



Best AI

BEST AI GUIDELINES FOR VET PROVIDERS

The BestAI project is dedicated to creating a challenge-based training package that explores the potential of AI technologies for social entrepreneurship. Our goal is to enhance social innovations across Europe and support VET teachers and trainers in developing high-value digital and transversal skills.



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Chapter 1: Introduction, rationale, and structure

1.1 Purpose of the guidelines

These guidelines are designed for Vocational Education and Training (VET) trainers who will train their peers on the responsible and effective integration of Artificial Intelligence (AI) into project-based learning. Specifically, the framework focuses on enhancing VET delivery by utilizing existing WebQuests (such as those found on the BEST AI project website) and modern AI tools.

The goal is to move beyond basic familiarity with AI and develop a cohort of trainers who can confidently design, manage, and ethically assess AI-supported collaborative learning activities.

1.2 Target audience and expected impact



VET Trainers (Teachers and Instructors)



Professional Trainers/Consultants



Curriculum Developers and Pedagogical Coordinators

Upon completion of the training delivered using these guidelines, VET teachers and trainers will be able to:

- ✓ Strategically introduce AI tools to students in a safe and structured manner.
- ✓ Refine existing vocational curricula and WebQuests using prompt engineering.
- ✓ Effectively manage group dynamics when students use AI tools collaboratively.
- ✓ Ensure ethical considerations and fairness are central to all AI-integrated projects.

1.3 Why a WebQuest?

WebQuest methodology is a crucial vehicle for integrating AI in VET because it is inherently **inquiry-based, collaborative, and resource-driven**. It allows students to apply vocational knowledge to solve complex, authentic problems, thereby stimulating the critical thinking skills necessary to vet and refine AI-generated information.

1.4 The standard WebQuest structure

The framework for developing an effective WebQuest is often grounded in Keller's ARCS Model of Motivational Design (1979), which emphasizes four key pillars: Attention, Relevance, Confidence, and Satisfaction.

To successfully motivate learners, a WebQuest should be structured as follows:

- ◆ **Attention:** it must capture interest through engaging content.
- ◆ **Relevance:** the tasks should align with the students' personal goals, interests, and motives.
- ◆ **Confidence:** by providing clear guidance and teacher support throughout the process, the WebQuest fosters a sense of self-efficacy in students.
- ◆ **Satisfaction:** the experience should offer a rewarding conclusion, both in terms of the final product and the collaborative effort involved.

While proficiency in web design is an advantage, it is by no means a requirement. Teachers can easily construct a WebQuest using basic software; the most accessible method involves creating a simple text document (like Word) enriched with hyperlinks.

Following the principles outlined in *The Internet and the Language Classroom* (Dudeny, 2000), the development process should include:

1. Identifying the core topic and the final objective.
2. Curating online resources that are linguistically and educationally appropriate.
3. Organizing these resources according to specific task phases.
4. Structuring the workflow, including vocabulary, grammar, and activities.
5. Developing a clear evaluation framework.

Once these steps are finalized, the WebQuest can be compiled into a document featuring images, links, and all the necessary digital tools for the students to succeed.

A WebQuest provides a scaffolded environment for learning by requiring students to interact with pre-selected resources to complete a defined task. This framework is essential for safely integrating AI, as it provides clear boundaries for AI use within the existing six core components, based on Bernie Dodge's influential model, here are the six essential building blocks. Remember: while these steps provide a solid structure, always prioritize your students' needs when designing the final experience.

- **Introduction (the hook):** sets the stage and context for the challenge. Start by setting the scene. Give your students the "why" behind the lesson, tap into what they already know, and use a simulation or a catchy problem to grab their attention. Use this phase to define key terms they'll need for their digital search.
- **Task (the mission):** the clearly defined, meaningful problem or product students must create. Create a challenge that feels real and exciting. Instead of simple questions, aim for "big" problems that require analysis and critical thinking. Pro tip: assign roles or a role-play scenario to make the task more immersive.

