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AI for Teachers: From the UNESCO global framework to enhancing student engagement

Jian Xi Teng
Programme Specialist (Education)
UNESCO Regional Office for South Asia, New Delhi

Education 2030

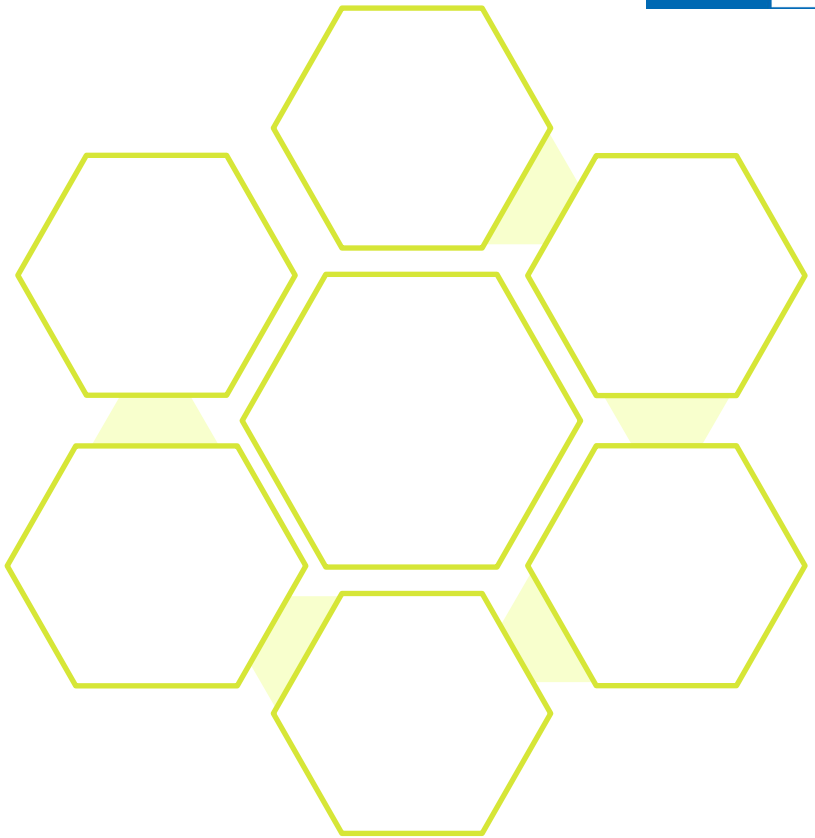
United Nations Educational, Scientific and Cultural Organization

is a specialized agency dedicated to strengthening our shared humanity through the promotion of education, science, culture, and communication.

UNESCO’s vision of digital learning

A human-centred approach to technology in education, one that avoids techno-solutionism, expands human capabilities, upholds human dignity and respects the agency of teachers and learners alike.

What makes AI different?



Research question

What are the knowledges, skills attitudes and values that teachers, teacher educators and need to respond proactively to increasingly AI-mediated education systems?

What do we know about teachers' views of AI?

Student use of AI is increasing

AI is the highest reported learning need (29%)

