AI EDU CAMP

POLITECNICO MILANO 1863
METID LEARNING INNOVATION

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SCUOLA DEL DESIGN

99 snapshots from the future of the University

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During the 6th edition of **Milano Digital Week**, the Politecnico di Milano opened its doors to the public with the **AI_Edu Camp**, a rich parterre of training events, animation and workshops on the topic of '**Artificial Intelligence (AI) and Education**'.
The aim was to promote experts' reflections and activities with citizens on the constructive uses of artificial intelligence in education and on the transformations it will bring to the education system in the upcoming years. The initiatives were designed and managed by Politecnico: METID "Innovation Teaching and Learning" in collaboration with the School of Design, the AAA collective

(Polimi alumni) and Migarden (APS with Polimi alumni). Experts coming from very different Italian and European backgrounds participated in the three workshops dedicated to the transformation of university teaching in an AI-based world, and created the collection you can find in this document: the "**99 snapshots from the future**" on how AI could transform university teaching.
Through a creative group thinking/strategic design approach, the participants envisioned, created and synthesised new ideas about teaching and learning in an AI based world.

Experts

Participants involved in the workshops for the design of the 99 snapshots from the future of the university:

Francesco Ballio - Politecnico di Milano,
Sabrina Bandera - Scuola Nazionale dell'Amministrazione,
Andrea Bernardi - Scuola Superiore Universitaria della Difesa,
Francesca Bertini - Politecnico di Milano,
Tommaso Bianchi - Politecnico di Milano,
Filippo Boschero - Nefele.ai,
Mariastella Bottai - Accademia di Belle arti di Frosinone,
Elisa Braghiroli - IFOA, Brocca Selena - Università Ca' Foscari in Venezia,
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Martina Comola - Politecnico di Milano,
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Fulvio Corno - Politecnico di Torino,
Paula De Waal - Università di Pisa,
Gianni Fenu - Università degli Studi di Cagliari,
Gabriele Frattini - Politecnico di Milano,
Francesca Fumero - Politecnico di Milano,
Nicola Gatti - Politecnico di Milano,
Petrini Gilberto - Comando Scuole Marina Militare,
Lara Lattuada - Politecnico di Milano,
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Maurizio Magarini - Politecnico di Milano,

Mattia Maggiori - Politecnico di Milano,
Giuseppina Rita Jose Mangione - Indire,
Roberto Maragliano - Università degli Studi Roma Tre,
Carlo Mariconda - Università degli Studi di Padova,
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Enrica Ottone - Pontificia Facoltà di Scienze dell'Educazione «Auxilium» di Roma,
Francesca Pezzati - Università degli Studi di Firenze,
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Juliana Raffaghelli - Università degli Studi di Padova,
Maria Ranieri - Università degli Studi di Firenze,
Ivana Sampaio Raydan - Politecnico di Milano,
Mauro Sandrini - IT Morigia Perdisa,
Antonella Sbrilli - Sapienza Università di Roma,
Philipp Thorsten - Technische Universität Berlin,
Daniel Trabucchi - Politecnico di Milano,
Ilaria Valente - Politecnico di Milano,
Gabriella Variati - Politecnico di Milano,
Giordano Vecchi - Pearson Education,
Roberto Vecchi - Alma Mater Studiorum Università di Bologna,
Elvira Zollerano - Scuola IFEL Fondazione Anci,
Francesco Zurlo - Politecnico di Milano.

1

Training objectives

tag:
AI USE

AI-hunting

Education trains students who are aware of the continuously evolving AI world and who have developed the habit of 'hunting' for new AI-based tools suitable for specific needs or problems.

2

Training objectives

tag:
AI-REALITY MEDIATION

AI-Humans Facilitators

Education trains students who, when using AI, are able to act as interfaces between technology and users, ensuring that AI outputs are accessible, understandable and usable by all humans involved.

3

Training objectives

tag:
DATA and FEATURES DESIGN

AI Data Literacy

Education trains students to be able to select relevant data in a specific knowledge domain to support the development of expert AI tools in specific domains.

4

Teaching practices

tag:
TOOLS

Conversational learning

AI-based tools can support teachers in proposing teaching processes based on a conversational approach (conversational framework).

5

Teaching practices

tag:
METHODOLOGIES ; TOOLS

Provocation and discussion

AI-based tools facilitate the design of activities that develop critical thinking skills through the generation of texts and information that teachers can propose as stimuli and provocations for students so that they can evaluate and discuss them.

