

2nd NEWSLETTER OF THE GENERATION AI PROJECT

GENERATION AI Toolkit for Teachers

The first intellectual output was successfully completed leading to the design and development of a practical toolkit for introducing AI in primary education curricula.

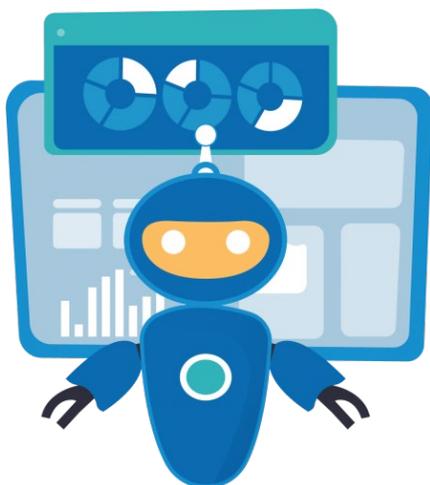
The practical and innovative GEN-AI toolkit can be an be quickly adapted, accessed, reused, modified, and shared with teacher community to support primary school teachers, teacher trainers, and policy makers to develop, design and implement appropriate AI practices in their teaching and learning practices.

The target audience involves teachers, School leaders and primary school students aged 6-12 years old. By using the toolkit, schools and teachers will be able to improve and modernize their curricula and integrate AI and computational thinking across the curriculum. Successful use of the toolkit will allow teachers to acquire the skills and competences, thus multiplying the impact of the project.

The GEN-AI toolkit consists of the following 4 sections:

- Pedagogical Framework on AI-STEM education
- Software and Tools
- Best Practices
- Criteria for AI competences

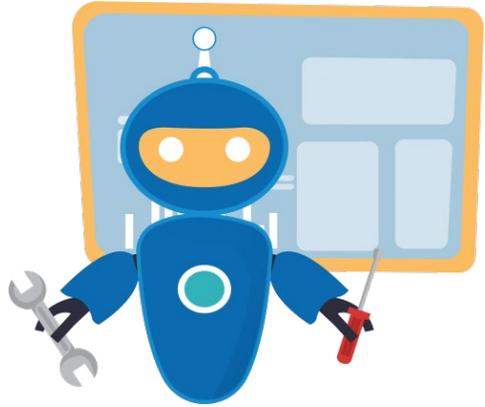
It consists of 4 interconnected sections, covering all the subjects that arose from the preceded extensive desk research.



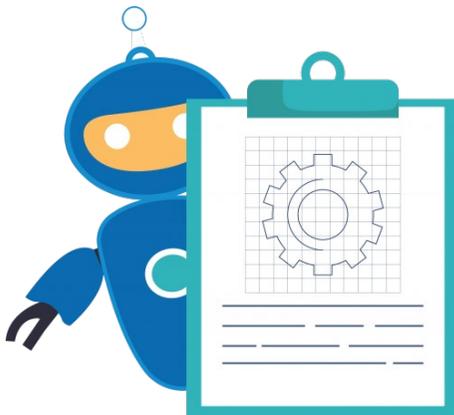
The first section provides an overview of the relevant pedagogical framework for Artificial Intelligence (AI) and STEAM education in EU countries. The pedagogical framework presented in this section has been compiled through extended desk research on the state-of-the-art of Artificial Intelligence (AI) learning for STEAM education

in Primary Education (PE) in each country. Specifically, this section examines the different educational backgrounds and national curricula of the EU countries so as to identify possible gaps, misconceptions and common elements for the integration of AI in primary schools.

The second part of the toolkit which is related to the “Software and Tools”, portrays the current methods and approaches, strategies and tools that teachers use to develop their students’ digital skills within AI-STEAM educational contexts. Specifically, it investigates the possible opportunities given to the primary teachers to implement software tools, games and online applications in their classroom in order to integrate AI learning into their teaching.



The third section provides a collection of 30 best practices that promote and support the development of student’s digital skills through STEAM education. The best practices contain structured



curriculum of plugged and unplugged activities, which provides teaching material (power point presentations, worksheets, teacher guides) to assist school teachers in teaching about AI, Training Courses and Programmes for Personal Development, Applications and Online

Platforms (e-Platforms), Online Tools (e.g. Presentation Translator), EU Projects, Online Toolkits and Students' competition using online platforms to create their own interactive stories, games and animations using computational, coding and robotics skills.

