AI-Powered Teaching

Blended Course for Teachers of Vocational Education and Training

CURRICULUM

Course title	AI-Powered Teaching
Proficiency levels	
DigComp 3.0	Advanced – Highly Advanced [1]
DigCompEdu	C1-C2[2]
Target group	Teachers and trainers of Vocational Education
Course format	Blended learning

Introduction

The VITA curriculum aims to help vocational education and training (VET) teachers understand and use artificial intelligence in a confident, practical, and pedagogically meaningful way. Its core purpose is to show teachers how AI can improve teaching, learning, assessment, and professional development in ways that are relevant to vocational subjects and future labour-market needs. It also helps teachers guide students toward the conscious and effective use of AI, teaching them to identify its potential and pitfalls.

The expected learning outcomes are aligned with the EU frameworks, such as the Digital Competence Framework for Educators (DigCompEdu) and Digital Competence Framework for Citizens (DigComp 3.0).

Modules

Module 0	Myths and misconceptions surrounding Artificial Intelligence
Module 1	Introduction to main concepts of Artificial Intelligence
Module 2	AI in the economic sectors
Module 3	AI for supporting students' learning, pedagogical integration
Module 4	AI to support and enhance teaching practice – Practical Teacher Toolkit
Module 5	AI in the Continuous Professional Development (CPD) of VET educators

[1] See Annex 1.
[2] See Annex 3.

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Prior knowledge/experiences, entry prerequisites

Intermediate digital competences.

Training period and workload

The course will be delivered as a blended one, and it will apply active learning & learning-by-doing methodologies, such as flipped classroom method, discovery-based learning, and project-based learning.

Duration and workload: 4-6 weeks, 2-3 hours/week (piloting: October-November 2026)

Contact lessons (F2F or virtual): 1 hour at the beginning of the module led by the mentor teacher in the school.

Online learning: the learning content will be available online, each participant can learn in her/his own pace.

Assignments

Participants will be asked to develop their own small-scale AI-integration strategy for teaching, learning, assessment, and professional development. This strategy should include the justification of the pedagogical value of the selected AI tools, and reflection on ethical, safe, and inclusive use, and evaluation of both the benefits and the limitations of the tools they use.

- Writing a ***prompt collection*** for teaching tasks such as lesson planning, developing learning content, generating quizzes or feedback writing.

- Designing a ***before-and-after activity***, where participants compare a traditional teaching activity with an AI-supported version.

- Developing a ***micro-learning scenario*** for demonstrating how AI can support one specific pedagogical/learning goal of the lesson.

- Creating an ***AI-supported formative assessment*** with feedback prompts, and criteria for the responsible use of artificial intelligence by students.

- Designing an ***inclusive classroom activity*** using AI for accessibility, translation, or differentiated support.

- Producing a ***subject-specific mini project*** that connects AI application to the teacher's vocational field and labour-market relevance.

- Writing a school-level recommendation (***infographic or short video script***) on how AI could be introduced in their own institution in a responsible way.

- Creating an ***individual AI-supported CPD plan*** showing how the teacher will continue developing his/her practice following the course.

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Submission

Participants submit their assignments through the online learning platform used for the course. Each participant uploads the strategy in the form of a short portfolio based on a pre-issued template

Module 0: Orientation

This introductory module aims to prepare the teachers for the course by reducing fear, confusion, and misconceptions about artificial intelligence. Its learning goal is to help participants understand what AI is and what is not and recognize that the effective application of AI depends more on pedagogy and critical thinking than on advanced ICT skills.

Learning outcomes

Knowledge	**Skills**	**Attitudes**
At the end of the module, participants will be able to...		
Define what AI is and what it is not and distinguish between AI-supported and non-AI digital tools used in everyday teaching.	Apply an AI tool to create a short lesson activity and assess the output for relevance and reliability.	Emphasize pedagogical value over tool novelty, take account of ethical and inclusion implications, and purposefully explore responsible ways to improve practice.

This microlearning topic helps educators separate common myths from technical reality:

- Where does the name "artificial intelligence" come from?
- Misunderstandings about AI, debunking misconceptions
- The fundamental difference between AI systems and traditional software
- The role of teachers in AI-powered teaching.

