

## **Agents of Change – Teaching Students About AI**

### **Summary**

Our ITP, "Agents of Change – Teaching Students About AI," seeks to empower students with essential AI knowledge and skills. Through this program, students learn to responsibly apply AI tools to enhance learning and foster creativity, particularly in storytelling and promoting intercultural understanding. By making AI education both engaging and effective, students emerge as catalysts for change, driving meaningful integration of AI throughout their school community.

### **Team: Estonia**

---



**Estonia**  
**Mr Reigo Ginter**  
Director  
Kehtna Basic School



**Indonesia**  
**Ms Fitra Murni Agus Ramayulis**  
Teacher  
SMAN 3 Padang Panjang

## **AI in Literature: Interacting with a Novel (by Thomas Hardy)**

### **Summary**

This ITP project revolutionises the conventional method of engaging with literary texts by introducing innovative tools to the classroom, aimed at infusing literature with greater enjoyment. Leveraging AI, we enhance comprehension of literary works and their contexts, all while honing fundamental disciplinary skills of our students such as reading, writing, listening, and speaking.

### **Team: RomGal Team**

---



**Romania**  
**Mrs Daniela Ileana Vilceanu**  
Teacher [English]  
The National College "Tudor Vladimirescu"



**Spain**  
**Mr Alfonso Xavier Canosa**  
Teacher [Language & Literature]  
IES Pedra da Auga

## **Bountiful Earth & Resilient Food Systems- Ways to Ensure Food Security Using AI**

### **Summary**

Utilizing the CLIL approach tailored for high school students (ranging from 8th to 11th grades) in vocational and science classes, with a proficiency level of upper-intermediate English (B1-B2), and aligning with SDG 2 (End Hunger), this ITP facilitate cross-cultural exchange between students from Asia and Europe. Through sharing diverse agricultural and cultural experiences, participants will collaboratively devise innovative solutions aimed at bolstering food security in both regions. Moreover, the curriculum will delve into the multifaceted aspects of food sustainability, spanning environmental, social, and economic perspectives. By fostering the development of values, skills, and attitudes conducive to a sustainable planet, students will be empowered to effect positive change in their communities and beyond.

### **Team: Aspire**

---



**Philippines**  
**Ms Jade April J. Agang Ang**  
Teacher I  
Daniel R. Aguinaldo National High School



**Romania**  
**Ms Luisa Filip**  
English Language Teacher  
National College "Gheorghe Sincai,"  
Cluj-Napoca

## **Bringing Story to Life**

### **Summary**

Students utilise AI tools to enhance their video channel, aiming to foster tolerance, cultural understanding, language proficiency, creativity, and teamwork. They delve into literature, crafting scripts, recording voices, and using AI animation to illustrate stories. The project includes ethical considerations on AI tool usage. Teachers and students embrace AI exploration, preparing learners for future technological advancements.

### **Team: The Shapers of the Sharpest**

---



**India**  
**Ms Lisha Manoj**  
TGT English  
St. Mark's Senior Secondary Public School,  
Meera Bagh



**Spain**  
**Mr Juan Xernández de Vega**  
Technology Teacher  
Santiago Apóstol' High School

## **Contextualize Reading Flipbook (CREF)**

### **Summary**

Reading plays an important role in one's lives but it is sad to say that Cyprus rank 50 and Philippines the lowest among 77 countries according to Pisa 2018. This ITP in AI would help address it by contextualization of the materials used through personalised talking face integrate to digitalised flipbook.

### **Team: D'Anchors**

---



**Cyprus**  
**Mr Ioannis P Ioannou**  
Computer Science Teacher - Senior Manager at Secondary Education  
Gymnasium Athienou



**Philippines**  
**Dr Diosdedet Castillon Labordo Jr.**  
Teacher III [English]  
Lambunao National High School

## **Conversational AI Cafe on History**

### **Summary**

The Conversation AI Cafe, an engaging five-week after-school experiential program, supports high school students struggling with history and literature comprehension. It addresses comprehension gaps through innovative teaching practices (ITP), emphasizing the carefully guided utilization of AI tools like the text-to-image generator to bring historical and literary characters to life, enhancing the lesson's overall understanding.

