

GrACE

Green Europe:
Active Citizenship
and the Environment



Co-funded by
the European Union

AI tools for teaching

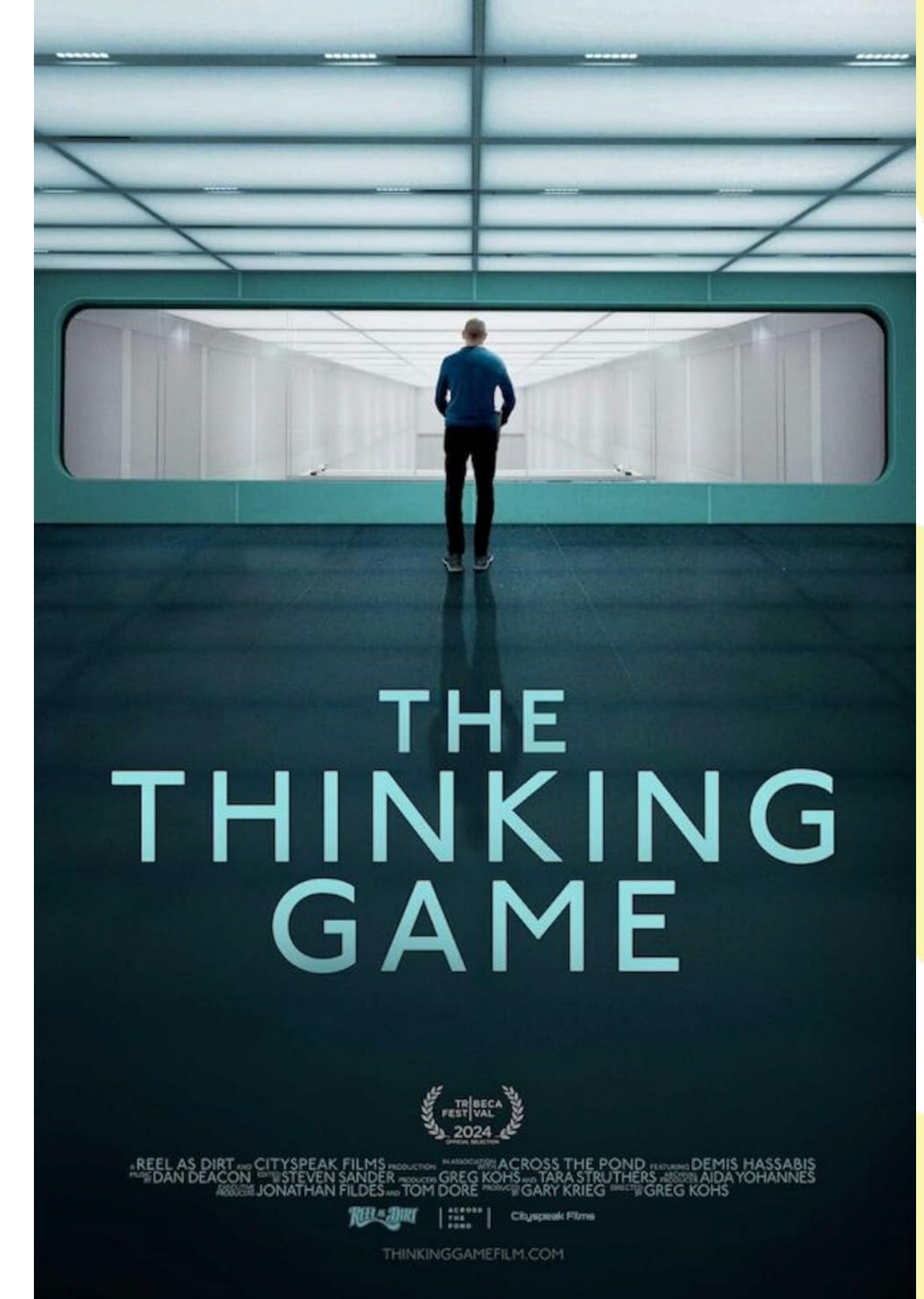
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Inspiration

Documentary [*The Thinking Game*](#)

1. *how can I make the most of the impact of AI on my work?*
2. *how do I control something much more powerful than me?*
3. *are we on the threshold of Nietzsche's Übermensch?*

1. Teaching as **Exploring & Gaming**
2. Teacher as a **Educational Prompt Designer**
3. Yes... and I want to overcome myself (**Collective Intelligence**)



My proposal

This workshop aims to present practical applications of AI in classroom work,

*with examples
in the main three dimensions
of the teacher's work:*

1. Designing a lesson

2. Customizing teaching materials

3. Testing and evaluating



Method

We will follow these 3 steps in an **applicative** way:
I will try to show you how I myself use AI today
along the real flow of my teaching work,
*providing you with **3 exercises** to complete together*



