

Practical examples for teachers

Related content: M3-TI-MLC1 – Designing Personalised Learning Paths with AI

Exercise 1 – for the teacher’s own learning

Objective: to practise drafting a personalised learning path with AI and reviewing it critically before use.

Title: From AI draft to approved path

Exercise: designing a learning path with three routes for one unit of your own subject and documenting your review decisions.

Duration: 40 minutes

Form of work: individual work

Tools: a general AI assistant (ChatGPT, Claude, Gemini or Copilot – school account if available), your curriculum and list of trusted resources

Instructions:

1. Choose a unit (2–3 weeks) and write its learning outcome in one sentence. List the resources you already trust.
2. Describe three fictional, anonymised learner profiles functionally (e.g. “Profile A – strong practical skills, weak calculation”). No names, grades or health information.
3. Ask the AI for a path for each profile with activities, practice tasks, two checkpoints and decision rules, using only your listed resources (you may adapt the example prompt from the text).
4. Review the draft with the six questions: alignment, accuracy and safety, resources, inclusion, feasibility, transparency.
5. Record your changes in a two-column table – “AI suggested” / “I decided” – and finalise a one-page route map for learners.

Lessons learnt:

- AI produces a usable first draft quickly; the quality comes from the teacher’s review.
- Giving AI your own trusted resources reduces invented content.
- A good path changes the route and support, not the learning outcome.

Exercise 2 – working with colleagues

Objective: to compare AI-supported learning paths within a teaching team and agree on shared rules for quality, inclusion and data protection.

Title: Peer review of learning paths

Exercise: colleagues exchange their AI-drafted paths, review them with a common checklist and draft a short team agreement.

Duration: 60 minutes

Form of work: work in a team of 3–5 teachers (e.g. same vocational area)

Tools: the route maps from Exercise 1 (printed or shared), the six-question checklist, a shared document

Instructions:

1. Each teacher presents their route map in 3 minutes: learning outcome, profiles, checkpoints.
2. In pairs, review a colleague's path with the checklist and note one strength and two suggestions.
3. As a team, compare: which decision rules worked well? Where did the AI make mistakes? Which resources could be shared?
4. Draft a one-page team agreement: approved AI tools, what data may never be entered, minimum review steps, how learners can change route, how routes are explained to learners and parents.

Lessons learnt:

- Colleagues see risks – tracking, missing safety steps, weak resources – that the author may overlook.
- Shared resources and decision rules make personalisation sustainable for the whole team.
- Clear team rules support transparency and data protection.

Notes for teachers:

- Use only fictional or anonymised learner profiles in both exercises; do not bring real learner data to the team meeting.
- Check the school's AI and data protection rules (or ask the data protection officer) before using any platform with learner data.

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