COURSE BROCHURE | ERASMUS+ TRAINING

ChatGPT – How to Handle AI in Schools

Use ChatGPT and generative AI to support teaching, redesign learning activities and guide students towards critical, transparent and responsible AI use.

LOCATION	LANGUAGE	FORMAT	DURATION	COURSE FEE
Multiple Locations	English	On-site	6 days	From €480 to €500

6-day programme in **Barcelona, Madeira, Malaga, Porto, Seville and Valencia**. See the course page for current fees, inclusions and dates.

Course description

Generative AI tools such as ChatGPT are already influencing how learners search, write, create and study. Schools therefore need more than demonstrations of new tools: educators need practical ways to use these systems, evaluate their outputs, redesign learning activities and guide students towards transparent, critical and responsible use.

This course introduces participants to how large language models generate responses, what they can and cannot reliably do, and how ChatGPT and related tools can support planning, resource creation, differentiation, formative feedback and classroom dialogue. Through guided experimentation, participants will practise clear prompting, compare outputs and develop learning activities while maintaining teacher judgement and learner agency.

Participants will analyse hallucinated information, bias, privacy, academic integrity, assessment and student AI literacy. They will develop a ChatGPT-supported classroom activity and practical guidance for responsible AI use in their own educational context.

Who the course is for

For educators

Teachers, trainers, school leaders, curriculum coordinators and other education professionals interested in using ChatGPT and generative AI in everyday teaching and learning. The course is particularly relevant for educators seeking practical approaches to resource creation, differentiation, formative feedback, assessment and student AI literacy.

At a glance

Course level: Basic to Intermediate AI Literacy

Prerequisites: Basic digital skills are recommended. No previous experience with ChatGPT or programming is required.

Working language: English. Please **contact the team** if you are unsure about the course level or working language.

CURRICULUM FOCUS

ChatGPT & Generative AI Literacy / Prompting & Learning Design / Student AI Literacy & Integrity

View the course, current editions and fees

02 / INTENDED LEARNING OBJECTIVES

Learning outcomes

The following learning outcomes describe the course's intended direction and objectives. The trainer adapts activities, examples and participant work to the group's goals, experience and learning needs.

01 **Generative AI & Large Language Model Literacy** - Explain in accessible terms how large language models generate responses and identify relevant capabilities, limitations and educational use cases.

02 **Prompting for Teaching & Resource Design** - Develop and refine contextual prompts for lesson preparation, explanations, examples, questions and differentiated educational resources.

03 **AI-Supported Learning Activities & Differentiation** - Design ChatGPT-supported activities that maintain clear learning objectives, learner participation, teacher judgement and appropriate differentiation.

04 **Critical Evaluation, Bias & Verification** - Evaluate AI outputs for factual accuracy, hallucinated information, bias, missing context and source quality using appropriate verification strategies.

05 **Assessment & Academic Integrity** - Redesign selected tasks and guidance so that permitted AI use is transparent and meaningful evidence of student learning remains visible.

06 **Student AI Literacy & Responsible Classroom Guidance** - Develop age-appropriate guidance that helps students question, verify, disclose and make responsible decisions about generative AI use.

07 **European Peer Exchange & Institutional Transfer** - Compare generative-AI practices with European peers, exchange professional approaches and identify strategies that can be adapted to participants' own classrooms and institutions.

Transfer to practice and intended impact

The programme supports participants in connecting the course learning with their own professional context. Participants consider how relevant approaches, activities or tools could be adapted to their learners, priorities and institutional settings.

1. **Identify a relevant professional need:**
   Consider which learner need, classroom challenge or institutional priority the course learning could help address.
2. **Adapt the approach to your setting:**
   Select the activities, tools or approaches that can realistically be incorporated into your own professional context.
3. **Decide what progress would look like:**
   Consider how changes in practice, learner engagement, learning outcomes or another relevant result could be recognised.

03 / COURSE PROGRAMME | DAYS 1-3

Learning Activities & Training Schedule

SUNDAY / DAY 1

Flexible self-preparation followed by an in person European exchange session, **at 18h30.**

MONDAY - FRIDAY / DAYS 2-6

08:30 - 13h30

5h of training per day · 30h total

This is a typical timetable, subject to the provider's discretion.

DAY 1

Cross-Cultural Exchange, European Educational Context & Course Orientation

- Pre-Session work: Self Preparation to reflect and share your institution's context, cultural background & completion of the Cultural Quiz.
- Welcome, networking and cultural exchange between participants and Erasmus+ team.
- Icebreaking activities and sharing of European core values.
- Open space for participants to share ideas and discuss current challenges in the Education sector; collaborative opportunity to exchange future goals.
- Course briefing and planning.

DAY 2

Generative AI Foundations & Human-Centred Pedagogy

- Map current uses, expectations and concerns about generative AI in participants' educational contexts.
- Explore how large language models generate responses using accessible, non-technical explanations.
- Compare useful capabilities with common limitations, including hallucinated information and missing context.
- Discuss privacy-aware use and the importance of avoiding unnecessary personal or sensitive data.
- Identify situations where generative AI may support learning and where human teaching or learner effort should remain central.

DAY 3

Prompting for Teaching & Resource Design

- Use role, context, task, constraints and output format to create clearer prompts.
- Practise iterative prompting, follow-up questions and comparison of alternative outputs.
- Create or adapt explanations, examples, questions and lesson resources for different learners.
- Compare results across available generative AI tools where appropriate.
- Review outputs for accuracy, relevance, tone, level and pedagogical purpose.