- **Process (the roadmap):** the step-by-step instructions, including when and how to use AI tools. Clearly define the “how-to.” As a facilitator, your job is to guide students through the steps, manage the timeframe, and help them navigate group dynamics and research hurdles.
- **Resources (the toolkit):** the curated list of approved web and AI tools. Don’t let students get lost in the “wild west” of the internet. Provide a list of pre-selected, high-quality links or teach them the specific strategies they need to find reliable sources themselves.
- **Evaluation (the assessment):** the rubric detailing assessment criteria. Whether the result is a video, a speech, or a paper, use a rubric to measure success. Be sure to grade the teamwork and the research process, not just the final product. End with a quick questionnaire to get student feedback on the session.
- **Conclusion (the wrap-up):** a summary of learning and reflection questions. Finish strong by summarizing the key takeaways. Encourage your students to reflect on what they’ve achieved and how these skills might help them in other subjects or real-life situations.

1.5 The Best AI Webquests

Introduction to Social Entrepreneurship & AI for Social good

Reboot the economy: human first!

This webquest advocates for a paradigm shift from traditional business models toward social entrepreneurship, an innovative approach that prioritizes societal and environmental well-being alongside financial viability. Social entrepreneurs are characterized as change agents who transform systemic challenges into opportunities for innovation, striving to achieve a “triple bottom line”—the balance of social, environmental, and economic sustainability.

Furthermore, the webquest focuses on thinking of Artificial Intelligence as a critical catalyst for scaling these initiatives. By leveraging advanced data analytics and predictive modelling, AI enables social enterprises to optimize their operations and maximize their impact. Ultimately, this WebQuest explores the synergy between human-centric values and technological advancement to foster a more equitable and sustainable global economy.



Social impact heroes: make your community thrive!

This webquest introduces the concept of the Social Economy, an economic model that prioritizes collective well-being, environmental sustainability, and social inclusion over conventional financial gain. In this webquest participants adopt the role of a technological expert collaborating with an Artificial Intelligence system designed to support social “changemakers.”

The primary objective of the mission is to utilize AI-driven analysis, critical thinking, and multidisciplinary teamwork to evaluate the operational dynamics of local social enterprises. By comparing these mission-driven organizations with traditional business models, participants aim to identify strategic opportunities for growth and increased community impact. The project emphasizes the synergy between human creativity and advanced technology, tasking students with developing innovative, science-based solutions to real-world challenges. Ultimately, the initiative seeks to inspire a new generation of leaders to redesign economic frameworks to be more equitable and sustainable for the global community.



The role of AI in social entrepreneurship

This WebQuest presents a professional simulation in which participants assume the role of Ethics and Compliance Officer at MindBalance, a burgeoning startup specializing in AI-driven mental health solutions. The company’s core technology utilizes machine learning to provide personalized behavioral insights and stress management tools. As the organization scales, the primary challenge shifts from mere technical development to the responsible implementation of these systems.

The Quest focuses on critical ethical dilemmas inherent in AI, specifically addressing algorithmic fairness, the transparency of automated decision-making, and the tension between clinical data collection and user privacy. Participants are tasked with moving beyond basic regulatory compliance to apply rigorous analytical judgment to the product’s lifecycle. Ultimately, the objective is to explore how ethical frameworks can be practically integrated into technology to ensure that digital wellness tools—potentially reaching millions—are developed with transparency, accountability, and human-centric values at their core.



Digital skills for social entrepreneurs (AI as a tool for growth)

Artificial Intelligence is increasingly recognized as a transformative catalyst in social entrepreneurship, providing innovative frameworks to address systemic societal disparities. This WebQuest focuses on a critical demographic: the NEET population (individuals Not in Education, Employment, or Training). While these young people often possess a high degree of familiarity with AI through daily digital interactions, a significant gap remains between their casual usage and the recognition of technology as a professional or entrepreneurial asset.

Participants assume the role of a community-based social worker tasked with bridging this disconnect. Aligned with the EU Skills Agenda, the primary objective is to formalize the existing digital competencies of NEETs, converting them into marketable skills for the green and digital economic transitions. By the conclusion of this module, participants must develop a structured strategic plan that integrates AI tools to foster social mobility. Ultimately, the project seeks to reposition Artificial Intelligence as a critical instrument for economic inclusion, empowering marginalized youth to move beyond consumption toward value creation and professional self-sufficiency.



Trustworthy AI: Ethical & Sustainable prompting.