6

Teaching practices

tag:
COUNTERMEASURES

Human – non-human

There are spaces and activities specifically dedicated to the development of awareness of the differences between humans and machines and the diversity of the two interaction models, so as to support and establish the habit of recognising the non-humanity of AI-based machines.

7

Learning practices

tag:
RECEPTION and ELABORATION

Guided reflection

AI-based tools promote reflection by sending reflexive stimuli, such as images, sounds, concepts or questions, while wearable technologies monitor reactions, picking up anticipatory signals and immediately adapting stimuli.

8

Learning practices

tag:
RECEPTION and ELABORATION; METHODOLOGIES

On-demand thinkers

Students can explore the ideas of great people through AI-based virtual simulators. By directly confronting their ideas, students improve their critical analysis and thinking skills.

9

Learning practices

tag:
CONSOLIDAMENTO e METACOGNIZIONE

Smart maps

Students use artificial intelligence tools to create concept maps or learning schemes that help them exploit individual inclinations in visualising and organising information, facilitating memorisation and understanding of concepts.

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Training objectives

tag:
AI USE

AI tools evaluation

Education trains students to apply an integrated approach to the evaluation and use of AI-based tools taking into account effectiveness, efficiency, interoperability, scalability, ethics and social impact.

11

Training objectives

tag:
AI USE

Reliability

Education trains students to assess the reliability of AI tools in performing specific functions, recognising their limitations and biases, and contributing to the choice of secure, reliable, and stable solutions.

12

Training objectives

tag:
COUNTERMEASURES

Digital and AI Free Spaces

Dedicated learning spaces arise that do not use digital technologies or content. Such spaces offer an immersive experience in the analogue environment and allow for safeguarding AI free experiences. There is also a green monitoring of the ecological expenditure of AI.

13

Teaching practices

tag:
TOOLS

Assistant evaluator

AI acts as an assistant evaluator that automates the correction of tasks and the provision of feedback on both the student's product/ performance and the learning process through a conversational approach

14

Teaching practices

tag:
METHODOLOGIES

Auto-help

AI-based platforms encourage students to work together, share ideas and offer mutual support, fostering team building, offering organisational support, and providing stimuli for constructive conflict management.

15

Teaching practices

tag:
TOOLS

Creative ally

AI plays the role of a 'creative ally' by suggesting to the teacher storytelling strategies and teaching activities adapted to the specific characteristics of the class group, the background and the interests of each student.

16

Learning practices

tag:
CONSOLIDAMENTO e METACOGNIZIONE

Strategic planning

Students use AI to develop customised study plans based on their learning needs. This allows students to define achievable goals, develop effective strategies to reach them and reflect on their learning techniques.

17

Learning practices

tag:
MOTIVATION AND WELL-BEING

Wellness

AI-based tools provide students with personalised support for physical and mental well-being by analysing biometric data and offering personalised suggestions for improving physical health and stress management, including through active breaks during study.

18

Learning practices

tag:
CONSOLIDAMENTO e METACOGNIZIONE

Progress Monitoring

Students use AI to track their learning progress over time. This allows them to be aware of new achievements in terms of knowledge, skills and competences.

19 — Training objectives
tag: AI USE

Hybrid Creativity

Education trains students to use AI as a partner in the creative process of innovation, not only individually but also in groups, enhancing collaboration and socialisation.

20 — Training objectives
tag: DATA and FEATURES DESIGN

Interaction with communities

Education trains students to be able to actively involve citizens and individuals in the data collection process for AI tool training, facilitating dialogue and collaboration.

21 — Training objectives
tag: AI USE

Creative anticipation

Education trains students capable of using AI to develop the creative development of future scenarios from the analysis of the present.

22 — Teaching practices
tag: METHODOLOGIES

Body praxis

Each student has access to AI-based virtual tutors who guide them in developing manual skills in various disciplines, such as visual arts or the use of musical instruments. By analysing movements, precision and technique, the AI recognises mistakes and provides specific suggestions for improvement.

23 — Teaching practices
tag: COUNTERMEASURES

Wicked problem discussion

Transdisciplinary paths are proposed that stimulate the development of critical thinking through different discussion activities that allow the analysis of complex problems, ethical dilemmas, etc.