Module 1: Introduction to the Concepts of Artificial Intelligence

The aim of the module is to introduce teachers to the basic concepts of artificial intelligence and to demonstrate its connection to the work of teachers. It provides an overview of the evolution of AI – from machine learning to generative solutions – and explores its opportunities and limitations. The module supports teachers to confidently evaluate AI-generated responses, select the appropriate tools, and consciously link them to their pedagogical goals, learner needs, and ethical considerations.

Learning outcomes

Knowledge	**Skills**	**Attitudes**
At the end of the module, participants will be able to...		
Understanding AI foundations		

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List the core AI concepts and define key terms (ML, deep learning, LLM, multimodality).	Apply the conceptual framework of AI to real VET teaching examples and assess whether an AI tool fits the task.	Emphasize pedagogical relevance over novelty and recognize the value of critical judgement.
Evaluating AI outputs and limitations		
Identify common causes of AI errors and describe factors that influence output quality.	Assess AI-generated content for accuracy and bias, then combine AI and human validation before classroom use.	Take account of ethical and safety implications and purposefully explore better verification practices.
Responsible and reflective AI integration		
Define principles of responsible AI use in education and identify relevant legal and ethical constraints.	Apply responsible-use rules in lesson design and support others in safe AI use routines.	Participate in collaborative reflection and promote inclusion, fairness, and learner wellbeing.
Addressing societal challenges with AI		
Describe how AI can support sustainability, inclusion, and civic participation, and define its main social risks and limitations.	Assess the potential societal impact of an AI-supported educational solution, apply mitigation strategies for bias and exclusion, and combine pedagogical and civic criteria in design decisions.	Take account of fairness, democracy, and environmental responsibility, uphold human-centred values in AI use, and purposefully explore inclusive and sustainable AI practices.

Topics

T1. Fundamentals of AI & Modern AI Ecosystem

MLC1 How AI works today: classical ML → deep learning → generative AI (e.g. LLMs and image generation models)
MLC2 The multimodal era: combining different types of data (text, image, video, audio, sensor data)
MLC3 What is an LLM? (illustrated with examples)
MLC4 Why AI “hallucinates” and how teachers handle it
MLC5 Context windows, memory modules, and what they mean for education

T2. Key learning paradigms

MLC1	Supervised, unsupervised, reinforcement learning – explained through VET-relevant examples
MLC2	Fine-tuning (special standards) for sector-specific AI
MLC3	Agents and automation workflows

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T3. Ethical, legal, and safe use of AI

MLC1 Bias, discrimination, data privacy, copyright
MLC2 The AI Act of the European Union and school responsibilities
MLC3 Responsible use guidelines for students and teachers
MLC4 "AI overreliance": how to avoid dependency and foster critical thinking

T4. AI for societal challenges

MLC1 AI for green transition, sustainability, assistive technologies, inclusion
MLC2 AI in public governance, civic engagement, and democracy

Module 2: Artificial Intelligence in the Economic Sectors

The module presents how artificial intelligence is changing the world of work, what automation is resulting in, what its significance is in supporting professional work, how roles evolve, and what skills gaps need to be filled by skilled workers. It outlines the current situation through eight sector specific areas, highlighting the topics that can be incorporated into education.

Learning outcomes

Knowledge	**Skills**	**Attitudes**
At the end of the module, participants will be able to…		
Understanding AI-driven sector transformation		
Describe how AI changes workflows across the sectors, define the difference between automation and augmentation, and identify emerging AI-related job roles.	Assess the impact of AI on specific qualification, combine labour-market evidence with curriculum priorities.	Promote human-centered use of AI, take account of social and ethical implications, and purposefully explore sector developments.
Designing sector-specific AI learning content		
Define key AI use cases in the VET sector, describe context-specific requirements, such as professional accuracy, safety, etc.	Apply AI tools to create sector-specific microlearning contents	Recognize the importance of developing learning content relevant to students' future jobs.
Addressing the sectoral skills gap		
Identify current and future AI-related competence needs, describe the gap between training and workplace expectations,	Assess learners' readiness for AI-transformed roles, apply targeted upskilling strategies, and assist others in selecting	Participate in lifelong learning, consider fairness and inclusion in skills development, and purposefully explore new

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and define upskilling priorities.	suitable learning pathways.	professional learning opportunities.