04 / COURSE PROGRAMME | DAYS 4-6

Learning Activities & Training Schedule

DAY 4

Learning Activities, Differentiation & Feedback

- Design ChatGPT-supported activities with clear learning objectives and active learner participation.
- Create roleplay, questioning, formative practice or discussion tasks using generative AI.
- Adapt explanations and supports to anonymised learner profiles without lowering expectations unnecessarily.
- Explore AI-assisted formative feedback while maintaining teacher review and student responsibility.
- Develop a draft classroom activity for the final course project.

DAY 5

Student AI Literacy, Assessment & Academic Integrity

- Practise source checking, cross-verification and critical evaluation of AI-generated claims.
- Explore bias, overconfidence, privacy, authorship and transparent disclosure of AI use.
- Analyse assessment tasks to identify where AI may replace rather than support student thinking.
- Redesign a task using process evidence, reflection, reasoning or oral explanation.
- Create age-appropriate student guidance for responsible generative AI use.

DAY 6

Responsible Classroom Integration & Action Planning

- Finalise the ChatGPT-supported learning activity and accompanying student guidance.
- Test the activity against learning, inclusion, privacy, integrity and teacher-oversight criteria.
- Present the activity and refine it through structured peer and trainer feedback.
- Reflect on European practices.
- Complete course evaluation and Certification.

ADAPTABLE TRAINING

This programme is a planned framework. Specific activities, sequence, exercises and timings may be adapted by the trainer or provider to each group/edition.

COURSE RECORDS

Daily summary and attendance sheets record the schedule and a short account of each day's work, validated by the trainer and signed by the participants.

Edition-specific evidence: Learning Together maintains signed daily training and attendance records. This brochure describes the course framework; additional verification can be based on the records of the particular edition.

05 / LEARNING APPROACH & METHODOLOGY

Learning Together Methodology

Learning Together courses combine guided input supported by presentations and multimedia resources with practical experimentation, creative workshops, case-based learning and hands-on tools. Participants connect the learning to their own professional situations and progressively develop an applied outcome, which may take the form of a presentation, project, session plan, action idea, reflection or another relevant output.

Peer / trainer feedback supports refinement throughout the process, while European exchange encourages participants to compare practices, perspectives and approaches across different educational contexts.

Methods applied in this programme

Guided Generative AI Exploration & Prompt Iteration

Participants test ChatGPT and related tools through structured demonstrations and repeated prompt refinement, comparing outputs and identifying capabilities and limitations.

Classroom Design & Differentiation Workshops

Practical workshops support the creation of explanations, resources, activities and feedback approaches aligned with learning objectives and varied learner needs.

Critical Evaluation & Responsible-Use Scenarios

Participants analyse realistic classroom and assessment scenarios, verify AI outputs and develop guidance for privacy, integrity, student AI literacy and teacher oversight.

Collaborative learning, peer exchange and reflection

Participants work with European colleagues, compare professional contexts, exchange approaches and reflect on how the learning can be transferred to their own institutions.

> **Illustrative example: Designing a Responsible ChatGPT-Supported Learning Activity**
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> Imagine a teacher adapting an existing lesson so that ChatGPT supports explanation, questioning or practice without replacing essential learner thinking. Participants define the learning objective, develop and test prompts, create the activity and learner instructions, and review accuracy, inclusion, privacy and academic-integrity risks. They then prepare student guidance and a realistic classroom-use plan. This illustrates one possible application; actual activities may vary.

An adaptable learning experience

Learning Together courses are delivered by trainers with relevant professional & pedagogical experience, **who are fluent English speakers**. The trainer may vary by edition, adapting the activities to the group's professional context and learning goals.

Meet our trainers and explore our approach

06 / PRACTICAL INFORMATION & SUPPORT

Everything you need for your training

Your course materials and participant work

Participants receive access to course materials, including slides, presentations, worksheets and exercises made available for the sessions, through a dedicated online folder.

Depending on the activities, groups may also develop action plans or presentations. The output varies with the programme, trainer and group.

Materials to bring: Laptop

Course package

Includes training sessions, digital materials, practical resources, administration and course-week support, welcome kit, coffee breaks and course documentation. Cultural activities and an orientation session **depend on the edition selected** (flights, accommodation & other personal arrangements are not covered).

Check fees and inclusions for your selected course.

Documents & certification

We issue Certificate of Attendance, invoice and support agreed Erasmus+ mobility documents, including Europass Mobility records. Certificate issuance follows the attendance conditions.

Send any additional school forms to our team in advance. Explore document guidance.

Provider & quality

Learning Together operates through registered organisations in every country where services are provided, each with its own Erasmus+ Organisation ID (OID). Our programmes combine clearly defined learning outcomes, participatory methodologies and practical activities, with participant evaluation & feedback at the end of the training.

Provider OIDs: Portugal E10201112 · **Spain** E10417947 · **Poland** E10419682

FROM INTEREST TO A CONFIRMED BOOKING

01
Pre-enrol

Share your course & preferred dates. Pre-enrolment is non-binding; wait for written confirmation before making non-refundable travel bookings.

02
Confirm your place

Our team will confirm availability by email. Complete final enrolment and billing details to secure your place.

03
Plan your travel

Once your booking is confirmed, you can plan your travel. Before travelling, check materials required, timetable and activities in your selected edition.

YOUR NEXT STEP

Ready to plan your course?

Check the current dates, duration, fee and edition status on the course page, then start your pre-enrolment or contact us!

View course & editions ↗ | Pre-enrol ↗

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