24 — Teaching practices
tag: COUNTERMEASURES

Source verification

Within teaching practice, dedicated time is set aside for interaction between teachers and students to verify sources and critically check the quality of information generated by AI-based tools.

25 — Learning practices
tag: CONSOLIDAMENTO e METACOGNIZIONE

Peer to peer

AI-based tools stimulate self-assessment (tests and feedback) and the organisation of peer-to-peer activities in which everyone teaches and learns to promote the achievement of learning outcomes by everyone in a social dimension.

26 — Learning practices
tag: CONSOLIDAMENTO e METACOGNIZIONE

Reflection upon learning

Students use AI to obtain a detailed restitution of the processes followed during the acquisition of knowledge, skills or competences by promoting deep reflection on their own cognitive processes and study strategies.

27 — Learning practices
tag: MOTIVATION AND WELL-BEING; METHODOLOGIES

Personalised motivational feedback

AI-based tools provide personalised motivational feedback to students, recognising their efforts, progress and achievements to strengthen their 'growth mindset'.

28 — Training objectives

tag:
AI USE

Transdisciplinarity

Education trains students to use AI systems to solve complex, transdisciplinary problems, considering their systemic implications.

29 — Training objectives

tag:
AI USE; AI-REALITY MEDIATION

Context competence

Education trains students who are able to continue over time to acquire autonomously specific skills related to the context in which they work, in order to be able to dialogue and collaborate with AI in a relevant and effective way.

30 — Training objectives

tag:
AI-REALITY MEDIATION; AI USE

(Gen)AI-critical thinking

Education trains students to apply the logical and cultural tools of critical thinking, enabling students to evaluate, validate and orient the results of AI processes.

31 — Teaching practices

tag:
NEW ACTORS

Teaching AI-Integrator

The AI-Integrator for Education is created to select AI-based tools and configure ecosystems that meet the specific needs of each teacher and each class.

32 — Teaching practices

tag:
NEW ACTORS

Teacher-Empathizer

The teacher-empathizer is born, he or she is not a subject expert but plays the role of an effective mediator between the AI and the students in achieving specific learning outcomes. He or she recognises signs of stress or difficulty and provides the necessary support.

33 — Teaching practices

tag:
METHODOLOGIES

Profiles and AI-REALITY MEDIATION

Teaching methodologies will be suggested to teachers based on their access profiles to the AI tools: data on their role, degree of experience, aptitude, and classroom context will determine the suggested methodologies from which teachers will be able to choose those they are most compatible with.

34 — Learning practices

tag:
COUNTERMEASURES

Authorship and truthfulness

Students attend transdisciplinary courses explicitly designed to develop skills in evaluating the authorship and truthfulness of textual or multimedia contents.

35 — Learning practices

tag:
CONSOLIDAMENTO e METACOGNIZIONE

Time Management App

AI-based apps track how students spend their time and provide, on the basis of parameters managed by the students themselves and adjusted by them, personalised feedback, appropriate to improve study efficiency, motivating the achievement of learning outcomes.

36 — Learning practices

tag:
RECEPTION and ELABORATION; METHODOLOGIES

Theory and practice

AI-based apps track how students spend their time and provide, on the basis of parameters managed by the students themselves and adjusted by them, personalised feedback, appropriate to improve study efficiency, motivating the achievement of learning outcomes.

37 — Training objectives
tag:
DATA and FEATURES DESIGN

New semiotics

Education trains students capable of contributing to the new semiotics enabled by AI (e.g. supporting the attribution of verbalisable meanings to typically non-verbal and even non-human phenomena and behaviours).

38 — Training objectives
tag:
AI-REALITY MEDIATION

Context mediation

Education trains students capable of using the responses generated by AI, taking into account the organisational, cultural and technological possibilities of real-world contexts.

39 — Training objectives
tag:
AI-REALITY MEDIATION

Output checking

Education trains students to be able to verify the consistency and correctness of the outputs of AI systems in relation to the available knowledge system, also through experimental testing.

40 — Teaching practices
tag:
TOOLS

AI Lego hub

Creation of a platform/community of development and production of open and modular iterative algorithms that teachers can use with intuitive processes without specific computer skills to create and build customised tools.

41 — Teaching practices
tag:
METHODOLOGIES

Learning in motion

AI-based tools, in synergy with Smart Classrooms, create learning experiences that require physical movement. The classroom generates visual and vocal messages to guide activities that 'enact' complex concepts using one's body (from chemical reactions to sociological phenomena).

