AI4T AI FOR TEACHERS RECOMMENDATIONS ON AI IN EDUCATION

AI4T, Artificial Intelligence for and by Teachers, was an Erasmus+ project (Key Action 3) developed by France, Ireland, Italy, Luxembourg, and Slovenia to research and support the use of AI by secondary school teachers. It is aimed at teachers of Mathematics, Science and Modern English languages.

The consortium, involving 17 partners (including ministries, universities, educational institutions, and research centres), has developed, tested, and evaluated a professional learning pathway that targets meaningful and relevant use of AI-containing resources while addressing the contextualisation, acceptability, relevance and usefulness of AI in the teaching context.

ENCOURAGE, SUPPORT, DO NOT BAN:

Artificial intelligence (AI) has already found its way into the world of education; students, teachers and parents are confronted with this technology in order to use it or to distance themselves from it. The AI4T project aims to promote the sensible and ethical use of AI to strengthen students' digital citizenship (use of tools with AI using critical thinking).

In addition, many tools are being developed in different European countries to help teachers develop and facilitate their different teaching methods. However, when they oversee their class, it can be difficult for them to take the time to discover these new tools and find the one that suits them best. Therefore, it is important to:

Support:

Identify existing tools and have the best ones validated at the highest national, local and European level so that school leaders and teachers can rely on reliable and secure tools.

Training:

Create discovery and training modules for different tools so that school leaders, teachers and teacher trainers can find out how the tool can be of interest for teaching and learning. Teacher trainings should consider what level of confidence and knowledge teachers already have and investigate the possibility of creating a framework of competencies and skills.

Use:

Encourage teachers to use and practice different tools. Strengthen their role as a guide to help students use AI carefully and responsibly. To teach students to ask the right questions of AI, evaluate AI results, understand its limitations, and recognize when AI might be biased or misleading.

AI should not be seen as a replacement for or a threat to the teacher, but as an aid that facilitates their performance. This technology can be an ally in various tasks such as: automating the correction of assessments, personalizing learning (particularly for students with special needs), and replacing repetitive and time-consuming administrative tasks.

Co-funded by the Erasmus+ Programme of the European Union

CONTINUOUS TRAINING:

The numerous and varied resources available are sometimes used by students before teachers get to grips with them. It seems crucial to move quickly on these issues so that teachers remain in their role as reference points for students. Teachers need to stay up to date because technology is evolving rapidly. If teachers fail to do so, students are doomed to remain enslaved consumers. Continuous training could prevent teachers from feeling overwhelmed and enable them to intervene with students when the tools are not being used properly and to develop a critical approach to the tools and their solutions. Ongoing training and a willingness to research is needed in the teaching teams and among the trainers of the teaching teams.

RETHINKING "LEARNING" AND "ASSESSMENT":

The support of AI in teaching and learning makes it possible to rethink the role of the teacher not only as a provider of knowledge, but also as a companion or facilitator who creates a learning ecosystem. The teacher creates a framework of trust so that the student can explore this technology, accompanied by the teacher's expertise, which in turn enables critical reflection on the productions and the tools through questions, curiosity and critical thinking. For example, media education must be redesigned with regard to the crucial role of AI.

The use of AI also makes it necessary to rethink the notion of learning and assessment through a skills development approach that is assessed through the process, dialogue and questioning, and not only through the product or outcome (the correct answer). Teachers should assess the learning process, focusing on the problem-solving steps and student progress, not just the final answer. By observing and guiding students' thinking, teachers can provide individualised support that ensures learning goes beyond the AI outcome.

FOSTER DIGITAL CITIZENSHIP BY CREATING CLEAR FRAMEWORKS:

Some solutions involving AI simulate human behavior and thus trigger fears about the place of humans, knowledge and agency. It is important to create legal frameworks that give users confidence and enable them to understand the challenges of AI for society in terms of democracy, citizenship and sovereignty. The AI4T project recommends supporting the work of students and teachers with clear frameworks that question what AI is, what it is used for, what risks it poses and what critical thinking strategies are available to identify deep fakes, manipulations, biases and so on.

CREATE AN AI DIPLOMA REFERENCE FRAMEWORK IN EDUCATION:

The various education systems must evolve, and the subjects studied must also adapt: The introduction of an AI subject in high school ('baccalauréat' in France or an equivalent subject) would be an asset. This could have an impact on the employability of young people in terms of the emergence of new professions related to AI technologies.

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