Topics

T1. AI in the economic sectors

MLC1-2	Engineering (APRC, 2)
MLC3-3	Construction (APRC, 2)
MLC3	UX/UI design (COVA, 2)
MLC4	Digital modelling and fabrication (COVA,2)
MLC5	Information Technology (SZÁMALK,2)
MLC6	Arts and Humanities (SZÁMALK,2)
MLC7	Renewable energy (IET, 2)
MLC8	Marketing (IET, 2)

Module 3: Supporting Students' Learning Process And Modern Pedagogy by Artificial Intelligence

This module focuses on pedagogically meaningful ways of how AI can strengthen learning – especially through personalized pathways, adaptive assessment, multilingual support, and careful use of AI tutors (including risks). It also emphasizes active learning and transversal competences such as critical thinking, creativity, collaboration, communication, and inclusion/accessibility via assistive technologies and translation support.

Learning outcomes

Knowledge	**Skills**	**Attitudes**
At the end of the module, participants will be able to...		
Personalized and adaptive learning with AI		
Describe how AI supports personalized learning pathways, adaptive assessment, and multilingual learning support.	Assess learner needs, apply appropriate AI-supported adaptations, and combine AI tools with pedagogical strategies to personalize learning.	Place learner needs and inclusion in the centre, take account of the benefits and risks of AI tutors.
Developing transversal skills through AI		
Define the role of AI in supporting critical thinking, creativity, collaboration, communication, and digital literacy.	Apply AI-supported activities to foster transversal skills, assess the quality of learner interaction with AI outputs, and support others in using AI for active learning.	Recognize the importance of active and critical engagement with AI, encourage human creativity and reflection, and take account of ethical implications in collaborative AI use.

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Knowledge	Skills	Attitudes
Inclusion and accessibility in AI-supported learning		
Identify how AI can support accessibility through assistive technologies, speech-to-text, text-to-speech, and real-time translation.	Assess barriers to participation, apply inclusive AI tools in diverse learning contexts, and assist others in adapting learning activities for students with different needs.	Participate in building inclusive digital environments, foster equity and accessibility, and purposefully explore responsible uses of AI to support all learners.

Topics

T1. Personalized and adaptive learning powered by AI

MLC1 AI-generated learning paths
MLC2 Adaptive assessments
MLC3 Multilingual support tools
MLC4 AI tutors: benefits and risks

T2. Developing transversal skills with AI

MLC1 A shift toward active learning
MLC2 Critical thinking: detecting bias, analysing outputs
MLC3 Creativity with generative AI
MLC4 Collaboration using AI-supported group tools
MLC5 Communication with multimodal AI
MLC6 Emotional intelligence through simulation scenarios

T3. Inclusion and accessibility

MLC1 Assistive technologies
MLC2 Speech-to-text and text-to-speech conversion
MLC3 AI for learners with special educational needs
MLC4 Real-time translation for multilingual classes

Module 4. Support And Enhance Teaching Practice by Artificial Intelligence – Practical AI Toolkit for Teachers

This module aims to equip teachers with practical and pedagogically meaningful ways to use AI to support and enhance their everyday teaching practice. It focuses on how AI can assist with lesson planning, content creation, formative assessment, classroom management, reflective teaching, and multimodal learning design. It helps teachers use AI critically, creatively, and responsibly to improve the quality, efficiency, and inclusiveness of teaching while maintaining pedagogical control.

Learning outcomes

At the end of the module the participants will be able to

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Knowledge	Skills	Attitudes
At the end of the module, participants will be able to...		
AI-supported lesson and content creation		
Describe how AI can support lesson planning, quiz design, worksheet creation, and multimedia content development, and define key principles for ensuring reliability and pedagogical quality.	Assess the suitability of AI-generated teaching materials, apply AI tools to create and adapt lesson resources, and combine AI-generated content and content created by other teachers into coherent learning experiences.	Emphasize pedagogical purpose over speed or convenience, consider reliability and copyright issues, and purposefully explore creative but responsible uses of AI in teaching.
AI-supported formative assessment and feedback		
Identify the role of AI in formative assessment and describe how AI can support designing evaluation criteria, real-time feedback and portfolio evaluation.	Assess learner performance using AI-supported tools, apply AI to generate feedback and assessment criteria, and support others in interpreting results for pedagogical decision-making.	Ensure fairness and transparency of assessment; use AI to support student development rather than for automatic grading; and clearly distinguish between appropriate AI use and misuse.
Reflective and multimodal teaching with AI		
Define the role of AI as a reflective partner and describe how multimodal AI tools can support teaching through images, simulations, presentations, video, and dialogue.	Apply prompting strategies to analyze teaching materials, assess the relevance and usefulness of AI-supported reflection for improving teaching practice, apply selected insights to refine pedagogical approaches, and combine multimodal AI resources (to design engaging and inclusive learning scenarios.	Reflect on their own professional decisions, pay attention to the different needs of students and accessibility, consciously try new, multiple (e.g. text, images, video) solutions to improve teaching.