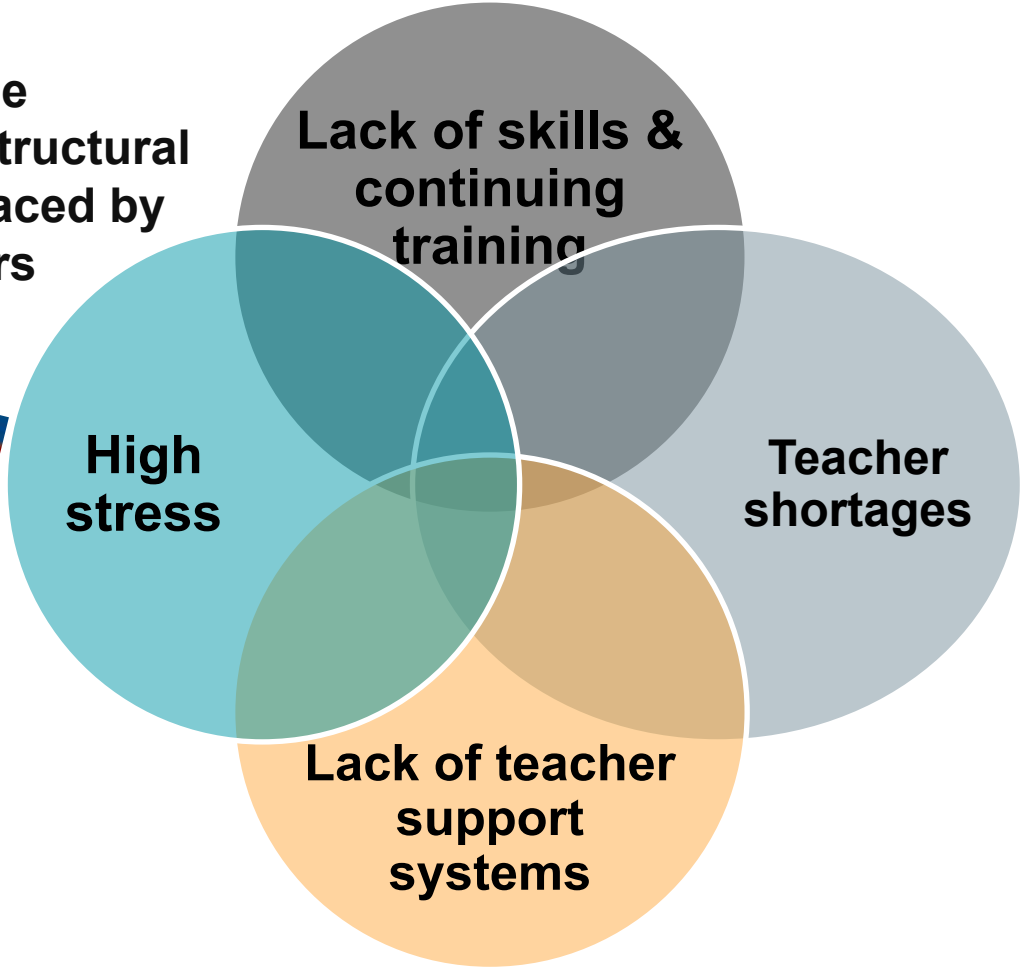
3 in 4 teachers say they do not have the skills or knowledge to teach using AI.

About half say AI should not be used in teaching

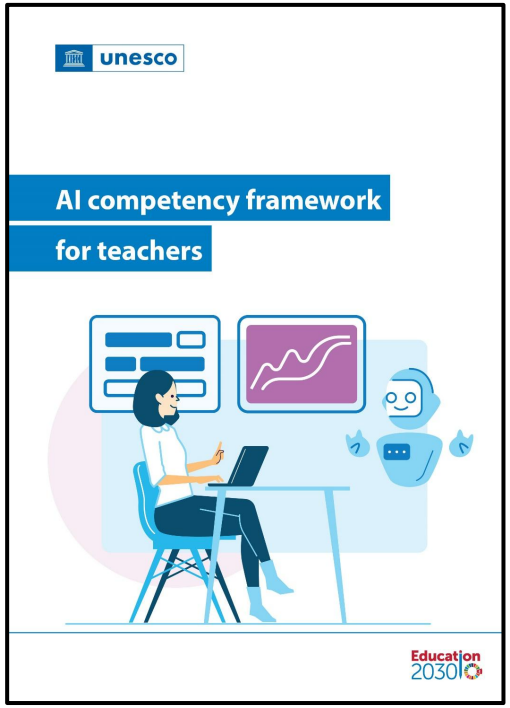
One in three teachers report being overwhelmed by the shift to new technologies, particularly AI.

