



COURSE DESCRIPTION

The Role of Artificial Intelligence in Personalized Learning

Every student starts from a different place; this week uses AI tools to help you meet them there, and teaches you to check what they give you.

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

A single class walks in at wildly different reading levels, different paces, different gaps in what they already know — and one teacher is supposed to reach all of them with one lesson plan. Differentiated instruction, adapting content, process and pace to the individual student, has been the answer teachers reach for since long before anyone said “AI in education.” It’s also exhausting to do by hand for every single lesson.

This week is built on those three things — content, process and pace — and on one idea: the teacher decides, the tool drafts. You take one lesson of your own and two learner profiles you invent from experience, and adapt the lesson for both with AI tools, checking each one against your lesson rather than a demo. Everything has a paper route if a tool is not available at your school. No AI experience is needed.

- Monday — you decide which parts of your teaching a tool may draft and which stay with you, and design a base lesson with two learner profiles.
- Tuesday — you adapt the reading material for both profiles and check what the AI got wrong.
- Wednesday — you adapt the activity, so both profiles are working, not just one.
- Thursday — you use class results to decide who needs what next, draft feedback, and decide what pupil information never goes into a tool.
- Friday — you compare your base lesson with your adapted version, finish your kit, and plan what you try first back at school.

By Friday you have a differentiated lesson kit for your own subject — a text at two levels, an activity, feedback comments, and a one-minute check you run on anything an AI tool gives you — and a small plan for using it with your own class.

02 Course description

Differentiation means adapting three things: the content students meet, the process by which they work with it, and the pace at which they move. The week gives each axis a day. On Tuesday you work on content: the same reading text written for two levels. On Wednesday you work on process: the same activity designed so that two kinds of learner have a real task each. On Thursday you work on pace and feedback: using a set of results to decide who needs what next, and drafting comments that help.

AI tools can draft each of these quickly, and that is where the risk starts, because a fast draft can be wrong, at the wrong level, or unfair to some pupils. So the week teaches a check that you run every time: is it accurate, is it at the right level, is it fair, did you make it yours, and did any pupil information go into the tool. You practise it on real outputs, and you keep a note of what the tool got wrong, which is often the most useful part.

The tools are named as working examples, not as a fixed toolkit. Most offer a free plan or trial for teachers, though providers change these terms often, so check the current plan when you sign up. Khanmigo's teacher tools are free only in some countries, and its student side is a paid service with age and billing conditions, so it is treated as optional and it is never assumed that pupils will use it. Every task has a paper or no-tool route, so the week works whatever your school already has or allows.

AI is used here to prepare and adapt material and to draft feedback. It is not used to grade pupils or make decisions about them. The rules on AI that assesses pupils, and the question of whether a step should be automated at all, are covered in our course AI-Assisted Learning for the 21st Century Classroom; this course starts where you have decided a tool can help with preparation.

Everything is done at a scale a teacher can manage: one lesson, two profiles, a kit you can reuse. Learner profiles are invented from your experience and results tables are synthetic, so no real pupil name or work is needed in the room. Some of it you can do alone; where your school or ministry has rules, the week shows how to find them out.

03 Learning outcomes

- 01 Explain differentiation across content, process and pace, and decide which parts an AI tool may draft and which stay with the teacher.
- 02 Adapt one lesson for two learner profiles: a reading text at two levels, an activity, and feedback comments.
- 03 Check AI-generated material for accuracy, level and fairness before it reaches pupils.
- 04 Decide what pupil information never goes into an AI tool, and relate it to your school's own rules.
- 05 Compare your base lesson with your adapted version using the planner and the one-minute check, and plan what you will try first at school.

04 Methodology

One Lesson, Three Axes	Participants adapt one lesson of their own for two learner profiles, one axis a day — content, process, and pace and feedback.
Brief Theory, Hands-On AI Practice	Theoretical input is capped at around an hour a day, with the rest spent experimenting with AI tools and checking what they produce.
Check Everything, Share Nothing Personal	Every AI output goes through a one-minute check, and no real pupil names, work or data are used in the room.

Day 1

Differentiation, and What Stays With the Teacher

- **Icebreaker:** each participant introduces themselves and names one task in their teaching week they would hand to a machine tomorrow, and one they never would — the two lists set the boundary the rest of the week works inside
 - Introduction to AI in education and its role in digital transformation: what these tools do well, what they get wrong
 - **Differentiation across content, process and pace:** your base lesson and two invented learner profiles
 - Drafting your lesson plan with a tool such as MagicSchool AI, and reading the draft critically
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Day 2

Content: One Text, Two Levels

- **Warm-up in new pairs:** describe a student your current planning does not reach, without naming them — pairs merge into fours and look for what the cases have in common, which is where personalisation has to start
 - Adapting a reading text for two levels with a tool such as Diffit, or the free plan of a tool you already use
 - **Checking the results:** the one-minute check for accuracy, level and fairness, and a note of what the tool got wrong
 - Comparing adapted versions in fours
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Day 3

Process: One Activity, Two Learners

- **Opening round:** the point in a lesson where you lose the room — each participant names theirs, and the group sorts them into problems a tool could help with and problems it could not
 - Designing an interactive activity with a tool such as Curipod, or on paper
 - Adapting it so that both profiles have a real task, not just a different worksheet
 - Trying a part of your activity on a partner and adjusting it
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Day 4

Pace and Feedback: Who Needs What Next?

- Reading a small set of synthetic class results to decide who needs more practice, who moves on, and who needs something different
- Drafting feedback comments with a tool, and rewriting one in your own words; where AI tutoring tools such as Khanmigo are available in your country, what they offer, what they cost, and who they are for
- **What never goes into an AI tool:** pupil names, identifiable work, anything your school forbids, and how to find out your school's and ministry's current rules
- **Getting the right version to the right pupil:** for example in Google Classroom, or a shared folder

Day 5

Your Kit, Compared and Planned

- Comparing your Monday base lesson with your adapted version, using the planner and the one-minute check, in small groups
- **Finishing your differentiation kit:** text at two levels, activity, feedback comments, and your one-minute check
- **Back at school:** which adapted version you try first with your own class, with which tool or on paper, and what you will look for in the one-minute check
- Reflection and self-assessment
- Course evaluation
- Certification 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

- Worked on during the week: a one-page differentiation planner, a one-minute AI-output check, and a small synthetic set of class results, together with the kit that participants produce during the course. Tools such as MagicSchool AI, Curipod and Diffit, and Khanmigo where available in your country — or paper versions of each task.

07 How to prepare

- It helps to have an account for one or two of the tools before the first session. Tools such as MagicSchool AI, Curipod and Diffit offer a free tier or trial for teachers, and if you have none, we set one up together on Day 1. A laptop or tablet is enough; every task also has a paper route.
- It helps to know roughly what your ministry and your school currently allow staff to use with pupil work. If you are not sure, that is fine: Day 4 covers how to find out, and nobody is expected to arrive with all the answers.

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 names digital transformation as a horizontal priority, stating that "the Erasmus+ programme plays 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).

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.