

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.

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Revision #5

Created 2026-06-12 09:56:18 UTC by Alexander

Updated 2026-08-31 08:56:30 UTC by Weitzel