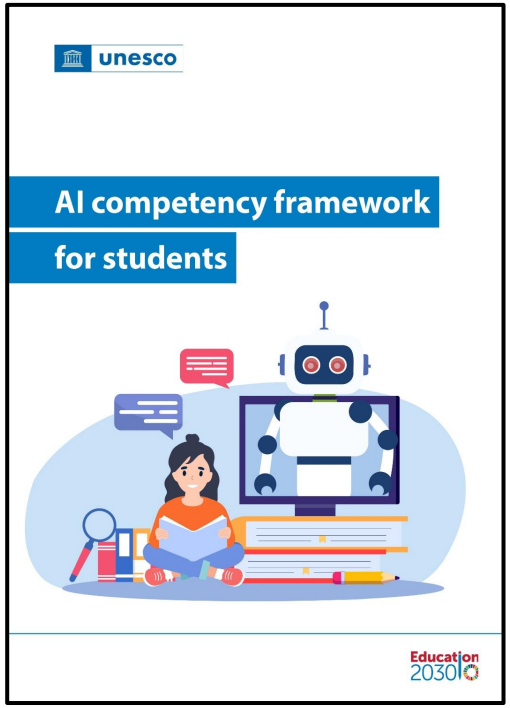
Source: Results from TALIS 2024 (EN)

Multiple intersecting structural challenges faced by teachers



UNESCO Global AI Frameworks





AI Competency Framework for Teachers

Teacher Competencies	Progression levels		
	Acquire	Deepen	Create
Human-centred Mindset	Benefit-risk analysis	Human accountability	AI society citizenship
Ethics of AI	Ethical principles	Safe and responsible uses	Co-creating commons of AI ethics
AI Foundations & Applications	Basic AI technique and applications	Application skills	Creating with AI
AI Pedagogy	AI-assisted teaching	AI-pedagogy integration	AI-enhanced pedagogical transformation
AI for Professional Development	AI as enabler of lifelong professional learning	AI to enhance organizational learning	AI to support professional transformation

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How is the Framework useful for you?

Provides **progressive**, **structured** breakdown of each competency and level with **key words** to search for learning opportunities.

- Defines the TEACHER COMPETENCY
- Sets several CURRICULAR GOALS
- Suggests LEARNING OBJECTIVES
- Gives examples of CONTEXTUAL ACTIVITIES

