

Practical examples for teachers

Related content: M4-TI-MLC3 – Generating Learning Content (Podcasts, Videos) with AI

Exercise 1 – for the teacher's own learning

Objective: to transform an existing teaching text into an audio format with AI and to evaluate the result critically.

Title: From worksheet to a 4-minute podcast

Exercise: creating a short audio episode from your own checked material and reviewing it for accuracy.

Duration: 30 minutes

Form of work: individual work

Tools: NotebookLM (Audio Overview) or ChatGPT/Claude for the script plus a text-to-speech tool

Instructions:

1. Choose a short, checked text from your subject (1–2 pages, no personal data).
2. Option A: upload it to NotebookLM and generate an Audio Overview; in the customisation field specify the audience, the level and the focus. Option B: ask a chatbot for a 4-minute dialogue script (see the example prompt in the core text), correct it, and have it read by a text-to-speech tool.
3. Listen to the result with the original text in front of you. Mark every factual error, missing safety point and incorrectly pronounced technical term.
4. Decide: can the episode be used as it is, after corrections, or not at all? Write down why.

Lessons learnt:

- Converting text into audio takes minutes; checking it properly takes longer – and is essential.
- Source-based generation stays closer to the original, but can still simplify or distort details.
- A written summary or script next to the audio supports all learners.

Exercise 2 – classroom work with students

Objective: to develop learners' ability to plan explanatory media about a workplace procedure and to assess AI suggestions for realism and safety.

Title: Storyboard for a how-to video

Exercise: groups create a storyboard for a 60–90-second explainer video with AI support, then check it critically.

Duration: 45 minutes

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

Tools: school-approved AI tool or teacher-led use on the projector, storyboard template (table), phones for optional filming

Instructions:

1. Each group chooses a short procedure from their trade (e.g. changing a wiper blade, preparing a workstation, hand hygiene in a kitchen).
2. The group asks the AI for a storyboard: 6–8 scenes with visual, narration, on-screen text and duration.
3. The group checks the storyboard against the textbook or workshop rules: are the steps in the correct order, is anything unsafe or unrealistic? Corrections are marked in a different colour.
4. Groups present the corrected storyboard; optionally they film one scene with a phone.

Lessons learnt:

- AI produces a plausible plan quickly, but professional knowledge is needed to make it correct and safe.
- Planning a video forces learners to understand the procedure step by step.
- Any generated visuals must be labelled and checked before sharing.

Notes for teachers:

- Use tools approved by the school; do not upload learners' images or voices to AI services.
- Filming in the workshop requires the usual safety rules and consent of those who appear in the video.

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