42 — Teaching practices
tag:
METHODOLOGIES

Intercultural Curriculum

AI tools assist teachers in co-designing curriculum, lessons and learning activities, suggesting ways to adapt to different cultural contexts and helping to create lessons that incorporate the perspectives and resources of different countries.

43 — Learning practices
tag:
MOTIVATION AND WELL-BEING

Mentoring

AI-based tools are used based on the analysis of personality traits, skills, mental and emotional patterns, and they offer regular and structured mentoring to all students to help them organise their curriculum and develop new ideas for their learning path.

44 — Learning practices
tag:
RECEPTION and ELABORATION;
METHODOLOGIES

Using hands

Each student has access to AI-based virtual tutors who guide them in developing manual skills in various disciplines, such as visual and performing arts or musical instrument practice. By analysing movements, precision and technique, the AI recognises mistakes and provides specific suggestions for improvement.

45 — Learning practices
tag:
COUNTERMEASURES

Printed books

Cosy libraries receive students for a period of time free of technological distractions. Students thus can totally immerse themselves in the text, fostering concentration and reflection.

46 — Training objectives

tag:
AI-REALITY MEDIATION

Hybrid Leadership

Education trains students to be able to lead mixed humans - AI tools research teams by coordinating the process

47 — Training objectives

tag:
AI-REALITY MEDIATION

AI Social Impact

Education trains students to always consider the ethical and social implications of AI outputs, facilitating respectful and conscious implementation in physical and social reality.

48 — Training objectives

tag:
AI-REALITY MEDIATION

Reality encoding

Education trains students to be able to translate the domain reality into terms manageable by AI in order to exploit its potential.

49 — Teaching practices

tag:
METHODOLOGIES ; RECEPTION and ELABORATION

Smart laboratories

The labs are equipped with Smart technologies based on AI and AR/VR that support scientific learning, offering hints that help students to use the tools correctly and also to make their first discoveries during laboratory activities.

50 — Teaching practices

tag:
METHODOLOGIES

Enhanced collaboration

When requested by the teacher, AI-based tools create groups based on the required mix of interests, skills, social characteristics, assign projects and activities that require collaboration.

51 — Teaching practices

tag:
TOOLS

Elaborating competences

AI-based tools support the elaboration of competences required for university exit profiles and offer useful insights into training design, aligning objectives, content, and evaluation.

52 — Learning practices

tag:
RECEPTION and ELABORATION

Sparring Partner

AI-based tools are used act as sparring partners, interacting with the student and evaluating the exposition of concepts, arguments with consequently leading to debate; it is possible to reverse the roles, allowing the AI to expose concepts and the student to debate.

53 — Learning practices

tag:
RECEPTION and ELABORATION

Scenario-based training

AI-based tools, in synergy with Smart Classrooms, create immersive learning experiences that enable students to better understand different contexts, motivations, goals and perspectives related to specific domains (e.g. design history).

54 — Learning practices

tag:
COUNTERMEASURES

Thinking and writing

Education trains students to recognise the effect that the use of different technologies has on the construction of thinking (e.g.: writing by hand, writing with a word processor, writing using AI tools has different effects on how we think).

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Training objectives

tag:
AI-REALITY MEDIATION

Human interpretation

Education trains students to be able to effectively interpret and communicate to AI tools the needs and expectations of users

56

Training objectives

tag:
AI-REALITY MEDIATION

Reciprocal value

Education trains students to create value through the use of AI tools, distinguishing the value brought by AI from the value brought by people.

57

Training objectives

tag:
DATA and FEATURES DESIGN

Data logic

Education trains students to identify and formalise logical connections between data to support the development of domain-specific AI tools.

58

Teaching practices

tag:
METHODOLOGIES ; RECEPTION and ELABORATION

Seamless Learning

AI-based tools integrate a context-based transdisciplinary learning ecosystem that also utilises augmented and virtual reality. Students learn without realising it by exploring virtual and physical contexts through the stimulation of AI tools integrated with wearable technologies.

59

Teaching practices

tag:
NEW ACTORS

Personal Tutor

Hybrid tutors (humans with an AI partner) offer customised support to each student in terms of content and skills as well as emotional and mental well-being.

60

Teaching practices

tag:
TOOLS

Teaching and Learning Design

AI assists teachers in developing the intended learning outcomes, creating detailed lesson plans, selecting relevant content and activities, and structuring effective assessments, ensuring alignment between objectives, content and evaluation.