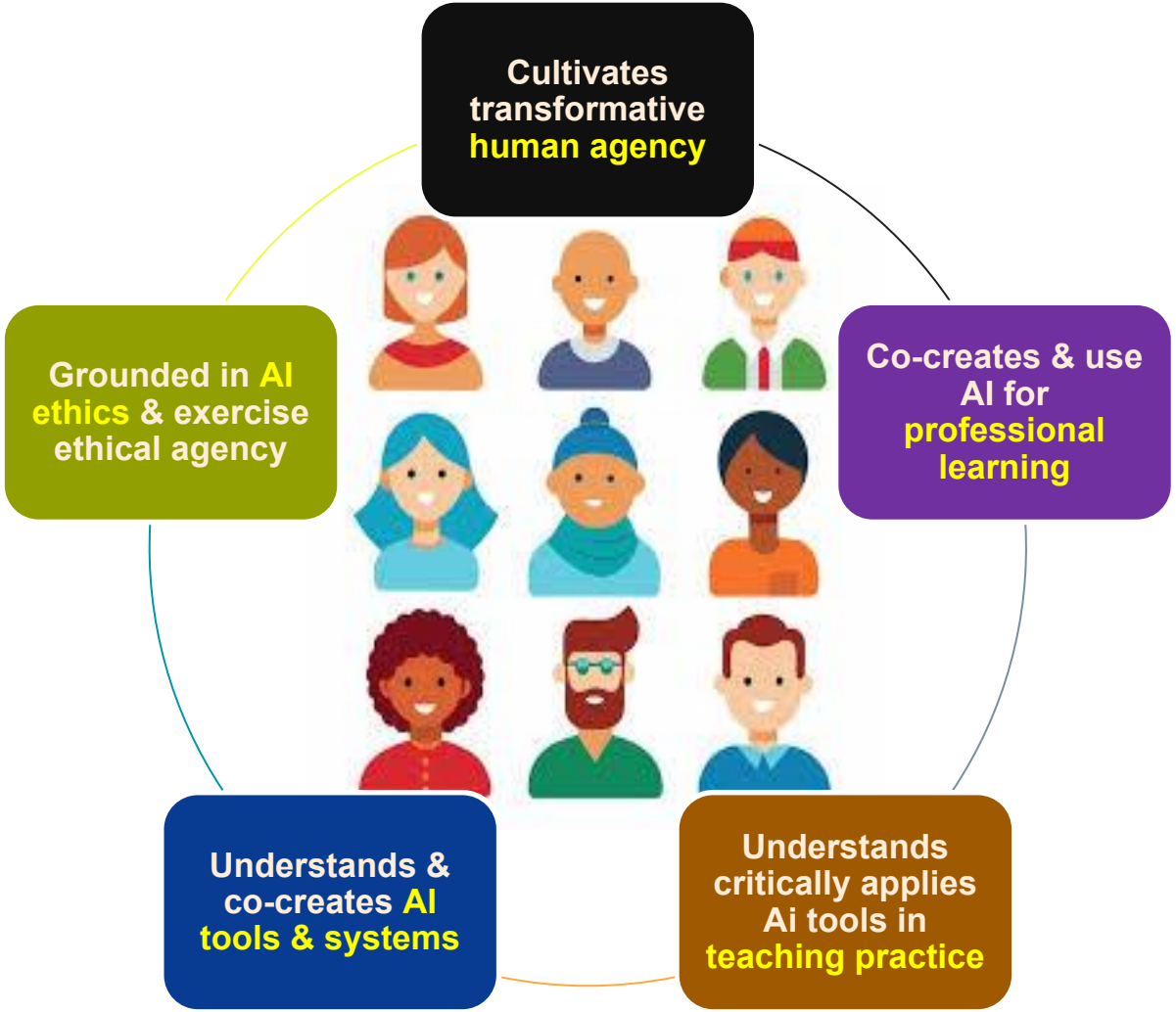
Example competency

Acquire			
TEACHER COMPETENCY	CURRICULAR GOALS (CG) (Teacher training or support programmes should …)	LEARNING OBJECTIVES (LO) (Teachers can …)	CONTEXTUAL ACTIVITIES (Teachers can demonstrate the following attitudinal or behavioural changes)
2.1 Ethical principles: Teachers have a basic understanding of ethical issues surrounding AI and of the principles required for ethical human–AI interactions including protection	CG2.1.1 Surface ethical controversies through a critical examination of use cases of AI tools in education. CG2.1.2 Facilitate an understanding of essential ethical principles through an examination of use cases related to each of the core ethical principles. Guide teachers to understand why	LO2.1.1 Exemplify fundamental ethical controversies in the use of concrete AI tools, and do so from the perspectives of human agency, security, privacy, and linguistic and cultural relevance. LO2.1.2 Explain the core ethical principles (as listed in CG2.1.2) and internalize	**'Perspective taking' in ethical dilemmas:** Adopt an ethical perspective on the use of AI in schools based on an understanding of multiple dilemmas they pose around privacy, human agency, equity, inclusion, local cultures and languages, and climate change.