AI detectives: following the clues of trustworthy and ethical AI

Artificial Intelligence has become an integral component of modern society, influencing critical determinations in sectors ranging from human resources to financial services. However, despite the perception of technical neutrality, AI systems frequently risk perpetuating systemic discrimination and reinforcing social inequalities. This WebQuest invites participants to conduct a rigorous analysis of the ethical implications of automated decision-making by examining documented cases of gender bias in recruitment, socioeconomic disparities in predictive analytics, and the lack of transparency in content moderation.

The program underscores the principle that ethical integrity is not an inherent feature of technology, but rather a direct con-



sequence of human design and oversight. By applying a critical framework, students are tasked with identifying algorithmic biases and proposing strategies for the development of more transparent and equitable AI systems. Ultimately, the objective is to cultivate a human-centered approach to technological advancement, ensuring that future innovations align with the fundamental values of social justice, accountability, and ethical responsibility.

Unlocking AI: the prompting challenge

The efficacy of Artificial Intelligence is fundamentally dependent on the quality of human-AI interaction, a discipline formally recognized as prompt engineering. This competency involves the formulation of clear, precise, and structured instructions to elicit optimal outputs from AI systems. Rather than a simple exchange of information, prompting is presented as a strategic art that requires intentionality and precision to harness the full analytical and creative potential of the technology.

This WebQuest provides a comprehensive framework for mastering these communication techniques through an ethical and sustainable lens. Participants will explore various methodologies for designing prompts that are not only effective but also aligned with social responsibility. By cultivating these advanced digital skills, individuals can leverage AI to drive projects with significant social impact and foster innovation. Ultimately, the program posits that the ability to engage in sophisticated dialogue with AI is a critical professional asset, essential for navigating future economic opportunities and ensuring that technological advancements serve the broader interests of both society and the environment.



Definition of social cause, mission, vision. AI-powered research & Analysis techniques. Evaluation of social idea viability.

The social seed: cultivating solutions from the source!

This WebQuest focuses on community development and diagnostic social research, challenging participants to investigate the systemic root causes of local socio-economic issues. Rather than addressing superficial symptoms, the program emphasizes a rigorous analytical approach to identify the underlying factors that hinder regional prosperity. Utilizing methodologies such as data collection, secondary research, and qualitative interviews, participants conduct a comprehensive “environmental scan” to diagnose the specific needs of their territory.

The primary objective is to transition from raw information gathering to the cultivation of strategic awareness. By understanding the complex social dynamics at play, students are better equipped to propose sustainable, long-term solutions that foster social innovation. This initiative positions participants as proactive agents of change, tasking them with building a robust evidence base for future community interventions. Ultimately, the project seeks to empower individuals to contribute to a more equitable and resilient local economy through evidence-based advocacy and critical analysis.



Cause hunters: spot the problem, break the rules (for good)!

This WebQuest provides a comprehensive introduction to social entrepreneurship, with a specific emphasis on the methodology of root cause analysis. It posits that effective social intervention requires a transition from addressing superficial symptoms to identifying the structural origins of persistent societal challenges, such as systemic poverty and inequality. Participants are tasked with conducting rigorous investigations into specific social issues, utilizing a multidisciplinary approach to uncover the underlying factors that impede progress.

Central to this mission is the application of Artificial Intelligence for Social Good, a framework where advanced technology is leveraged to design innovative and scalable solutions. Through collaborative research and the use of digital tools, students gain a deep understanding of how mission-driven enterprises differ from traditional business models. The program ultimately seeks to empower participants to move beyond theoretical observation toward proactive civic engagement. By fostering critical thinking and creative problem-solving, the initiative prepares a new generation of leaders to contribute meaningfully to the advancement of a more equitable and sustainable social economy.



Turning data into purpose with AI

The exponential growth of digital footprints—encompassing hundreds of millions of daily social media interactions and billions of search engine queries—presents a significant opportunity for the systematic analysis of societal needs. This WebQuest explores how Artificial Intelligence can be utilized as a diagnostic instrument to interpret these complex data signals, identifying underlying patterns in poverty trends, public health requirements, and community sentiment. By leveraging advanced analytical tools, participants move beyond passive observation to the proactive identification of systemic challenges that are often obscured by the volume of raw digital information.