61

Learning practices

tag:
MOTIVATION AND WELL-BEING

Teacher-student relationship

AI-based tools are used to (re)build a human relationship with the teacher, with mutual empowerment, facilitating mutual understanding.

62

Learning practices

tag:
COUNTERMEASURES

Limiter

Students have apps that warn them when there is an excess in the use of AI itself and remind them of the importance of allocating space to human relationships. It is a tool for 'social negotiation' and raising awareness of the importance of human relationships.

63

Learning practices

tag:
RECEPTION and ELABORATION

Language

AI-based tools instantly translate any language, allowing students from different countries to compare and contaminate each other by breaking down barriers.

64 — Training objectives

tag:
DATA and FEATURES DESIGN

Features design

Education trains students to be able to identify the functionalities of AI systems useful to support activities in a given domain.

65 — Training objectives

tag:
DATA and FEATURES DESIGN

Another 'archive' possible

Education trains students to develop a critical view of the archiving process that makes them aware of what, in the context of AI, is conserved and what is lost from the data collected and the content produced.

66 — Training objectives

tag:
DATA and FEATURES DESIGN

Data Ethics

Education trains students to always consider the ethical and social implications of collecting, using and sharing data when using AI.

67 — Teaching practices

tag:
COUNTERMEASURES

Distributed AI ethics courses

AI ethics becomes a widespread discipline at all levels to promote a conscious use of AI, emphasising the importance of respecting ethics and human rights in technological innovation.

68 — Teaching practices

tag:
TOOLS

Personalisation

By analysing students' knowledge and skills, the IA identifies the areas of both weaknesses and strengths and suggests to the teacher customised and developmental study plans with the relevant content, activities and strategies to support motivation.

69 — Teaching practices

tag:
TOOLS

Internships and Service Learning

AI offers an intelligent connection with companies and third sector organisations: AI tools assist teachers in selecting institutions that offer work and service learning opportunities that are suited to the characteristics of individual students and consistent with the learning objectives.

70 — Learning practices

tag:
COUNTERMEASURES

Anti-discrimination

AI-based tools warn users when a discriminatory context occurs and suggest applicable solutions to neutralise the discrimination, facilitating the inclusion process of the discriminated component.

71 — Learning practices

tag:
CONSOLIDAMENTO e METACOGNIZIONE

Social dimension

AI-based tools help students discover and reflect in a personalised way on the social and political dimensions of their studies and the responsibilities they entail.

72 — Learning practices

tag:
MOTIVATION AND WELL-BEING

Feedback culture

AI-based tools are mediated and trained by the teacher to provide timely feedback to students and to teach students to provide feedback themselves.

73 Training objectives

tag:
COUNTERMEASURES

Authenticity

Transdisciplinary paths are proposed explicitly designed to develop skills for assessing the authenticity of textual or multimedia content.

74 Training objectives

tag:
DATA and FEATURES DESIGN

Field data collection

Education trains students who are able to effectively collect relevant data in the field also from a transdisciplinary perspective.

75 Training objectives

tag:
DATA and FEATURES DESIGN

Institutional interaction

Education trains students to be able to interact with institutions to collect relevant data, fostering partnerships and collaborations.

76 Teaching practices

tag:
TOOLS

AI App Advisor

All teachers are provided with a social space for the selection/evaluation of AI-based apps (and their contents) to enable access to the most suitable tools for different training contexts.

77 Teaching practices

tag:
NEW ACTORS

Metacognitive coach

AI-based tools play the role of a 'metacognitive ally': teachers use it to empower and coach students in reflection and critical thinking about their own learning process, highlighting their efforts, progress and achievements to strengthen their 'growth mindset'.

78 Teaching practices

tag:
METHODOLOGIES ; RECEPTION and ELABORATION

The Great Discoveries

With AI-based virtual assistants, students walk through the stages of major discoveries. At each crucial stage, AI-based tools request their input or offer hints and tips, allowing them to experience the discovery process directly.

79 Learning practices

tag:
MOTIVATION AND WELL-BEING

Managing conflicts

AI-based tools help students in situations of potential conflict: in group didactic activities, AI supports the understanding of diversity of opinions and mentalities.

80 Learning practices

tag:
MOTIVATION AND WELL-BEING

Multicultural teamwork

AI-based tools are used in multicultural teamwork contexts to break down language barriers and enable the creation of an intercultural environment, facilitating communication and connections between different realities.

