TEASER

Teacher as Avatar

Teaching and learning scenario

Teaser AI assistant

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Contents

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I. Master Data and Context

- **Scenario Title and Abstract:** The scenario is titled **"Teaser AI assistant"** (in full: *Teaser AI-Supported Evaluation of Lesson Plans Using GPT as a Pedagogical Assistant*). It introduces an intelligent, GPT-based assistant to help teachers and instructors evaluate their lesson plans. The assistant conducts a structured review of the drafts according to pedagogical best practices and the digital competence framework **DigComp 2.2** . The system identifies missing elements, makes suggestions for improvement, analyses pedagogical coherence and simulates technical justifications. The aim is to enable faster, more consistent and higher quality lesson planning, especially for new teachers or as part of digital transformation projects.

- **Occupational field and target group:** The scenario is located in the **education and training sector** .

  - **Occupational field:** Vocational education and training (VET), secondary schools, technical schools and adult education.

  - **Target group (learners):** Since this is primarily a "train-the-trainer" concept, the learners here are the **educational staff**. These include:

    - **New teachers** who need structured support in preparing or reviewing lesson plans and **experienced teachers** who want to improve the quality and clarity of their existing plans.

    - **mentors, coordinators and teacher trainers**, who traditionally take over the manual evaluation of lesson designs, and

- **Learning objectives:** The desired competencies for the educational staff are divided as follows:

  - **Knowledge:** Participants understand the structure and essential components of high-quality lesson plans. You will gain knowledge of the digital competencies defined in the **DigComp 2.2** framework , which are relevant for the planning of learning activities. In addition, they develop an awareness of the possible applications of AI in educational evaluation.

  - **Skills:** Learners acquire the ability to critically analyze lesson plans using structured AI feedback. They are able to revise and optimize their designs based on AI-generated insights. A core skill is also the identification of inconsistencies (misalignments) between learning objectives, activities, assessment methods and reflection components.

  - **Competencies:** Participants develop the competence to confidently and reflectively use AI tools to improve their own instructional design. They strengthen their general digital competence (according to DigComp areas 1–5). Overall, the scenario leads to a professionalization of lesson planning and a more well-founded reflective teaching practice.

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II. Educational Design

- **The "Educational Question":** Teachers today are faced with the challenge of a constantly increasing workload while at the same time having high expectations of teaching quality and the integration of digital technologies. In particular, new or less experienced teachers often struggle to create lesson plans that are coherent, measurable and adapted to modern pedagogical standards and digital competency frameworks. Mentors and coordinators, on the other hand, spend a lot of time on repetitive feedback on these designs. The central **"educational question"** for this scenario is therefore: **"How can an intelligent AI assistant support the process of lesson planning and evaluation in such a way that planning time is significantly shortened, pedagogical quality is increased through expert feedback, and teaching staff is relieved of administrative tasks?"**. AI solves the problem of a lack of time resources and ensures consistent, technically sound quality inspection.

- **Didactic setting:** The scenario is primarily anchored in the European competence framework **DigComp 2.2**. It serves to strengthen the digital competence of educational staff in the areas of planning, design and evaluation of learning processes. Within the theoretical framework of the **SAMR model,** this approach reaches the level of **"redefinition" (reassignment),** as the simulation of expert chains of reasoning and the immediate, structured analysis of complex pedagogical contexts would not be possible at this speed without AI support. An **iterative, dialogue-oriented process** is chosen as the teaching method . The process is divided into four phases:

  1. **Introduction and orientation:** Getting to know the evaluation model and first interaction with the assistant.

  2. **Performing the task:** Uploading or entering a lesson outline that the AI analyzes and optimizes in multiple cycles.

  3. **Assessment:** Conduct a scenario-based audit in which users compare their own assessment with the AI feedback.

  4. **Conclusion:** Reflection on the lessons learned and planning for the long-term integration of the tool into everyday work.

- **Role of the trainer/teacher:** In this "train-the-trainer" scenario, the supervising teacher (e.g. a mentor or coordinator) undergoes a transformation from traditional examiner to **coach, facilitator and content specialist**. While the AI takes over the structured analysis of the plans, the human trainer focuses on the following tasks:

  o **Demonstrator:** It introduces the use of the AI assistant and shows how to achieve high-quality results through targeted prompting.

  o **Pedagogical advisor:** He provides technical clarification where the AI feedback requires human interpretation or reaches its limits.

  o **Quality Guard:** It monitors the qualitative results of AI interactions and ensures that the proposed optimizations are practical and scientifically correct.

  o **Curator:** It provides model lesson plans and best practice examples that can be used by the AI system as a reference.

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III. Technological implementation

The technological implementation of the **"Teaser AI assistant"** scenario focuses on providing an intelligent support environment for teaching staff to increase the quality of lesson planning through AI-supported evaluation.

- **AI and avatar solution:** In this scenario, an **interactive, text-based AI assistant (GPT Persona)** is used. Unlike purely visual avatars in other scenarios, this assistant acts as the **primary expert evaluator**. Its specific function in the learning process is that of a **feedback facilitator**, who examines lesson plans in a structured way, identifies missing elements and simulates technical justifications for optimisation proposals. It also serves as a motivational element to make interaction with pedagogical frameworks such as **DigComp 2.2** more engaging and human.

- **Technical tools:** The technological ecosystem consists of an integration of standard software and specialized AI interfaces:

  - **AI models:** The core is **ChatGPT** and access via the **GPT API** to ensure consistent and technically sound analysis.

  - **Learning platforms:** The hosting environment for materials and communication takes place via the **LMS Moodle** or **Microsoft Teams**.

