance + Europass Mobility	
AUDIENCE Teachers of any subject and level, and other education staff who prepare materials No specific prerequisites — open to all teachers and school staff.		
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		

01 Overview

Most teachers have tried an AI chatbot once or twice. Few use it well every week. This course is hands-on: you try the tools on your own lessons and learn to ask them for exactly what you need.

- **Monday** — getting started: how AI assistants work, what they get wrong, and how to ask them well.
- **Tuesday** — planning: lesson plans, activities and ideas, drafted with AI and fitted to your curriculum.
- **Wednesday** — creating: texts, worksheets, images and slides for your class.
- **Thursday** — assessing: quizzes, rubrics and feedback — and homework tasks that still work when students have AI.
- **Friday** — your toolkit: emails and everyday tasks, the tools you will keep using, and the rules for using them safely.

You go home with a personal AI toolkit: a set of prompts you have tested, one lesson planned and prepared with AI, and a short plan for the time you will save.

02 Course description

AI tools can now draft a lesson plan, a worksheet, a quiz or a parent email in seconds. Many teachers have heard this; fewer have found a way to use the tools that actually saves time and still produces work they are happy to put in front of a class.

This course starts from your own week. Each day takes one part of a teacher's work — planning, creating materials, assessing, communicating — and you try the tools that help with it on your own subject and your own students' age. You use general assistants such as ChatGPT, Microsoft Copilot, Google Gemini or Claude, and tools made for teachers, such as MagicSchool, Curipod or Diffit, and design tools with AI features, such as Canva. The tools change quickly; the skills you learn — asking clearly, checking carefully, deciding when not to use AI — do not.

Three rules run through the week. You check everything before it reaches a student. You never put a student's name, work or personal details into a tool. And you keep the parts of teaching that should stay human: knowing your students, and deciding what they need.

The level of the week matches what UNESCO's AI Competency Framework for Teachers (2024) calls the first level every teacher needs: being able to "evaluate, select and use AI tools appropriately in education".

03 Learning outcomes

- 01 Use general AI assistants and teacher tools confidently, and explain what they can and cannot do.
- 02 Write clear requests (prompts) that give you usable lesson plans, materials and feedback, and improve a weak answer.
- 03 Plan and prepare one lesson from your own teaching with AI, checked against your curriculum.
- 04 Create a quiz, a rubric and feedback comments with AI, and redesign one homework task so it still works when students have AI.
- 05 Follow clear rules for students' data and for checking AI output.
- 06 A personal AI toolkit: tested prompts, your favourite tools and a plan for the time you will save.

04 Methodology

Hands-on every day	most of the time you work with the tools yourself or with a partner, on material from your own teaching.
One teacher's week	the days follow the work you do anyway — plan, create, assess, communicate — so everything you make can be used the week you are back.
Asking well	every session practises clear requests — the task, the context, the format, what to check — and improving a weak answer instead of accepting it.
Safe by default	no student data in any tool, every output checked, and a way to do every task without a device if a tool is not available.

05 Daily programme

Day 1

Getting started: AI assistants and how to ask them

- **Icebreaker:** "The task I would hand over first" — each participant introduces themselves and names the one weekly task they would most like an assistant to do; the list stays on the wall all week
- **What AI assistants are:** how they produce text, why they sound certain even when they are wrong, and what they are good and bad at in school

- **Hands-on:** the same request to two different assistants, such as ChatGPT, Microsoft Copilot, Google Gemini or Claude — comparing the answers
 - **Asking well:** the task, the context (subject, age, level), the format and what to check — and asking again to improve a weak answer
 - **The rules from day one:** no student names, work or personal details in any tool; check the tools your school allows
 - **Output:** your personal prompt card, tested on three tasks
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Day 2

Planning lessons with AI

- **Warm-up:** “Prompt relay” — groups improve one weak prompt in three rounds and compare the first answer with the last
 - Lesson plans and unit outlines drafted with AI, then fitted to your own curriculum, time and students
 - **Ideas and activities:** starters, discussion questions, games and projects — and checking whether they really work in your classroom
 - Tools made for teachers, such as MagicSchool or Curipod: what they add to a general assistant, and what they cost in time and data
 - **Output:** one lesson from your own teaching, planned with AI and revised by you
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Day 3

Creating materials: texts, worksheets, images and slides

- **Texts and worksheets:** reading texts at the right level, exercises and answer keys — with every fact and answer checked
 - Levelled versions of a text for different readers, with tools such as Diffit or a general assistant
 - **Images and slides:** design tools with AI features, such as Canva — and the questions of copyright and of telling students when an image is AI-made
 - **Checking routine:** correct, suitable for the age, free of stereotypes, and something you would sign your name to
 - **Output:** a materials pack for Tuesday's lesson
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Day 4

Assessment and feedback

- Quizzes and question banks for Tuesday's lesson, drafted with AI, with checked answers and a mix of easy and hard questions
- Rubrics and success criteria for a task from your own lesson, written with AI and tested against three invented answers the AI writes for you — which you then mark yourself
- **Feedback:** AI-drafted comments on invented student work, rewritten so they sound like you and help the student take the next step
- **Homework when students have AI:** redesigning one task so it still shows real learning — in class, spoken, step by step, or about the student's own experience
- **Output:** a quiz and a rubric for your lesson, and one redesigned homework task

Day 5

Your AI toolkit — and the time you save

- **Opening session — everyday work:** emails to parents, newsletters, meeting notes and translations, drafted with AI and checked for tone
- **Your toolkit:** the three or four tools you will really keep using, and the prompts that worked best for you
- **Time check:** Monday's wall list revisited — which tasks now take less time, and which are better done without AI
- **A one-page note for your school:** the rules you follow yourself, and what you will ask your school to decide — to share with colleagues and school leadership
- **Output:** your personal AI toolkit and your plan for the first week back
- **Toolkits in plenary:** two or three participants who want to show the prompt that saved them most time do so, by choice
- Course evaluation and feedback
- Certificate ceremony

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

- A prompt card: how to ask for a lesson plan, a worksheet, a quiz and feedback
- A checking routine for AI output
- Invented student work for feedback practice
- A toolkit template and a one-page rule template for your school
- Your lesson, materials pack, quiz, rubric and toolkit — made by you during the week

07 How to prepare

- You do not need any experience with AI. It helps to think of one lesson you will teach soon after the course — you will prepare it during the week. If you do not teach a class yourself, you can work on materials you prepare in your role, or on a sample lesson the trainer provides.
- Please bring a laptop or tablet if you can; most sessions are hands-on. A phone works for some tasks, and if you do not have a device you work with a partner.
- If you already use an AI assistant, you can work with your own account. If not, you do not need to create one before the course: you work in a pair with someone who has one, and the trainer shows each tool on the screen before you try 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 builds exactly those skills for teachers' everyday work: choosing and using AI tools to plan lessons, create materials and give feedback, with clear rules for students' data — so that a school's staff can use AI confidently and safely.

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

Erasmus Mobility Academy

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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.