### **Team: H.O.P.E - Horizons of the Pedagogical Enterprise**

---



**Philippines**  
**Dr Rina Alayon Angeles**  
Senior Education Program Specialist  
SDO-San Juan City Academic Senior High School



**Spain**  
**Ms María Dolores García-Arnaldos**  
Philosophy Teacher  
IES Emperatriz María de Austria

## **Creating a Digital Story in Science Class with AI Tools**

### **Summary**

"Creating a Digital Story in Science Class using AI" is an ITP which has three main goals:

- 1) help students become better storytellers
- 2) increase students self-efficacy using AI tools in their learning
- 3) enhance students critical thinking skills

which we hope to achieve by letting students research a topic and create an educational digital story using AI tools.

### **Team: Teachers Pet**

---



**China**  
**Ms Yuanting Liao (Kathy)**  
English Language Teacher  
No.10 Middle School in Kunming



**Estonia**  
**Ms Gisela Kastein**  
Teacher  
Kohtla-Järve Gymnasium

## **Designing a Magazine with AI - Improving Classroom Interaction**

### **Summary**

Students from China and Estonia are to design an electronic magazine (of cross-cultural theme or elements) with the help of generative AI tools like Night Café and ChatGPT, as well as personalized assessment and analytical AI tools, in an effort to enhance an all-round understanding of AI usage.

### **Team: Rooxin**

---



**China**  
**Ms Xin Yu (Vanessa)**  
English Language Teacher/ Class Teacher  
Xi'an Middle School of Shaanxi Province,  
China



**Estonia**  
**Ms Roosli Nemliher**  
Head of Studies  
Tartu Art School

## **Developing Communication Skills in English Classes with AI Tools**

### **Summary**

The objective of the ITP is to enhance students' communication skills in English by utilising AI tools in a justified and creative manner. Through the conducted tasks, our goal was to raise students' awareness of both the positive and negative impacts of AI, ultimately inspiring them to employ ChatGPT and Twee to augment the language skills they wish to improve.

### **Team: AI Explorers**

---



**Cambodia**  
**Mr Chea Davit**  
Teacher of English  
Preah Norodom Seihamoni High School



**Poland**  
**Mr Adam Stepinski**  
Teacher of English and History  
Copernicus Upper-Secondary School  
in Tarnobrzeg

## **Dive into AI**

### **Summary**

Through the integration of AI tools, our ITP comprises of: 1) implementation of a Machine Learning Application: This application facilitates the sorting of waste, utilizing machine learning algorithms to streamline and enhance the process and 2) development of Avatar Videos: These videos feature avatars delivering guidance on the principles of Reduce, Reuse, and Recycle (3R's). Designed to resonate with diverse audiences, including the entire school community and families, these videos serve as an initial step towards seamlessly integrating AI into daily teaching practices and fostering its widespread adoption within the realm of education.

### **Team: GAITAI**

---



**Spain**  
**Ms María del Rocío Veiga Villar**  
Technology Teacher  
IES Antón Alonso Ríos - (Tomiño)



**Thailand**  
**Mr Sa-nguansak Kosinan**  
Teacher [Mathematics]  
Phadungnaree School

## **Embracing What Makes Us Human: Exploring the Awesome Skills AI Can't Copy!**

### **Summary**

The ITP addresses student's concerns about generative AI, their inability to distinguish between human and AI made. Through a cross-cultural collaboration between Austria and New Zealand we reinforce the distinctive qualities that make us human, such as empathy, critical thinking, and creativity. We encourage critical engagement with AI tools, exploring its risks, limitations, and positive applications through hands-on and reflective activities

### **Team: Kiwi-Alpine Innovators, K-AI**

---



**Austria**  
**Dr Bibiane Blauensteiner**  
Science Teacher  
International Highschool Herzogberg



**New Zealand**  
**Ms Susana De OliveiraTomaz**  
STEAM Coordinator and Across School  
Lead for the Pupuke Kāhui Ako  
Westlake Girls High School

## **Energy Production and AI&ED**

### **Summary**

By using AI tools, our ITP aims to construct an interdisciplinary learning module that merges English and Physics within the framework of Content Integrated Language Learning (CLIL). The goals of this unit are derived from both the local English and Physics curricula, as well as from Sustainable Development Goals (SDGs) and the promotion of AI literacy. Designed to be completed within five standard lessons, this learning unit aims to foster a holistic understanding of subject matter while promoting cross-disciplinary connections and addressing key societal and technological challenges.