The curriculum emphasizes the role of the social entrepreneur in translating analytical insights into actionable social strategies. Participants are tasked with employing AI to uncover hidden correlations and propose data-informed solutions with high transformative potential. This simulation serves to bridge the gap between technical proficiency and empathetic innovation, cultivating the critical thinking and communication skills essential for contemporary leadership. Ultimately, the project seeks to demonstrate how the synergy between computational power and social purpose can address pressing global issues through a rigorous, evidence-based approach.

Is your social idea viable?

This WebQuest facilitates the transition from conceptual social innovation to the development of operationally viable and sustainable enterprises. While visionary ideas are foundational, their success depends on their assessments of feasibility, measurable social impact, and financial sustainability.



Participants are challenged to move beyond initial enthusiasm to adopt the professional mindset of an “impact strategist,” utilizing advanced digital tools to refine their proposals.

The curriculum integrates Artificial Intelligence and collaborative platforms—specifically ChatGPT, Lucidchart, and Miro—to facilitate the testing and modelling of social ventures. By combining empathetic design with data-driven validation, students learn to construct organizations that are not only socially transformative but also structurally robust. The primary objective is to

ensure that these initiatives can attract the necessary institutional partnerships and funding required for long-term scalability. Ultimately, the project demonstrates how the synergy between human-centered innovation and technological analysis can foster the creation of enduring solutions to complex societal challenges.

AI-driven business models for social enterprises.

From idea to action: build your Social impact startup

According to the World Federation of the Deaf, approximately 70 million individuals worldwide encounter systemic communication barriers that impede their autonomy in critical sectors such as education, healthcare, and commerce. This WebQuest presents a professional simulation in which participants establish a technology-driven social enterprise aimed at fostering inclusive participation. The proposed intervention utilizes Artificial Intelligence to facilitate real-time, bi-directional translation between sign language and spoken or written text, thereby bridging the gap between deaf and hearing populations.

The project challenges students to design a viable and scalable business model that prioritizes social impact alongside operational sustainability. By leveraging computer vision and machine learning to interpret complex manual gestures, the venture aims to dismantle the obstacles that currently limit the full integration of deaf individuals into the community. Ultimately, the objective is to demonstrate how innovative technological applications can be utilized as powerful catalysts for social change, ensuring that communication becomes an accessible right rather than a barrier to independence and equality.



It's not magic, it's AI! Transform your social enterprise with technology

Artificial Intelligence is increasingly recognized as a sophisticated catalyst for innovation within the social enterprise sector, offering advanced capabilities to address complex societal and environmental challenges. By transcending conventional profit-centric models, these organizations leverage AI to enhance operational efficiency and maximize their positive impact through data-driven decision-making. Current real-world applications



include the use of predictive modelling for NGO resource allocation, algorithmic optimization in fair trade supply chains, and the implementation of intelligent logistics to reduce carbon emissions in waste management.

In this WebQuest, participants assume the role of innovation strategists tasked with evaluating and refining the business models of mission-driven organizations. The primary objective is to identify opportunities where AI can optimize internal processes and facilitate the creation of human-centered, personalized experiences for both beneficiaries and stakeholders. By exploring these technological synergies, the program aims to demonstrate how the strategic application of AI can scale social initiatives and ensure their long-term viability in a rapidly evolving digital economy.

Using AI to develop and write grant proposals

This WebQuest presents a case study involving a Vienna-based social enterprise focused on assisting financial institutions with ESG (Environmental, Social, and Governance) compliance and EU sustainability regulations. Despite the venture's high potential for systemic impact, it faces the common entrepreneurial hurdle of securing capital. The curriculum focuses on navigating the complexities of European Union funding frameworks—such as Erasmus+, Horizon Europe, and the LIFE programme—which are often characterized by dense regulatory requirements and rigorous documentation standards.

Participants are tasked with assisting the entrepreneur in utilizing Generative AI tools (e.g., ChatGPT and Notion AI) to streamline the grant proposal process. The program emphasizes that a significant portion of funding applications are rejected due to structural deficiencies rather than conceptual weakness. By employing AI as a collaborative partner, students learn to enhance the clarity, coherence, and technical alignment of their proposals with institutional expectations. Ultimately, the objective is to demonstrate how AI can serve as a force multiplier in social finance, enabling change-makers to articulate their vision more effectively while maintaining their unique human perspective and strategic voice.



