

Practical examples for teachers

Related content: M5-TI-MLC3 – AI-Supported Professional Self-Reflection through Dialogue

Exercise 1 – for the teacher’s own learning

Objective: to carry out a structured reflective dialogue with AI about a real teaching situation and turn it into an action step.

Title: Reflective dialogue after a lesson

Exercise: reflecting on a recent lesson with an AI partner along Gibbs’ cycle, then critically evaluating the dialogue itself.

Duration: 35–40 minutes

Form of work: individual work

Tools: a conversational AI tool (text or voice), your notes and anonymised evidence from the lesson, a CPD log or reflective journal

Instructions:

1. Choose a recent lesson or situation that you would like to understand better. Collect anonymised evidence: your notes, learner feedback, aggregated results.
2. Start a new chat with the example prompt from the core text and go through the whole cycle. Answer honestly and give concrete examples.
3. Evaluate the dialogue: Which question helped most? Where did the AI simply agree with you? Ask it: “What alternative explanation have we not considered?”
4. Write one small action step in your CPD log (what, when, how will I know?) and note one question you would like to discuss with a colleague.

Lessons learnt:

- A structured model keeps reflection from stopping at the level of feelings.
- The AI’s questions are useful; its agreement is not evidence.
- Reflection is complete only when it leads to a concrete step.

Exercise 2 – working with colleagues

Objective: to combine AI-supported self-reflection with the perspective of colleagues and to practise critical friendship.

Title: Critical friends triad

Exercise: in groups of three, colleagues discuss the results of their AI-supported reflections and compare the AI’s questions with those of human colleagues.

Duration: 45 minutes

Form of work: group work (3 teachers) with rotating roles

Tools: the summaries and action steps from Exercise 1, an observation sheet, a timer

Instructions:

1. Roles: presenter, questioner, observer. The presenter summarises the situation and the action step from the AI dialogue in three minutes.
2. The questioner asks open questions for eight minutes (Brookfield's colleague lens) without giving advice at first.
3. The observer notes which questions differed from the AI's questions and what the colleague noticed that the AI could not.
4. Rotate the roles twice. Finally, the group discusses: what does AI add to reflection, and what can only colleagues and learners give?

Lessons learnt:

- Colleagues bring context, experience and challenge that AI does not have.
- AI can prepare the dialogue; human colleagues deepen it.
- Shared reflection builds trust and a culture of professional learning.

Notes for teachers:

- Participation and the content of the reflections are voluntary and confidential; they are not used for performance appraisal.
- Remind participants to describe learners and colleagues without names or recognisable details, both to the AI and in the group.

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