### **Team: Energy Warriors**

---



**Finland**  
**Mr Lauri Hellsten**  
Teacher  
Espoon yhteislyseo



**Malaysia**  
**Mr Andrew Dung Kui Huang**  
Secondary School Educator  
SMK Methodist

## **Enhancing Essay Writing skills in English and Geography through Using ChatGPT**

### **Summary**

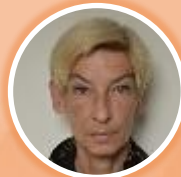
Our project aims to improve essay writing and critical thinking skills. Geography students learn essay basics, generate an essay using ChatGPT, and engage in peer critique. Similarly, English students write opinion essays and use ChatGPT for content and vocabulary. Teachers then provide feedback. They end with a class practice self-writing an essay, which is compared with the AI-generated essay.

### **Team: ChatGPT Essay Crafters**

---



**Singapore**  
**Ms Victoria Ching Ngai Men**  
Subject Head/ Geography  
Bedok View Secondary School



**Slovenia**  
**Ms Aleksandra Pal**  
English Language Teacher  
Gimnazija Ptuj

## **Environmental Awareness & Global Action - "A Planet Under Pressure"**

### **Summary**

This ITP illustrates Chou's (2016) Gamification Octalysis' framework as a motivational tool and instructional design that uses game elements and design techniques to enhance user engagement and motivation in non-game contexts, such as the classroom, and Concept-Based Inquiry, a framework for inquiry that promotes deep understanding, engages students emotionally, creatively, and intellectually to instil deep and passionate curiosity for learning.

### **Team: New Millenium**

---



**Portugal**  
**Mrs Suzette Marina Antunes Duarte Oliveira**  
MS English Teacher  
CLIP - Oporto International School



**Viet Nam**  
**Ms Thi Thi Nguyen**  
Teacher Trainer [English Teaching Methodology]  
GrapeSEED Viet Nam

## **Exploring Pastime Activities and Hobbies with AI**

### **Summary**

In this ITP for 9th-grade English as a Second Language class integrates technology, collaborative activities, and cultural exploration. Students engage in AI-assisted vocabulary building, create digital memory games, and participate in a hobby carousel. The lesson fosters communicative competence, vocabulary development, and technological literacy while encouraging intercultural understanding and personal development.

### **Team: Cro-Pak Hybrid Classroom**

---



**Croatia**  
**Mrs Alenka Patrun**  
Teacher [Tourism]  
Škola Za Turizam, Ugostiteljstvo  
I Trgovinu



**Pakistan**  
**Mr Adnan Hashmi**  
English Language Teacher  
Roots Millennium School

## **Fostering Academic Morality Through Immersive AI Exploration**

### **Summary**

Our ITP nicknamed Cyber Virtue is an important tool for digital media literacy and AI - related ethical concerns awareness raising among more advanced students in secondary & tertiary education, since it involves digital content creation with the application of 4 different AI tools used for multimedia story telling and analysis. Students will use these tools along 4 sessions examining each other's content with the interdisciplinary application of critical, creative and analytic skills.

### **Team: Cyber Virtue**

---



**China**  
**Ms Yizhen Wang**  
Economics Teacher  
Beijing National Day School



**Hungary**  
**Mr Zsolt Csutak**  
Teacher of IT English & Civilization  
Studies, Researcher  
BMSZC Petrik Lajos Vocational  
Bilingual High School



## **Fusion Theme Menu of Malaysian and Portuguese Cuisine**

### **Summary**

How to use AI tools while developing 21st century skills?  
In this ITP, Malaysian and Portuguese students used AI tools (Perplexity, Canva's DALL'E, Magic Media, audio generator and video) to generate a fusion theme menu and created illustrated written recipes using descriptive language, which required research, teamwork, creativity and problem solving skills.

### **Team: Coriander**

---



**Malaysia**  
**Mr Saumon Maliki**  
Head of Culinary Arts Programme  
Keningau Vocational College



**Portugal**  
**Ms Isabel Maria Gomes de Oliveira**  
English Language Teacher & Project  
Coordinator  
Agrupamento de Escolas D. Filipa

## **Implementing ESD Learning in Classrooms**

### **Summary**

Have you ever heard about Agenda30? Many of our students haven't. With the help of our ITP, we provide a plethora of digital tools aimed at sparking curiosity and motivating students to delve deeper into understanding the Sustainable Development Goals (SDGs) from a local standpoint. These resources are designed to inspire and empower students to explore the relevance of Agenda30 in their communities and beyond, fostering a sense of ownership and engagement in addressing global challenges.

