

Practical examples for teachers

Related content: M1-T2-MLC1 – Managing Complex Tasks with AI (ChatGPT Canvas, Projects, Codex)

Exercise 1 – for the teacher’s own learning

Objective: to set up a structured AI workspace for a real teaching unit and to practise a staged workflow with checkpoints.

Title: My course unit as a Project

Exercise: creating a Project with instructions and reference files, and developing one teaching material in stages.

Duration: 40 minutes

Form of work: individual work

Tools: ChatGPT (Projects, writing blocks) or a comparable assistant

Instructions:

1. Create a new Project for one of your course units. Write project instructions (5–8 lines): subject, learner level, terminology, format expectations, safety requirements.
2. Upload 2–3 reference files without personal data (e.g. syllabus excerpt, assessment criteria, an earlier worksheet you like).
3. Chat 1 – Plan: ask for a structure for one lesson and let the AI ask you questions. Approve or modify the plan (checkpoint).
4. Chat 2 – Draft and revise: ask for the worksheet based on the approved plan. Make at least two targeted edits to single sections in the writing block.
5. Checkpoint: check facts and safety content yourself, then ask the AI to evaluate the worksheet against your criteria. Download the final version.

Lessons learnt:

- Project instructions and files save you from repeating the same context in every chat.
- Short, focused chats per sub-task give more reliable results than one very long conversation.
- Checkpoints keep the teacher in control and catch errors early.

Exercise 2 – classroom work with students

Objective: to show learners how a larger task can be completed with AI in controlled stages, with human review and clear roles.

Title: AI-supported mini project in stages

Exercise: small groups produce a short workshop guide (e.g. a maintenance checklist) in three stages, documenting their decisions.

Duration: 45 minutes

Form of work: group work (3–4 learners)

Tools: school-approved AI tool or teacher-led AI use on the projector, worksheet for documenting decisions

Instructions:

1. Groups choose a task from their trade and assign roles: planner, AI operator, checker.
2. Stage 1 – Plan: the group asks the AI for a structure and decides what to keep. The checker records the decision.
3. Stage 2 – Draft: the AI drafts one section at a time; the group edits it in its own words.
4. Stage 3 – Check: the checker compares the draft with the textbook or workshop rules and marks errors or missing safety steps.
5. Groups present their guide and their decision log; the class discusses where human review changed the result.

Lessons learnt:

- AI can speed up a larger task, but only if the work is planned and reviewed in stages.
- Clear roles and documented decisions make the contribution of humans and AI visible.
- Errors and missing safety steps are found at the checkpoints, not at the end.

Notes for teachers:

- If learners cannot use their own AI accounts, the AI operator role can be taken by the teacher on the projector.
- Evaluate the process (plan, decisions, checks) as well as the final product.

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