Example competency

Teacher Competency (CREATE)	**AI for Prof. Dev**: Teachers are able to customize and modify AI tools to enhance their professional development and to continuously test and validate strategies on the effective use of AI to meet their own, and their communities', professional development needs.
CURRICULAR GOALS	CG5.3.2 Enhance skills to use AI to support institutional professional learning; provide opportunities of hands-on workshops where teachers co-create AI tools to track professional development of a certain institution or group, with the aim of facilitating informed monitoring, diagnosis and recommendations on organizational learning.
LEARNING OBJECTIVES	LO5.3.2 Blend AI tools and human coaching to facilitate well-informed self-reflection and assessment, goal setting and the mobilization of knowledge and human mentors to support personal and collaborative transformation.
CONTEXTUAL ACTIVITIES	**Human–AI hybrid coach for teachers:** Build or utilize existing generative AI toolkits to customize an AI-assisted agent or coach for teachers' professional development to support activities such as self assessment and diagnosis, as well as to simulate specific scenarios to practice skills and receive feedback (e.g. meeting the needs of students with learning difficulties or solving ethical dilemmas related to the use of AI). Use the agent or coach to help their peers as well.

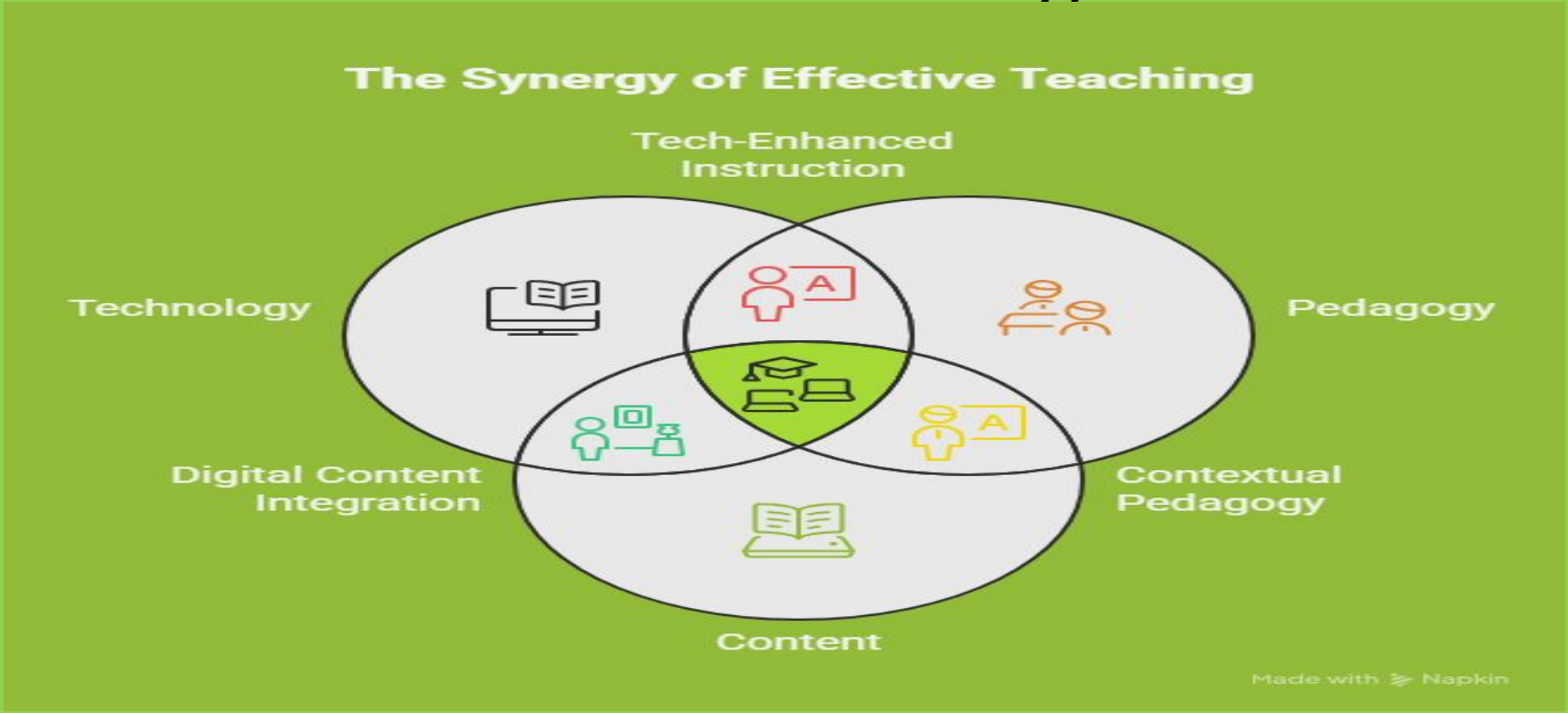
AI-capable Teachers, Teacher Educators *in context*