Development of AI-driven social services and products

Designing AI-Powered social value propositions

As a consultant for Impact Drive, a non-governmental organization focused on institutional strengthening, participants are tasked with providing strategic advisory services to Silver-Connections, a social enterprise addressing elderly isolation.

While the startup's mission—fostering community engagement for adults over 50 through a mobile application—is socially significant, it lacks the operational clarity required for scalability. The primary challenge involves the enterprise's inability to articulate a distinct value proposition to users and prospective funders, resulting in limited outreach and insufficient institutional support.

The consultancy mission focuses on transitioning the organization from a passion-driven initiative to a structured, sustainable venture. Utilizing the Value Proposition Canvas in conjunction with Artificial Intelligence tools, participants will analyze user needs and optimize communication strategies. The objective is to replace abstract mission statements with data-backed evidence and compelling narratives that resonate with diverse stakeholders. Ultimately, this WebQuest demonstrates how AI-integrated consultancy can enhance the institutional capacity of social enterprises, ensuring that innovative solutions for social inclusion possess the strategic clarity necessary to attract funding and maximize community impact.



Aldea quest: crafting AI social solutions

This WebQuest examines the professional transition of a community-based social worker seeking to address systemic challenges through technological integration. Despite possessing significant field experience and qualitative community data, the protagonist faces difficulties in structural analysis and the conceptualization of scalable solutions. This situation highlights a broader sectoral disparity: while over 55% of commercial enterprises have adopted Artificial Intelligence to optimize operations, the social enterprise sector reports an adoption rate of only 10%, representing a substantial missed opportunity for social innovation.



Participants are invited to bridge this technological gap by adopting the role of a social innovator who leverages AI as a collaborative analytical partner. The curriculum focuses on utilizing AI tools to synthesize scattered community signals into structured problem statements and concrete service designs. By applying machine learning capabilities to brainstorming and idea validation, students learn to transform grassroots observations into impactful social products. Ultimately, the objective is to demonstrate how the synergy between human-centric community work and advanced data processing can supercharge social interventions, ensuring that the next generation of changemakers is equipped with the digital competencies necessary for modern problem-solving.

Measurement & Evaluation of social impact through AI

Introduction to social impact measurement using AI

In the social entrepreneurship sector, the rigorous measurement of social impact is essential for securing institutional funding, establishing organizational credibility, and aligning with global sustainability objectives. This WebQuest explores how Artificial Intelligence significantly enhances this process by providing advanced data analysis capabilities that optimize trend prediction and evidence-based decision-making. By automating data collection and identifying complex patterns, AI increases both the efficiency and transparency of performance reporting, allowing organizations to move beyond theoretical models to data-driven realities.

Participants are tasked with utilizing AI-powered tools to collect and interpret either real or simulated data for a social initiative, such as a digital education program for marginalized youth. The primary objective is the development of an interactive impact measurement dashboard that tracks key performance indicators, including completion rates and subsequent employment outcomes. Ultimately, the project demonstrates how the integration of AI enables social entrepreneurs to provide stakeholders with quantifiable insights into their social performance, ensuring that resource allocation is optimized to maximize the venture's transformative potential.



Automating social impact reporting with AI

Social impact reporting serves as a critical communication instrument, allowing organizations to demonstrate their societal contributions to donors, institutional partners, and the public. Despite its importance, the process of synthesizing complex datasets into a coherent and compelling narrative is often characterized by significant administrative burdens. This WebQuest addresses these challenges by integrating Artificial Intelligence into the reporting lifecycle, demonstrating how AI can accelerate data processing, identify emerging patterns, and facilitate the drafting of structured content.

The curriculum focuses on the development of a professional impact report template tailored to specific stakeholder requirements. Participants will utilize advanced digital tools, such as AI-enhanced spreadsheets and large language models, to transform raw survey data into sophisticated visualizations and report-ready sections. By the conclusion of this module, students will have acquired the technical competencies necessary to manage the end-to-end reporting process—from data analysis to final digital presentation. Ultimately, the project underscores how technological automation can enhance organizational transparency and efficiency, enabling social enterprises to communicate their mission with greater clarity and strategic impact.