  - **Hardware:** Commercially available **laptops or desktop PCs** with a stable internet connection are required for use; Webcams are optional.

  - **File formats:** The lesson plans are processed in structured **DOCX templates** .

- **Software-hopping approach:** The implementation follows the project-wide **low-threshold approach** in order to enable complex pedagogical evaluations without high programming effort. Various tools and platforms are interlinked:

1. **Document creation:** Teachers create their drafts in word processors based on provided repositories and templates.

2. **AI analysis:** Documents are submitted via **SharePoint or Teams channels**, or copied **directly into the** GPT evaluator.

3. **Platform integration:** Integration is done either via specific **LMS GPT plugins** or direct API calls that integrate the assistant's feedback directly into the teacher's familiar work environment.

4. **Feedback cycle:** The assistant guides the user through iterative improvement loops, with AI checking pedagogical coherence between learning objectives, activities, and assessment methods.

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IV. Detailed Lesson Plan

The scenario is designed as an iterative, conversational process that empowers teachers to improve the quality of their lesson design with the help of an intelligent GPT assistant.

1. Introduction and orientation

- **Duration:** 15–20 minutes.

- **Contents:** To convey the purpose of **lesson plan evaluation** and to present the core components of high-quality plans (learning objectives, activities, assessment). Introduction to the relevant digital competencies of the **DigComp 2.2** framework.

- **Activities:**

  - **Learners (teachers):** Explore the GPT evaluator in a first conversation, review examples of complete and incomplete plans, and answer scenario-based questions from the chatbot.

  - **Teachers (mentors/coordinators):** Demonstrate a **live evaluation** with GPT and explain how the system identifies gaps or inconsistencies in the didactic design.

- **Media:** GPT lesson plan evaluator, repository with sample templates, collaboration platforms such as MS Teams or Moodle.

2. Execution of the task

- **Duration:** Not explicitly specified (core phase of the process).

- **Contents:** Practical application of the evaluation criteria to one's own or provided lesson plans. Focus on alignment between learning objectives, activities and examination methods.

- **Activities:**

  - **Learners:** Upload a lesson plan to the GPT wizard or copy the text into it. They conduct a **two-step cycle** : first a general review, then a targeted optimization run based on the AI feedback.

  - **Teachers:** Acting as **coaches**, clarifying pedagogical principles that the assistant applies and providing support with complex issues that go beyond AI capacities.

- **Media:** Configured GPT evaluator, DOCX lesson plan templates, DigComp 2.2 knowledge base.

3. Evaluation / Review

- **Duration:** Not explicitly specified.

- **Contents:** Review of planning quality using measurable indicators and the ability to critically reflect on AI-generated suggestions for improvement.

- **Activities:**

  - **Learners:** Complete a **mini-assessment** with a predefined (flawed) plan, solve challenges (e.g., improve the reflection part), and create an optimization proposal based on the GPT comments.

- o **Instructors:** Review the results, provide personalized feedback, and lead a consolidation session on common planning errors.
- **Media:** GPT evaluator, feedback forms to monitor progress, survey platform for results submission.

4. Completion of the session

- **Duration:** Not explicitly specified (final reflection).
- **Contents:** Reflection on the efficiency gained and planning for the long-term integration of AI tools into everyday professional life.
- **Activities:**
  - o **Learners:** Participate in an **AI-guided final reflection** and complete a user feedback survey. They set themselves individual goals for the future design of lessons.
  - o **Lecturers:** Provide an outlook on further resources for professional development and provide advanced model plans.
- **Media:** Chatbot-supported reflection tools, feedback survey, repository of best practice examples.

V. Resources and collateral

1. Videos

Since the "Teaser AI assistant" is primarily based on a **text-based GPT persona** , the transcripts serve as a direct working basis for the interaction and the professional orientation of the assistant.

- **Introductory Conversation Script:** A complete transcript of the GPT evaluator's introductory conversation. This text introduces the pedagogical staff to the purpose of the evaluation, explains the core components of a high-quality lesson plan and provides an overview of the relevant **DigComp 2.2 competencies**.
- **Expert Reasoning Simulations:** Texts that simulate technical justifications and chains of argumentation. These serve to show teachers why AI makes certain suggestions for optimization, thus promoting a deep understanding of didactic design.

2. Interactive Components

The interactivity of this scenario is realized through the dialogue between teacher and AI as well as through structured testing mechanisms:

- **GPT-Based Interactive Assistant:** The central simulation link leads to the interactive assistant (GPT evaluator), which performs structured analyses of learning objectives, pedagogical coherence and assessment strategies in real time.

- **Mini-assessments:** An integrated tool for conducting short assessments. The learners receive a predefined, deliberately incomplete lesson plan and have to work out suggestions for optimization (e.g. improvement of the reflection part) under the guidance of the chatbot.

- **Automated feedback loops:** After analyzing an uploaded plan, the system generates immediate, consistent expert feedback that identifies missing elements and makes concrete suggestions for improvement.

- **Feedback forms:** Digital platforms (e.g. Microsoft Forms) to document learning progress and submit final, optimised lesson plans.

3. Media Portfolio

The portfolio offers visual and structured tools to support the planning process:

- **Visualizations of the GPT persona:** Screenshots of the user interface and interaction design of the GPT Assistant to provide users with guidance for structured input (prompts).

- **Structured DOCX templates:** Repositories with standardized lesson plan templates optimized for processing by AI.

- **DigComp 2.2 Knowledge Base:** A media package with infographics and brief explanations of the European Competency Framework embedded directly in the learning environment (Moodle or MS Teams).

- **Best practice repository:** A collection of exemplary, complete lesson plans that serve as reference models for AI and teachers.