Topics

T1. AI for lesson planning and content creation

MLC1 Creating lesson plans, quizzes, worksheets, case studies
MLC2 Designing multimedia content (images, videos, simulations)
MLC3 Scriptwriting and storytelling for video tutorials
MLC4 Citing and verifying AI-generated content

T2. AI-supported formative assessment

MLC1 Designing criteria with AI

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MLC2	Real-time feedback generation
MLC3	AI-assisted portfolio evaluation
MLC4	Tools to detect plagiarism vs. legitimate AI use

T3. Classroom management with AI

MLC1	Attendance, behaviour tracking, communication
MLC2	Automation of repetitive administrative tasks
MLC3	Secure and ethical data handling

T4. AI as a reflective partner for teachers

MLC1	Clear context and structured questioning techniques (prompting)
MLC2	Analyzing the suitability of teaching materials using AI and requesting suggestions for improvements
MLC3	Self-reflection through dialogue (strengths, areas for development, new pedagogical approaches)

T5. Multimodal teaching with AI

MLC1	Images, presentations, simulations, coding
MLC2	Video generation for explaining concepts

Module 5: Artificial Intelligence in Teachers' Continuous Professional Development (CPD)

The module shows how AI can become a powerful tool for teachers' continuous professional development. It highlights how AI can support learning, professional cooperation, knowledge expansion and pedagogical planning. The module will also help teachers understand the transformation of the role of the teacher and the changes in teacher identity, well-being and autonomy in the era of AI. It aims to enable participants to use AI not only as a practical tool, but also as an important resource for sustainable, ethical and self-directed professional learning.

Learning outcomes

Knowledge	**Skills**	**Attitudes**
At the end of the module, participants will be able to...		
AI-supported continuous professional development		
Describe how AI can support professional learning, identify relevant tools for teachers' upskilling, and define the role of AI in continuous professional development.	Assess personal professional learning needs, apply AI tools to support self-directed development, and combine different digital resources into an effective CPD pathway.	Embrace continuous learning, value the benefits of AI-supported self-development, and purposefully explore new opportunities for professional growth.
Collaborative professional learning with AI		

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Knowledge	Skills	Attitudes
Define the role of AI in teachers' collaboration, peer mentoring, and knowledge sharing, and describe how digital networks can support professional communities.	Apply AI-supported tools for collaboration, assess the relevance of shared resources and practices, and support others in developing and exchanging professional knowledge.	recognize the importance of collaboration, take account of diverse professional perspectives, and encourage shared learning and mutual support.
AI-supported pedagogical planning		
Describe how AI can support pedagogical planning, define learning outcomes with frameworks such as EQF, DigCompEdu, and DigComp 3.0.	Assess the alignment between expected learning outcomes, teaching activities, and competence frameworks, apply AI tools to design competence-based lessons and projects.	Promote coherence between pedagogy, and real-world relevance, take account of changing educational contexts, and purposefully explore new planning strategies supported by AI.
Teacher identity, autonomy, and wellbeing in the AI era		
Describe how AI influences teacher identity, workload, and professional autonomy, and identify key ethical boundaries in automation.	Assess the impact of artificial intelligence on professional work and well-being; implement strategies to manage technology-related stress and maintain autonomy; integrate the support provided by artificial intelligence with own reflective insights in the pedagogical work.	Finding a balance between well-being and ethical responsibility, recognizing the limitations of automation, and finding a balanced, human-centered approach to working with AI.

Topics

T1. Becoming an AI-assisted professional

MLC1 Using LLMs for personalised skill development
MLC2 Building a "teacher knowledge base" with AI (NotebookLM, deep search, memory)
MLC3 Learning new subjects faster with AI tutoring

T2. Collaborative professional learning

MLC1 AI-supported teacher networks
MLC2 Peer mentoring with AI-generated templates
MLC3 Sharing microlearning units and best practices
MLC4 Participating in EU communities, DigCompEdu self-assessment

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T3. AI for pedagogical planning

MLC1 Aligning learning outcomes with DigCompEdu, DigComp 3.0
MLC2 Designing competence-based lessons and projects using AI
MLC3 Ensuring alignment with labour market needs by applying AI

