

Practical examples for teachers

Related content: M4-T1-MLC4 – Generating Interactive Learning Content with AI

Exercise 1 – for the teacher’s own learning

Objective: to generate an interactive self-check quiz with AI, verify it, and make it usable for learners.

Title: A self-check quiz with meaningful feedback

Exercise: generating, checking and publishing an 8-question quiz for one of your topics.

Duration: 35–40 minutes

Form of work: individual work

Tools: ChatGPT, Claude or Gemini; Moodle (GIFT import) or an AI code tool to create a web page

Instructions:

1. Choose a topic and attach a checked source text. Use the example prompt from the core text, adapted to your subject.
2. Check every question, answer key and feedback text. Correct or replace at least the weakest two questions.
3. Option A: import the GIFT output into a Moodle test course. Option B: ask the AI to turn the quiz into a single-page web activity that evaluates the questions one by one and shows a final score.
4. Test the quiz on a computer and on a phone. Ask the AI to fix any problem you find (wrong scoring, unclear instructions, small font).

Lessons learnt:

- AI drafts questions and feedback fast, but answer keys must always be verified.
- Misconception-based distractors and explanatory feedback make a quiz a learning tool, not only a test.
- Testing on different devices reveals usability problems before learners meet them.

Exercise 2 – classroom work with students

Objective: to develop professional decision-making and critical evaluation by designing and playing branching scenarios.

Title: We write the scenario

Exercise: groups create a short branching scenario about a workplace situation with AI support, then play and evaluate each other’s scenarios.

Duration: 45 minutes

Form of work: group work (3–4 learners), then exchange between groups

Tools: school-approved AI tool or teacher-led use on the projector, paper cards or a simple slide template

Instructions:

1. Each group chooses a realistic situation from their trade (e.g. a customer complaint, a machine fault, a missing tool before a job).
2. The group asks the AI for a scenario with two decision points and three options each, with consequences and feedback.
3. The group checks the scenario: is the best path professionally correct? Are the consequences realistic? They correct and simplify it.
4. Groups exchange scenarios, play them through and give feedback: Was it realistic? Was the feedback helpful?

Lessons learnt:

- Designing a scenario requires understanding the professional rules behind the decisions.
- AI proposals must be checked: “correct” paths can be unrealistic or unsafe.
- Playing each other’s scenarios trains decision-making and constructive feedback.

Notes for teachers:

- Prefer activities that do not require learner accounts or personal data; check the school’s rules for any platform used.
- Keep the final responsibility for correctness: review every scenario and quiz before it is used or shared.

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