Community & Stakeholder engagement. AI-powered social marketing & Communication strategies.

The algorithm of impact: designing AI-Powered social marketing strategies

Artificial Intelligence has become a cornerstone of modern communication, with over 80% of marketing professionals utilizing AI to optimize campaign outreach. Within the social enterprise sector, these tools offer significant potential, with data-driven personalization capable of increasing engagement rates by up to 40%. This WebQuest explores the strategic intersection of AI and social marketing, tasking participants with designing a comprehensive communication framework that amplifies organizational visibility while maintaining ethical responsibility and authentic brand values.



The curriculum guides participants through the development of an actionable communication strategy, leveraging AI for stakeholder analysis, content brainstorming, and platform optimization. By the conclusion of the module, students will produce a structured professional output including a mission statement, a stakeholder map, and SMART-aligned objectives. Furthermore, the project requires the creation of a platform-specific content calendar and the definition of Key Performance Indicators (KPIs) for impact tracking. Ultimately, the initiative demonstrates how social entrepreneurs can harness algorithmic power to build community and scale social influence through a sophisticated, data-informed approach to public relations.

Telling impactful stories with AI – Digital storytelling for social good

In the contemporary digital landscape, storytelling serves as a critical mechanism for mobilizing social action, with research suggesting that narrative-driven content is significantly more memorable than isolated data points. This WebQuest explores the integration of Artificial Intelligence within creative storytelling, examining how advanced tools can assist in scriptwriting, visual design, and multimedia production. Participants are tasked with blending technological capabilities with empathetic communication to articulate the mission of social initiatives, such as refugee-led startups or environmental movements, in a manner that resonates with diverse audiences.

The primary objective of this module is to establish a rigorous narrative foundation for a high-impact digital campaign. Participants must utilize a combination of AI-assisted brainstorming and creative judgment to produce a structured professional output, including a concise script and a detailed scene-by-scene structural breakdown. Furthermore, the project requires the development of a six-panel visual storyboard to map the emotional trajectory and aesthetic tone of the narrative. Ultimately, the program demonstrates how AI can facilitate the translation of complex social issues into compelling human stories, serving as a powerful instrument for institutional awareness and civic engagement.



AI-Powered content creation for social entrepreneurs

This WebQuest facilitates the transition from narrative conceptualization to the technical production of high-impact digital media. Participants act as both storytellers and digital creators, tasked with synthesizing their prior narrative plans into platform-ready assets. The module emphasizes the practical application of Generative AI for creating sophisticated visual and auditory content, including the transformation of text prompts into emotionally resonant imagery and the integration of automated voiceovers or timed captions.

The curriculum focuses on the end-to-end production lifecycle, requiring students to utilize accessible editing tools to assemble a coherent short-form video or slideshow. A critical component of the project is platform optimization, where content is adapted to meet the specific technical formats and audience behaviours of social networks such as TikTok, Instagram, or Facebook. By the conclusion of this mission, participants will have produced a series of AI-generated visuals and a refined multimedia narrative. Ultimately, the program aims to develop advanced digital competencies in prompt engineering and media assembly, empowering social entrepreneurs to leverage the latest technological trends for effective community engagement and advocacy.



Chapter 2: Rationale for AI Integration in WebQuests



AI is not just a tool but a catalyst for modernizing vocational pedagogy. Its use accelerates the design process and enriches the learning content, making it highly relevant for future VET graduates.

2.1 Why use AI to build a WebQuest?



1. Faster design: from hours to minutes

Automated scaffolding: AI tools can instantly generate structured course outlines, knowledge articles, and lesson plans tailored to specific subjects and timeframes.

Immediate resource generation: educators can quickly create supporting materials such as rubrics, quizzes, and initial project setups, eliminating the “grunt work” of manual drafting.

Standards alignment: AI can automatically align lesson objectives with state or national standards, ensuring compliance while surfacing potential skill gaps in the curriculum.



2. Richer content: depth and real-world relevance

Simulated real-world scenarios: teachers can use AI to generate complex case studies or professional simulations (e.g., acting as a social enterprise mentor) that provide students with authentic vocational challenges.

Multilingual capabilities: AI supports seamless localization, allowing WebQuest resources to be translated and adapted for diverse linguistic backgrounds with high accuracy.