AI driven History classes: Enhancing Student Engagement

Dr. Sangeeta Pethiya
Assistant Professor of History
RIE, NCERT, Bhopal
spethiya@riebhopal.in

Interaction between Pedagogy Content and Technology



Opportunities in Incorporating AI For Teachers

- Planning engaging lessons
- Creating innovative learning opportunities
- Enabling joyous learning
- Enabling differentiated learning opportunities for inclusive classes
- Enabling personalised learning
- Planning differentiated assessment
- Promoting 21 st century skills .

Creative Lesson Plans

Lesson Builder | Organizers | Games

Planning | All | Favorites

Engagement Ac... POPULAR
Create five quick engagement activities, plus thought-provoking...

Lesson Seed POPULAR
Brainstorm lesson ideas with objectives, direct instruction, practic...

Prior Knowledg... POPULAR
Identify prior knowledge and scaffold connections with guided strategies t...

5 E's Lesson Plan
Create a structured 5E lesson plan with engaging, exploratory,...

Assessment Measures

Backward Design (UbD) Or...

Indus valley civilization

Grades 6-8

Generate

Indus Valley Civilization Engagement Activities

Engagement Activities for Indus Valley Civilization

1. Artifact Observation

Present students with images of various artifacts from the Indus Valley Civilization, such as pottery, seals, and tools. Ask students to observe and discuss what these artifacts might reveal about the daily life, trade, or beliefs of the people in this civilization. Encourage them to share their thoughts in small groups.

2. Geography Mapping

Provide a blank map of the Indian subcontinent. Ask students to label where the Indus Valley Civilization was located, including major river systems like the Indus River. This quick mapping exercise connects geography to historical context and reinforces their understanding of how location influenced civilization.

3. Quick Facts Flash

Share a few rapid-fire facts about the Indus Valley Civilization, such as their advanced drainage system or the mystery of their writing system. After each fact, ask students to raise their hands if they find it surprising and to briefly discuss why. This encourages immediate engagement and curiosity about the civilization's achievements.

4. Trade Network Brainstorm

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Lesson Builder | Organizers | Games

Planning | All | Favorites

Engagement Ac... POPULAR
Create five quick engagement activities, plus thought-provoking...

Lesson Seed POPULAR
Brainstorm lesson ideas with objectives, direct instruction, practic...

Prior Knowledg... POPULAR
Identify prior knowledge and scaffold connections with guided strategies t...

5 E's Lesson Plan
Create a structured 5E lesson plan with engaging, exploratory,...

Assessment Measures

Backward Design (UbD) Or...

Satvahana rule in India

Grades 6-8

Generate

Engagement Activities on Satvahana Rule in India

Engagement Activities on the Satavahana Rule in India

1. Artifact Exploration

Provide images of artifacts from the Satavahana period (such as coins, sculptures, or pottery). In pairs, students will discuss what they think these artifacts reveal about Satavahana society, trade, or culture. After 3 minutes, invite a few pairs to share their thoughts.

2. Timeline Tactics

Display a blank timeline on the board. Ask students to guess important events during the Satavahana rule based on what they may know about Indian history. They can come up and place sticky notes with their events on the timeline, discussing their significance as a group.

3. Map Movement

Show students a map of ancient India highlighting the Satavahana territories. Ask them to identify and discuss in small groups what natural resources might have been important for the Satavahanas based on geography. Each group can share one key resource they think was significant.

