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0.1 Objectives and Structure of the Playbook

This playbook is aimed at you, as teachers, who wish to acquire the necessary knowledge about using AI in schools. AI will be used for a variety of purposes. With regard to teaching, we focus on the areas of ‘teaching about AI’ and ‘teaching with AI’ to impart subject-specific knowledge.

The development of Artificial Intelligence (AI) is advancing at an extremely rapid pace, and its use is increasingly permeating our society, entering aspects of everyday life such as education. This pervasiveness brings with it multiple and often interconnected implications, spanning ethical, social, economic, legal, and cultural dimensions, touching on issues such as data protection, fairness and non-discrimination, algorithmic transparency, technical safety, and accountability. Precisely because of the speed of this diffusion and the scale of its consequences, there is a growing need for shared guidelines, regulatory frameworks, and governance tools capable of steering technological development in a responsible and sustainable direction.

To meet our standards, we have structured the playbook as follows:

Chapter 1 highlights the fundamental aspects that are essential to understand in order to use AI in the classroom. It begins with an [*assessment of the potential and risks of AI*](#). This is followed by a distinction between [*‘teaching about AI’ and ‘learning with AI’*](#).

‘Teaching about AI’ is intended as the foundation for being able to use AI competently within the relevant subject. It is precisely the potential and challenges of AI that make it even more necessary than in other areas of school education to engage with the ethical and legal frameworks governing the use of AI. We address these questions in [Chapters 1.4](#) and [1.3](#). Chapter 1 concludes with the country-specific legal requirements.

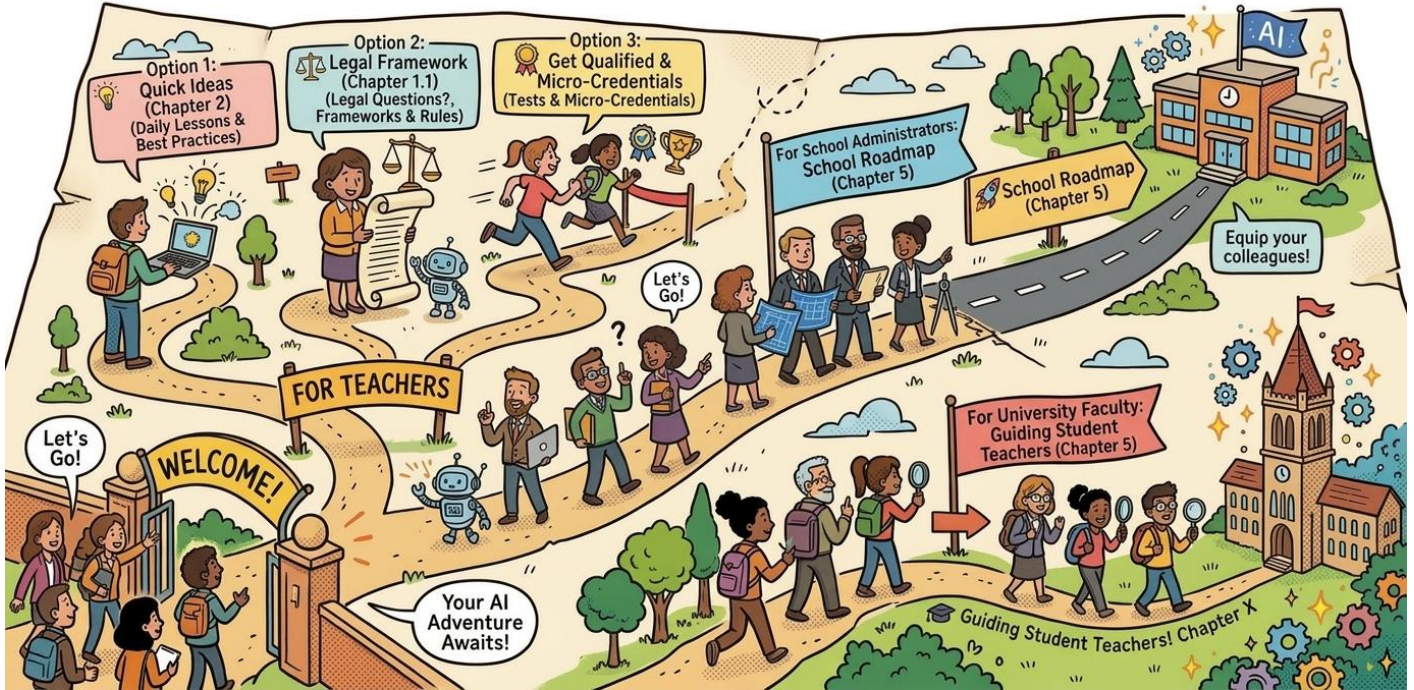
In **Chapter 2**, we move on to teaching practice and provide an ever-growing number of examples for different school subjects. All examples are based on a competence model, the learning objectives of which we describe in **Chapter 3**.

Chapter 4 then outlines how you can gain the necessary qualifications to use AI.

Chapter 5 is aimed at schools that want to systematically improve their teachers’ AI competence and integrate AI into everyday school life.

0.2 How to Use the Playbook

CHOOSE YOUR PATH IN THE AI PLAYBOOK!



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For Teachers

There are different ways you can use the Playbook.

Option 1: You're looking for ideas for your next school day to teach students about AI or to use AI to teach subject-specific content.

In this case, go directly to [Chapter 2](#), where we're continuously adding new best practices. We hope you'll find what you're looking for. If not, please email us so we can develop a new resource to address the gap you've identified.

Option 2: You want to learn about the legal framework governing the use of AI. In this case, go to [Chapter 1.1](#).

Option 3: You would like to gain the qualifications needed to teach about AI effectively and incorporate AI into your subject-specific instruction.

In this case, we invite you to take our initial test and then follow our qualification modules. By earning micro-credentials, you can pursue comprehensive professional development tailored to your expertise.

For School Administrators

Are you ready to set out with your school on an exciting journey to bring AI into your professional world? In [Chapter 5](#), we chart a clear roadmap to guide you every step of the way. Our qualification program empowers you to equip your colleagues for the adventure that lies ahead.

For University Faculty

AI is making its mark on teacher education, sometimes in bold strokes, sometimes in subtle ways. Viewing teacher education as a journey that begins at university and builds over time, [Chapter 5](#) offers you a roadmap to inspire and support student teachers as they explore the evolving landscape of AI.