



DAILY PROGRAMME

The Role of Artificial Intelligence in Personalized Learning

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Differentiation, and What Stays With the Teacher	DAY 2 Content: One Text, Two Levels	DAY 3 Process: One Activity, Two Learners	DAY 4 Pace and Feedback: Who Needs What Next?	DAY 5 Your Kit, Compared and Planned
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Day by day

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

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
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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.

ISSUED BY

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COURSE PAGE

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