4. Symbolic Connections

Give students a few symbols or emblems associated with the Satavahana period (like the trident or certain motifs). In small groups, they will discuss what these symbols might

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Making Learning- teaching History Joyous with AI

Generated using Perplexity

Creating Story

Imagine you are walking through a city filled with artists, scientists, and teachers. Music and poetry echo through bustling streets, and in grand universities, students eagerly learn from wise scholars.

Spark a Question:

What makes a time in history so special that it’s called a “Golden Age”? Could it be discoveries, happy people, or freedom to imagine?

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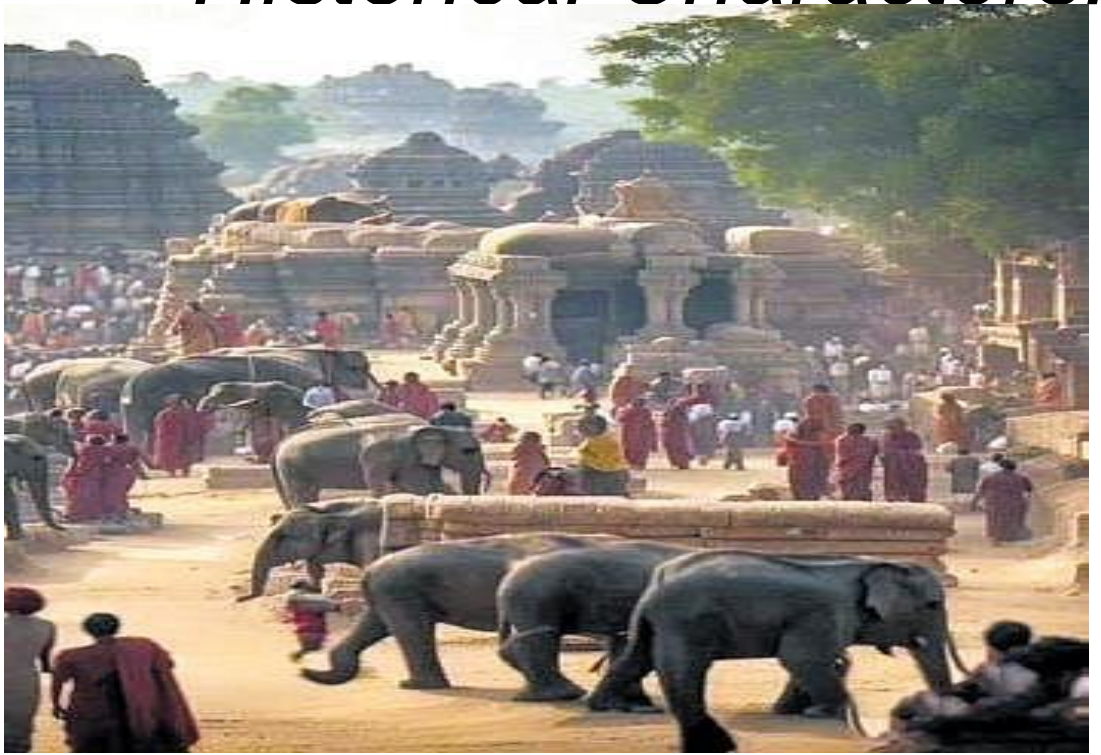
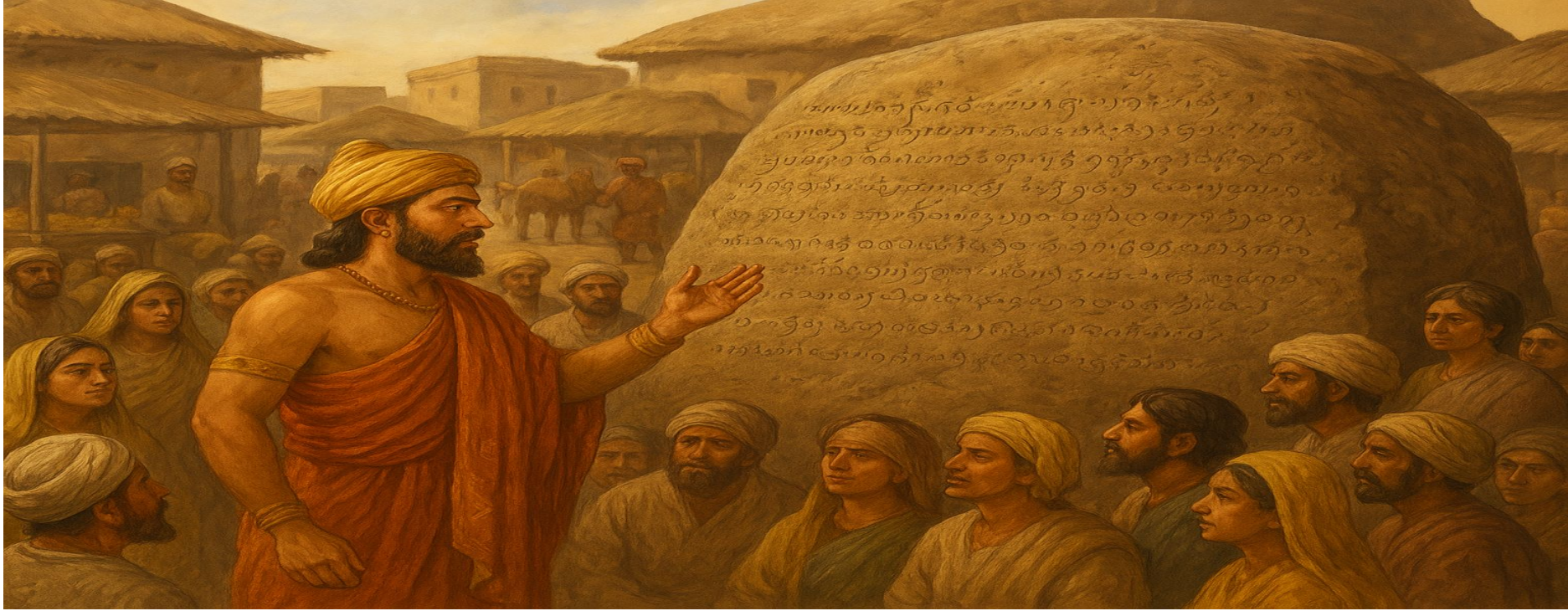
Digital Recreation of historical sites/ Historical Characters.