### **Team: SDG Champions Alliance**

---



**Finland**  
**Ms Anna Grönlund**  
Teacher of English and  
German Languages  
Gymnasiet Lärkan



**Hungary**  
**Mrs Adrienn Körtvélyesi**  
**Educator**  
Bugát Pál Secondary  
Technical School



**Indonesia**  
**Ms Siti Yiyin Layyinah**  
Mathematics Teacher  
Insan Cendekia Madani  
School

## **Improving Creativity & Literacy among Students through Pixton**

### **Summary**

The aim of this ITP is to build students' literacy skills, help them think creatively by means of AI and avoid boredom in class by using a comic maker tool, namely Pixton. Framed by the topic of WW2, the ITP attempts to bring the subject of History into life and bridge intercultural issues via EFL teaching.

### **Team: Pixton's Team**

---



**Greece**  
**Ms Christina Koutidou**  
Teacher  
4th Lyceum of Serres



**Indonesia**  
**Ms Lia Fatih Af'idah**  
Teacher  
Malang Islamic High School

## **Integrating AI Ethically to Improve Students' Job Application Skill**

### **Summary**

The aim is to develop e-learning materials to assist students in their job application process focusing on topics such as CV, cover letter, and job interview with the help of AI, to make them understand the range of possibilities it offers, and the ethics and values associated with using ChatGPT. In preparatory phase were used Canva, Moodle and ChatGPT and video possibilities. Using AI tools in job application documents help to enhance critical thinking, problem-solving, teamwork, effective learning, and personal development. Moreover, it supports students to get better job in the future.

### **Team: Team Kailia**

---



**Estonia**  
**Ms Kaili Leino**  
Vocational Teacher [English  
Language]  
Võru County Vocational Training  
Centre



**Spain**  
**Mrs Julia Cea Cabanelas**  
Professor [Music]  
IES de viós

## **Interactive Pedagogy Project: Reducing Teacher Talk**

### **Summary**

This ITP merges AI-driven tools and active learning strategies to revolutionize education. By reducing teacher talk time and increasing student engagement, it delivers a dynamic and effective learning experience. With careful implementation and consideration of potential obstacles, this project promises outstanding outcomes and deserves any teacher's appreciation.

### **Team: Brief AI-ducators**

---



**Kazakhstan**  
**Mr Baqlan Kojahmet**  
Teacher  
Nazarbayev Intellectual School



**Portugal**  
**Mrs Maria de Fátima da Silva Fernandes**  
[Geography] Teacher  
Escola Secundária com 3º Ciclo  
Henrique Medina

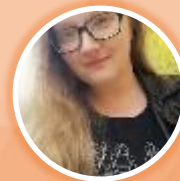
## **LearnSync : Customised Learning Pathway**

### **Summary**

Through this ITP, we empower educators with the knowledge and skills to effectively integrate AI tools into their classrooms, tailored to meet the unique learning needs of each student. The aim is to support teachers in offering personalized learning pathways for their students, ensuring that every learner receives targeted instruction without placing undue burden on the educators themselves. By providing guidance and resources, we strive to enable teachers to optimize their teaching practices and enhance student engagement and achievement.

### **Team: AdaptEd Team: TailorLearn Task Force**

---



**Estonia**  
**Ms Dagmar Traumann**  
Vocational Teacher  
Tartu vocational college



**India**  
**Mrs Parameswari Jayaprakash**  
Teacher  
Mahindra World School

### Let Teachers' Teach

#### Summary

Our ITP aims to tackle three common difficulties teachers face nowadays: Teachers' work overload, Students lack of interest, Problems reaching every student in diverse classroom scenario. We will do so by setting a daily routine aided by AI powered tools to ensure quality teaching, Inclusiveness, efficiency and most important, engagement.