1. Designing a lesson

Introduction: *what pedagogical-methodological approach do I use to plan my lessons?*

2 moments/phases:

1. **frontal teaching:** lectio
2. **active teaching:** actio
 - **in Philosophy:** *problem-based, Philosopher as a solution-finder to big questions (thesis)*
 - **in History:** *inquiry-based and role-player, Historian as a Detective and Time traveller (perspectives)*

Examples:

in Philosophy

- class 2: Modern Political philosophy
> *problem of power-playing*
- class 3: Psychoanalysis and Existentialism
> *problem of finding our Self and Meaning*

in History

- class 3: Totalitarian States (Fascism and Nazism)
> *why such an extensive consensus?*

Step I: RESEARCH AND STUDY

in Philosophy

- ask Gemini “Deep Research” on Freud and Recalcati (class 3)
- see **G-NotebookLM** file based on my e-learning-platform “Modern POLITCS” (class 2) or “Esistenzialismo” (class 3)

in History

- ask **Gemini** “Learning Coach” on old and new Autocracies
- see **G-NotebookLM** file “Fascismo e Nazismo”

Step II: LESSON PLANNING

in Philosophy

- use **G-Classroom** to plan the Module about “Modern Political Philosophy” (in class 2)
- or “Existentialism” (in class 3)

in History

- ask G-Classroom to plan the Module about “Fascist-Nazi Totalitarian States”

EXERCISE

Task: research, store, plan!

Tool:

- ❑ *Gemini Deep research* or *Learning Coach* for getting knowledge
- ❑ *NotebookLM* for storing knowledge
- ❑ *Classroom* for planning the lessons

2. Teaching materials

Step III: CONTENTS FOR **FRONTAL** TEACHING AND INDIVIDUAL STUDY

in Philosophy

- use **Perplexity** & **Gemini** to generate contents for the **e-learning platform** “Politica moderna” (in class 2) or “Antropologia esistenziale” (in class 3) for individual study
- use **Gemini Canvas** and **G-NotebookLM** to create **slides** (see Modern Politics in class 2; see Freud e Jung in class 3) for frontal teaching

in History

- e-learning “Totalitarismi di dx”

***2. Customizing
teaching materials***

Step IV: MATERIAL FOR **ACTIVE** TEACHING AND TASKS

in Philosophy

- interactive slide in *Curipod* on Filosofia politica moderna in class 2
- *Case-study* and *Role-play* "Crisi esistenziale giovanile" in Existentialism in class 3

in History

- *Role-play* "Arcadia e Politopoli" in class 2

**2. Customizing
teaching materials**

Step V: DIDACTICAL FRAMING

Question: how can I receive support in creating pedagogically oriented and methodologically sound instructional materials?

- asking **Gemini** openly and refining my goals
 - ◆ see conversation in Gemini: *“teach me how to adopt an Inquiry-based learning approach applied on my philosophical or historical contents...”*
- creating a **GEM** focused on a specific approach or methodology
 - ◆ see my GEMs, particularly “[PHILOSOPHY Dilemma analysis & Role-play](#)”
and “[STORIA - Detective e Viaggiatore nel tempo](#)”

**2. Customizing
teaching materials**

EXERCISE

Task: prepare your own material!

Tool:

- ❑ *Perplexity* for the self-research of the students
- ❑ *Gemini Canvas* (or *Presentations* in *NotebookLM*) for slides
- ❑ *Gemini GEM* for automating a didactical approach

3. Testing & evaluating

Step VI: *assessment*

Introduction: [three-way assessment](#)
(cfr. [sistema di valutazione a idea](#))

Evaluation system

Three grades per two-month period:

- I. **Written** grade: 70% of the final written exam grade, administered during exam week: content, the *what*, KNOWLEDGE
- II. **Oral** grade: 15% flexible (depending on the amount of actual work completed) active learning grade (activities and projects), process-based: the *why*, SKILLS or ABILITIES
- III. **Practical** grade: 15% method-based, process-based: the *how*, BEHAVIOR (notes, discipline, participation)

3. Testing and evaluating

EXERCISE

Task: select a content of your own teaching and apply the assessment tools below

Tool:

- ❑ *NotebookLM* for Flashcards or Quiz (see “[Flashcards+Quiz Guerra fredda](#)”)
- ❑ *Wayground* for testing (see “[Premesse alla WW2](#)”)
- ❑ *Briskteaching* for silent debating (see [Brisk](#) on [testo e-learning online o in doc on Cold War & Decolonization](#) or “[Debate on democracy: Rousseau e la nascita delle disuguaglianze](#)”)

Designing

Customizing

Testing

“Human in the loop”