Source: https://shorturl.at/UWgQB

Engaging Learners to Generate historical places, events or characters through AI

Create an image of Ashokas Dhamma Mahamatras reading out the edicts



Prompt
People are gathered around and listening
Edict is on a trade route its a market place. the edict

Right Prompts (Generated using Perplexity AI)

Junagarh maritime trade center,

Dhauli edict near the ancient fortified capital of the Kalinga province, an administrative center. Created using Microsoft Copilot

Designing activities for 21st century skills using AI

- Think-Pair-Share: Students discuss in pairs their thoughts on how the geography influenced the development of the Indus Valley cities. Ask yourself: Without zero, could you write numbers like 10
- Group Project: In small groups, students design a model of an Indus Valley city, illustrating key structures and discussing their purposes.
- Role Play: Assign roles (e.g., farmer, merchant, city planner) and have students act out a day in the life of someone in the Indus Valley Civilization.

All the above activities would lead to team work, communication skills, collaboration, leadership, relationship skills and other skills

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DIFFERENTAIATED ASSESSMENT

For Advanced Learners:

- Comparative civilization research

For Struggling Learners:

- Simplified worksheets
- Visual learning supports
- Paired learning activities

Remote Learning Adaptation

- Virtual museum tours
- Online collaborative platforms
- Digital artifact analysis tools generated using AI

Extension Activities

1. Create a museum-style exhibit about Indus Valley Civilization
2. Write a fictional diary entry from a Harappan citizen.
3. Design an archaeological dig simulation.
4. Compare Indus Valley with other ancient civilizations.

Thank you

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