T4. Teacher identity and wellbeing in the AI era

MLC1 Managing change and technostress
MLC2 Maintaining professional autonomy
MLC3 Ethical boundaries: what to automate, what not to automate

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Annexes

Annex 1. Proficiency levels and competences in (DigComp 3.0)

Level	Short Description of proficiency level	Examples of verbs used in learning outcomes statements
Basic	Remember and implement simple tasks with guidance as needed.	**Knowledge:** recognise, identify, distinguish between **Skills:** use, apply, implement **Attitudes**: acknowledge the importance, acknowledge the benefits
Intermediate	Identify and implement well-defined tasks and solve well-defined problems autonomously.	**Knowledge:** recognise, identify, distinguish between, define, describe **Skills:** use, apply, select, assess **Attitudes:** acknowledge the importance, acknowledge the benefits, prioritise, purposefully explore, participate in
Advanced	Assess and apply solutions to a variety of complex tasks autonomously and adapt to a variety of contexts to evaluate and execute tasks appropriately, guiding others if and as required.	**Knowledge:** identify, define, describe **Skills:** assess, apply, combine, assist others, support others **Attitudes:** acknowledge the importance, acknowledge the benefits, take account of, prioritise, continually explore
Highly advanced	Assess, evaluate and resolve highly complex or specialised problems to create new solutions or adapt existing ones, leading and guiding others if and as required.	**Knowledge:** *no knowledge learning outcomes are included in highly advanced levels: this element is captured under attitudes (stay informed about).* **Skills:** assess and evaluate, develop and implement, lead or contribute to, design, advise, explain **Attitudes:** acknowledge the importance, acknowledge the benefits, stay informed about, promote and support

Source: DigComp 3.0, page 85.

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Annex 2. Connections to DigComp 3.0

Module	DigComp 3.0 Competences	Connection Rationale
Module 1: Introduction to the Concepts of Artificial Intelligence	1.1 Browsing, searching and filtering information; 1.2 Evaluating information; 1.3 Managing information; 4.2 Protecting personal data and privacy; 3.3 Copyright and licences; 2.3 Engaging in citizenship through digital technologies; 4.4 Environmental impacts of digital technologies	Core AI concepts and information literacy; critical evaluation of outputs/hallucinations; ethics/legal/privacy and copyright; societal and sustainability dimensions of AI.
Module 2: Artificial Intelligence in Economic Sectors	5.2 Identifying needs and digital technological responses; 5.3 Identifying creative solutions using digital technologies; 5.4 Identifying and addressing digital competence needs; 2.4 Collaborating through digital technologies; 2.3 Engaging in citizenship through digital technologies; 3.1 Developing digital content; 3.2 Integrating and re-elaborating digital content	Focus on sector needs analysis, role transformation, skills-gap response, and co-design of sector-specific learning resources.
Module 3: Supporting students' learning process and modern pedagogy by Artificial Intelligence	5.2 Identifying needs and digital technological responses; 4.3 Supporting wellbeing; 2.1 Interacting through and with digital technologies; 2.4 Collaborating through digital technologies; 2.5 Digital behaviour; 1.2 Evaluating information; 4.2 Protecting personal data and privacy	Personalized and adaptive learning, inclusion and accessibility, collaboration/communication, and safe learner-facing AI use.
Module 4. Support and enhance teaching practice by Artificial Intelligence– Practical AI toolkit for Teachers	3.1 Developing digital content; 3.2 Integrating and re-elaborating digital content; 3.3 Copyright and licences; 3.4 Computational thinking and programming; 1.2 Evaluating information; 2.1 Interacting through and with digital technologies; 2.2 Sharing through digital technologies; 4.2 Protecting personal data and privacy; 5.1 Identifying and solving technical problems	Practical classroom implementation: lesson/content creation, formative assessment, multimodal production, verification, and operational troubleshooting.
Module 5: Artificial Intelligence in Continuous Professional Development (CPD) of Teachers	5.4 Identifying and addressing digital competence needs; 5.2 Identifying needs and digital technological responses; 2.4 Collaborating through digital technologies; 2.2 Sharing through digital technologies; 1.3 Managing information; 4.3 Supporting wellbeing; 2.6 Managing digital identity; 5.3 Identifying creative solutions using digital technologies	Lifelong upskilling, professional collaboration, knowledge management, identity/wellbeing, and strategic planning for sustained practice.