#### Team: JJP

---



**China**  
**Ms Jing Jing Lyu**  
English Lesson Preparation Team  
Leader of Senior 3  
No.3 Middle School of Liupanshui,  
Guizhou Province



**Spain**  
**Ms Pilar Brea Bermejo**  
Secondary School Teacher  
[International Transport]  
CIFP Fontcarmoa

### Lithuanian Wisen & Gobi Bear

#### Summary

The ITP aims to engage students in exploring climate change through the lens of endangered animal species in Lithuania and Mongolia, namely the wisen and Gobi bear. Students conduct research on the living conditions of these animals, including factors like temperature, habitat, water sources, and urbanization. They compare historical conditions from 100 to 150 years ago with present-day conditions and speculate on future trends. Guided discussions in groups prompt reflection on the research findings. Using gathered resources, students develop scripts for animated videos and bring their ideas to life through animation creation. In the final stage, students draw conclusions from their learning experiences and present their animated videos to peers in the partner country.

#### Team: Nature Lovers

---



**Lithuania**  
**Mrs Daiva Vaišnorienė**  
Teacher and Project  
Coordinator  
Kaunas Waldorf School



**Lithuania**  
**Mrs Andzelika Uysaler**  
English Language  
Teacher, Deputy and  
Projects' Coordinator  
President Valdas  
Adamkus gymnasium



**Mongolia**  
**Mrs Chuluuntumur  
Damdin**  
English Language Teacher  
Khanbogd School # 2

## Mapping Traces of AIdentity

### Summary

This ITP explores the question "Who are you?" through a multidisciplinary approach, utilizing AI tools in High School. It considers humans as a genetic species and a social subject. Teachers and students employ various AI tools, fostering inclusivity, critical thinking, sustainability, and cross-cultural collaboration. The outcome is a diverse collection of student insights on human evolution and reflections through different perspectives, demonstrating their understanding of this complex topic.

### Team: suvAlvors

---



**Spain**  
**Dr Danel Rey González**  
Secondary school and  
Baccalaureate Teacher of Sciences  
IES Indalecio Pérez Tizón



**Viet Nam**  
**Mr Fernando Paet Oringo**  
International Program Secondary  
Teacher  
IGC School

## My Teacher's e-Teaching Module (MyTeaM)

### Summary

Pedagogically based on PBL, MyTeam aims, according to EDR, to train teachers to create and implement lesson plans using AI. Teachers have the commitment to reflect with students on the work carried out with the aim of defining a code of conduct on the use of AI in the classroom. We have a training proposal for implementation cycle one and the results of a month and a half of work with students in Malaysia.

### Team: MyTeam

---



**Malaysia**  
**Ms Adelyn Chin**  
Teacher [English]  
SMK Takis Papar



**Portugal**  
**Ms Isabel Maria Bernardo**  
Philosophy Teacher  
Escola Secundária Lima-de-Faria

## **Mystical Storybook**

### **Summary**

The myths or legends between Indonesia and Estonia inspire students to write their own magical story. This project is to enhance students' writing capacity in English language classes using AI tools. AI is used to create imaginary characters and then build up the story of their own. The feedback from Indonesia or Estonia peers will complete their collaboration, creativities and engagement of intercultural relationship between two countries.

### **Team: AI Avengers**

---



**Estonia**  
**Mrs Ruth Nõmmik**  
English Language Teacher  
Võru Gümnaasium



**Indonesia**  
**Mrs Lusiana Dian Retnowati**  
English Language Teacher  
SMP Xaverius Maria Palembang

## **Problem Solving Challenge with ChatGPT**

### **Summary**

Have you ever heard about Agenda30? Many of our students haven't. With the help of our ITP you will easily find various digital tools to inspire and encourage students to discover and learn more about the SDGs from a local perspective. Please, check out our poster to get some ideas.

### **Team: Emerald Guardians**

---



**India**  
**Ms Uttara Kulkarni**  
Vice Principal  
Barnes School and Junior  
College



**Latvia**  
**Ms Ilze Šēnberga**  
Deputy to the Principal  
Rīga Catholic Grammar  
School



**Spain**  
**Ms Susana Cabeza Cruz**  
Mathematics Teacher  
IES Rey Fernando VI

## **Project Based GeoAI Explorations: Unveiling Sofia, Bulgaria, and Kunming, China**

### **Summary**

Integrated Literacy Mastery: Blending AI-Enhanced Personalized Exploration with Face-to-Face Interaction in English Education. AI powers 70-80% of the curriculum via the BANG app, immersing students in rich literary masterpieces to elevate reading proficiency. QuillBot refines writing with a literary focus, bridging the gap between writing and enhanced literary reading. Face-to-face classes enrich 20-30%, seamlessly merging technology with human connection for a comprehensive education.