81 Learning practices

tag:
RECEPTION and ELABORATION

Sensorial learning

Through AI integrated with Smart Classrooms and a methodology based on participation in AR and VR activities, teachers can enrich lessons with sensorial experiences that enhance soft skills training.

82 — Training objectives
tag: DATA and FEATURES DESIGN

Interaction Design

Education trains students to be able to design, in a given domain, the appropriate ways of interaction and the most useful functions to support activities with AI tools.

83 — Training objectives
tag: DATA and FEATURES DESIGN

Legislative compatibility

Education trains students to design the functionality of AI systems, in their domain of expertise, compatible with international legislative systems.

84 — Training objectives
tag: COUNTERMEASURES

Human abilities

In natural or man-made environments, students face challenging situations that require collaboration, communication, critical thinking, creativity and empathy by deploying their intellectual, practical and manual resources, focusing on reflection, practical wisdom and the ability to decide for action.

85 — Teaching practices
tag: STRUMENTI

Cognitive monitoring

AI tools are used to monitor learning processes (particularly of children), enhancing teachers' and experts' understanding of how cognitive processes actually work in the wide variety of individual experiences.

86 — Teaching practices
tag: NEW ACTORS

Ed_AI designer

The figure of the 'features design expert' for AI-based educational tools is developed. A key element of his or her competence is the observation of the processes of using AI tools in order to constantly improve their effectiveness.

87 — Teaching practices
tag: NEW ACTORS

Transdisciplinary teacher

The teacher responsible to nurture the relationship between disciplines and the students' ability to recognise links and transferable knowledge is born. AI supports students in creating concept maps that connect disciplines and proposes complex problems to be tackled with a holistic perspective.

88 — Learning practices
tag: CONSOLIDAMENTO e METACOGNIZIONE

Personalised quizzes

Students use AI-based tools to generate customised quizzes with open or closed questions on study content to reinforce learning, test their level of preparation and improve stress management in testing contexts.

89 — Learning practices
tag: MOTIVATION AND WELL-BEING

Work life balance

Wearable devices are integrated with AI technologies, which understand the physical and mental needs of the student, alert him/her to long-term stressful situations and suggest how to recover from them.

90 — Learning practices
tag: MOTIVATION AND WELL-BEING

Fill the gap

AI-based tools are used to identify gaps in cognitive prerequisites and guide the student in reaching the level of competence needed to embark on a chosen pathway.

91 Training objectives
tag: COUNTERMEASURES

Anti-biased teaching

Education trains students to recognise the possible biases implicit in AI tools, including cultural and linguistic biases, in order to consciously design and use AI-based tools.

92 Training objectives
tag: COUNTERMEASURES

Intellectual property and AI

Education trains students to recognise the new forms of intellectual property in the world of AI, guides them to respect the ownership and the valorisation of human ideas.

93 Training objectives
tag: COUNTERMEASURES

Alphabetisation (emotion)

Education trains students who are also able to identify and evaluate the emotional implications of using AI.

94 Teaching practices
tag: METHODOLOGIES

Real-Time Feedback

AI-based tools help the teacher provide real-time feedback to students on how to carry out exercises, translations, projects, use of musical instruments.

95 Teaching practices
tag: COUNTERMEASURES

De-homogenise

Specifically targeted paths guide students to explore expressive and cognitive dimensions that value diversity and originality of ideas, counteracting any risk of cultural flattening and homogenisation due to a blind reliance on a few AI-based tools.

96 Teaching practices
tag: TOOLS

Data counting

Each subject of the learning processes (students and teachers) is equipped with a 'data counter' monitor that helps them to be aware of the quantity and quality of data that each one shares daily in the collective spaces of the Network.

97 Learning practices
tag: RECEPTION and ELABORATION

Contents for everyone

An AI tool assists students with cognitive disorders or learning difficulties and creates maps, diagrams and content, video or audio versions of content, facilitating connections between different subjects.

98 Learning practices
tag: COUNTERMEASURES

Human imagination

Students practise with 'out of the box' creation and visualisation processes , strictly guided by their own imagination, without the use of AI.

99 Learning practices
tag: MOTIVATION AND WELL-BEING

Network of contacts for mutual support

AI-based tools help students create networks, feedback networks and peer-to-peer education to counter the 'supremacy' of technology and promote relationships.