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Annex 3. Proficiency levels of DigCompEdu

Newcomers (A1) are aware of the potential of digital technologies for enhancing pedagogical and professional practice. However, they have had very little contact with digital technologies and use them mainly for lesson preparation, administration or organisational communication. Newcomers need guidance and encouragement to expand their repertoire and to apply their existing digital competence in the pedagogical realm.
Explorers (A2) are aware of the potential of digital technologies and are interested in exploring them to enhance pedagogical and professional practice. They have started using digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach. Explorers need encouragement, insight and inspiration, e.g. through the example and guidance of colleagues, embedded in a collaborative exchange of practices.
Integrators (B1) experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of their practices. They creatively use them to enhance diverse aspects of their professional engagement. They are eager to expand their repertoire of practices. They are, however, still working on understanding which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Integrators just need some more time for experimentation and reflection, complemented by collaborative encouragement and knowledge exchange to become *Experts*.
Experts (B2) use a range of digital technologies confidently, creatively and critically to enhance their professional activities. They purposefully select digital technologies for situations and try to understand the benefits and drawbacks of different digital strategies. They are curious and open to new ideas, knowing that there are many things they have not tried out yet. They use experimentation as a means of expanding, structuring and consolidating their repertoire of strategies. Experts are the backbone of any educational organisation when it comes to innovating practice.
Leaders (C1) have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. They rely on a broad repertoire of digital strategies from which they know how to choose the most appropriate for any given situation. They continuously reflect on and further develop their practices. Exchanging with peers, they keep updated on new developments and ideas. They are a source of inspiration for others, to whom they pass on their expertise.
Pioneers (C2) question the adequacy of contemporary digital and pedagogical practices, of which they themselves are *Leaders*. They are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. Pioneers experiment with highly innovative and complex digital technologies and/or develop novel pedagogical approaches. Pioneers are a unique and rare species. They lead innovation and are a role model for younger teachers.

Annex 4. Connections to DigCompEdu

The table below maps each module to the most relevant DigCompEdu competences (6 Areas, 22 competences).

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Module	Strong DigCompEdu Links	Rationale
Module 1: Introduction to the Concepts of Artificial Intelligence	6.1 Information and media literacy; 6.3 Digital content creation; 6.4 Responsible use; 1.3 Reflective practice; 1.4 Digital continuous professional development	Covers AI fundamentals, critical evaluation of AI outputs (including hallucinations), and ethical/legal/safe use in education.
Module 2: Artificial Intelligence in Economic Sectors	3.1 Teaching; 3.2 Guidance; 5.3 Actively engaging learners; 6.5 Digital problem solving; 2.1 Interacting through digital technologies.	Translates labour-market and sector examples into learning design, guidance, and authentic problem-solving tasks.
Module 3: Supporting students' learning process and modern pedagogy by Artificial Intelligence	5.1 Accessibility and inclusion; 5.2 Differentiation and personalisation; 5.3 Actively engaging learners; 3.2 Guidance; 3.3 Collaborative learning; 3.4 Self-regulated learning; 6.4 Responsible use	Strong focus on personalised/adaptive learning, inclusion, collaboration, learner autonomy, and safe learner-facing AI use.
Module 4. Support and enhance teaching practice by Artificial Intelligence– Practical AI toolkit for Teachers	2.1 Selecting digital resources; 2.2 Creating and modifying digital content; 2.3 Managing, protecting and sharing digital resources; 3.1 Teaching; 4.1 Assessment strategies; 4.2 Analysing evidence; 4.3 Feedback and planning; 6.3 Digital content creation	Operational classroom use: lesson/content creation, resource management, formative assessment, evidence-informed feedback, and multimodal production.
Module 5: Artificial Intelligence in Continuous Professional Development (CPD) of Teachers	1.2 Professional collaboration; 1.3 Reflective practice; 1.4 Digital continuous professional development; 1.1 Organisational communication; 6.4 Responsible use	Supports ongoing teacher development, peer learning, reflective practice, professional communication, and wellbeing-aware responsible AI use.

References

- JRC DigComp 3.0 page: https://joint-research-centre.ec.europa.eu/projects-and-activities/education-and-training/digital-transformation-education/digital-competence-framework-digcomp/digcomp-30_en

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- DigComp 3.0 data supplement: https://data.jrc.ec.europa.eu/dataset/ae764f46-94e8-4ffb-b2b0-e406618b998d

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