### **Team: BulChiAI-11**

---



**China**  
**Ms Hui Wang (Angel)**  
Executive Principal  
Haibei Chinese-English School



**Bulgaria**  
**Ms Mirela Ivanova Petkova**  
Senior Teacher of Geography and  
Economics, Project Coordinator  
19 High school : "Elin Pelin"

## **Talking Avatar in ESL**

### **Summary**

Leveraging AI as a presentation medium for projects not only enhances educational experiences but also makes learning enjoyable, motivating, and highly effective. The key attention of this ITP is oriented at collaboration and creativity (AI is the tool, not the aim). By utilising AI, students engage in immersive learning experiences, gaining valuable hands-on exposure that helps demystify the technology. This approach not only facilitates deeper understanding but also cultivates essential skills for the future.

### **Team: Chinese Czech-Mates**

---



**China**  
**Mr Yuqing Long**  
Mathematics Teacher (High School)  
Tsinghua International School



**Czech Republic**  
**Mr Martin Benda**  
ESL Teacher  
ZS Nad Prehradou

## **The Bypass Path for AI in Schools**

### **Summary**

Through this ITP, firstly, participants will learn to harness Machine Learning as a valuable resource. Then, they will delve into either ChatGPT or Bard to envision a future profession. Next, using ChatGPT, they'll craft a presentation showcasing themselves in this envisioned role. Finally, they'll employ their newfound skills to design a company webpage aimed at addressing the pressing issue of climate change.

### **Team: Bypass Path**

---



**Japan**  
**Ms Hiroko Tanaka**  
Teacher  
Hyogo Prefectural Sanda Shoukan  
Senior High School



**Portugal**  
**Mr Tito Lívio Filipe**  
IT Teacher an ICT Coordinator  
Agrupamento de Escolas de Nisa

## **To Save a Life is to Save our Planet: Utilising AIED in the Context of SDG15**

### **Summary**

Students utilize AI tools to enhance their video channel, aiming to foster tolerance, cultural understanding, language proficiency, creativity, and teamwork. They delve into literature, crafting scripts, recording voices, and using AI animation to illustrate stories. The project includes ethical considerations on AI tool usage. Teachers and students embrace AI exploration, preparing learners for future technological advancements.

### **Team: Borderless Explorers**

---



**Italy**  
**Mrs Mariolina Bono**  
Teacher  
Liceo Scientifico Statale Enrico  
Fermi



**Malaysia**  
**Ms Shi Min Tan**  
Head of English Panel  
Syed Ibrahim Secondary School



## **Train the AI**

### **Summary**

How AI works? In this ITP we dive inside Machine Learning. We train it to differentiate geometric figures and give students some challenges so they can discover that everything is categorised, including human. But some bias appears. Finally, we reflect about these ethical issues, showing some examples.

### **Team: Global AI Educators**

---



**Malaysia**  
**Mr Sin Yee Moh**  
Teacher [Mathematics]  
Sung Siew Secondary School (CF),  
Sandakan



**Spain**  
**Mr Daniel Aguirre Molina**  
Science Teacher  
Colegio Pedro Poveda

## **Writing English Easily with AI and Exploring its Ethical Aspects**

### **Summary**

This ITP aims to seamlessly incorporate AI-driven writing tools into English classes while heightening awareness of their ethical dimensions. Through a variety of engaging activities such as games, group work, class debates, and poster presentations, we aim to equip students with the necessary language skills to navigate the nuances of these tools. Our approach encourages critical thinking as students explore the potential benefits and drawbacks of AI-driven writing, fostering not only English language proficiency but also ethical literacy.

### **Team: Torchbearer**

---



**Bangladesh**  
**Mrs Lutfunnissa Khanom**  
English Language Teacher  
Jamal Khan Kumari City Corporation  
Girls' High School



**Estonia**  
**Mrs Orsolya Sild**  
Estonian and Finnish as a Second  
Language Teacher  
Narva Riigigümnaasium