Visual and interactive aids: generative tools can create custom infographics, professional-grade explainer videos, and interactive 3D graphics that were previously time-consuming to find or make.



3. Skill development: building future-ready mindsets

Prompt engineering as literacy: students move beyond passive consumption by learning to craft precise, iterative prompts, a skill essential for the modern AI-driven workplace.

Critical evaluation training: by interacting with AI, students are forced to fact-check outputs, identify algorithmic bias, and synthesize information from multiple conflicting perspectives.

Decision-making support: in simulations, AI acts as a “thinking partner” that helps students evaluate business ideas or community interventions through real-time feedback and data analysis.



4. Inclusion & personalization: precision education

Adaptive learning paths: AI analyses individual performance data to suggest personalized assignments or difficulty adjustments, ensuring all students are appropriately challenged.

Accessibility support: tools can automatically provide text-to-speech, simplified reading levels, or screen-reader compatible content, making WebQuests more inclusive for learners with diverse needs.

Formative feedback: intelligent tutoring systems provide immediate hints and guidance during the learning process, allowing for 24/7 individualized support.



5. Social impact: AI for good

Empowering social innovators: AI helps students identify previously unnoticed social trends and optimize resource allocation for social enterprises.

Mission-driven innovation: by automating administrative tasks, learners can focus more on strategic, “empathic” entrepreneurship to solve systemic issues like inequality or exclusion.

Chapter 3: The essential role of the VET teacher

The adoption of AI shifts the teacher's role from a content transmitter to a facilitator, mentor, and ethical guide.

The role of the teacher/trainer

1. **Be a facilitator**, not just a transmitter of knowledge.
2. **Guide** the formation and management of groups, assigning balanced roles and responsibilities.
3. **Act as a mentor** on the ethical use of AI, raising awareness of bias and inclusivity.
4. **Stimulate** critical questioning and reflection, prioritizing insight and verification over providing ready-made answers.



The integration of Artificial Intelligence into Vocational Education and Training (VET), particularly through challenge-based methodologies such as WebQuests, profoundly transforms the role of the teacher/trainer. In AI-supported learning environments, the trainer is no longer primarily a transmitter of predefined content, but rather a facilitator of learning processes, a designer of meaningful educational experiences, and a mediator of ethical and responsible technology use.

This shift requires VET trainers to develop new professional postures, combining pedagogical expertise, digital competence, and ethical awareness, in order to guide learners effectively through complex, AI-enhanced learning tasks.

3.1 From instructor to learning facilitator



In traditional VET settings, the trainer's role has often focused on delivering technical knowledge and assessing learners' acquisition of predefined skills. In AI-integrated WebQuest-based learning, this role evolves toward that of a learning facilitator.

The trainer supports learners in:

- navigating complex, open-ended challenges;
- formulating relevant questions;
- interpreting and critically analysing information generated by AI tools;
- connecting digital outputs to real vocational contexts.

Rather than providing ready-made answers, the trainer encourages inquiry, reflection, and problem-solving, fostering learners' autonomy and responsibility. This facilitative role is particularly relevant in vocational contexts, where learning outcomes must be transferable to real-world professional situations.

3.2 The teacher as WebQuest designer



Within the BestAI framework, the VET trainer also acts as a designer of learning environments. WebQuests are not static instructional materials, but flexible pedagogical structures that must be adapted to specific vocational sectors, learner profiles, and learning objectives.

As a WebQuest designer, the trainer:

- selects authentic challenges aligned with social entrepreneurship and social impact themes;
- structures tasks, processes, and evaluation criteria coherently;
- integrates AI tools at specific stages of the learning process, defining clear boundaries for their use;
- curates reliable digital and AI-based resources to guide learners' inquiry.
- This design-oriented role requires pedagogical intentionality: AI is not introduced as an add-on, but as a functional element that supports analysis, creativity, collaboration, and critical thinking within the WebQuest framework.

3.3 The teacher as AI mediator and ethical guide



AI integration in VET inevitably raises ethical, social, and legal questions. For this reason, the trainer assumes a crucial role as an AI mediator and ethical guide.

In practice, this means:

- helping learners understand the limitations of AI-generated outputs;
- raising awareness of issues such as bias, data reliability, transparency, and inclusivity;
- promoting responsible prompting practices and verification of sources;
- encouraging reflection on the social and environmental implications of AI use.

Rather than discouraging AI usage, the trainer frames AI as a professional tool that must be used critically and responsibly, particularly in contexts related to social entrepreneurship and social good. This ethical guidance supports learners in developing professional judgment and digital responsibility, both essential competences for future vocational profiles.

3.4 The teacher as group facilitator and mentor



WebQuest-based learning is inherently collaborative. Consequently, the VET trainer plays a key role in facilitating group work and mentoring learners throughout the process. This includes:

- forming balanced working groups.
- assigning clear and complementary roles (e.g. AI-expert, researcher, designer, presenter);
- supporting constructive collaboration and communication;
- managing conflicts and ensuring equitable participation.

The trainer mentors learners by monitoring group dynamics, providing formative feedback, and guiding teams toward effective collaboration. This mentoring function mirrors real professional environments, where teamwork, role distribution, and shared responsibility are central to success.

3.5 Reflective practitioner and lifelong learner



Finally, the AI-enabled VET trainer is a reflective practitioner and lifelong learner. The rapid evolution of AI technologies requires continuous professional development, experimentation, and critical reflection.

Trainers are encouraged to:

- test and refine WebQuest designs iteratively;
- reflect on the effectiveness of AI integration in achieving learning outcomes;
- exchange practices and experiences with peers;
- remain open to innovation while maintaining pedagogical and ethical coherence.

This reflective stance supports a culture of continuous improvement and ensures that AI-enhanced training remains meaningful, inclusive, and aligned with vocational and social objectives.

Chapter 4: Required competencies for trainers (KSA)



This section summarizes the holistic professional development achieved across all six modules, grouped into skills (what trainers can do), knowledge (what trainers know), and attitudes (the professional mindset).

Skills: practical application & design

The trainer will be equipped to do the following, directly enhancing the design and delivery of vocational training:

SKILL	DESCRIPTION
Instructional Design with AI Integration	Design, adapt, and refine project-based activities (WebQuests) that incorporate AI tools, ensuring they align with job-specific skills and vocational learning outcomes.
Expert prompt engineering	Apply advanced techniques (roles, constraints, output formats) to engineer precise AI content (e.g., generating realistic workplace scenarios, complex technical instructions, or customized assessment questions) for various vocational subjects.
AI implementation & facilitation	Implement and troubleshoot AI-integrated lessons in diverse settings (in-class, online, blended), demonstrating proficiency in using AI as a teaching and research assistant
Group management and role assignment	Implement strategies for effective group collaboration and conflict management, defining specialized team roles (e.g., AI-expert, designer) that mirror real-world professional teams
Objective assessment design	Develop and utilize comprehensive evaluation rubrics that assess technical performance, individual contributions, and the responsible/effective use of AI tools in projects.

Knowledge: Foundation & Context

The trainer will understand the core concepts, principles, and frameworks necessary for informed AI integration:

KNOWLEDGE	DESCRIPTION
AI fundamentals & educational context	Grasp the basic definition and mechanics of AI, recognizing its specific opportunities and limitations within practical, hands-on vocational training (Module 1).
Ethical and legal frameworks	Understand the sources of bias in AI, key risks (e.g., data privacy, equity), and methods for promoting inclusivity and fairness in AI-supported vocational learning environments (Module 3).
Prompt engineering principles	know the difference between basic (clarity, context, iteration) and advanced (roles, constraints, output formats) techniques for controlling AI output quality (Module 2).
WebQuest structure and adaptation	Master the purpose and components of the six key elements of WebQuest design and how to adapt them for different learning modalities (Module 4).
Assessment and collaboration models	Understand effective models for group dynamics, conflict resolution, and the objective criteria needed for robust project assessment (Module 5).

Attitudes: professional & ethical mindset

The trainer will adopt a professional mindset essential for leading innovation and ethical practice in the vocational school:

ATTITUDE	DESCRIPTION
Ethical responsibility	Strong commitment to critical scrutiny and ethical vigilance, prioritizing equity and fairness in all AI-supported activities to ensure responsible technology use by future professionals.
Reflective and experimental practice	Proactive, flexible, and iterative mindset—a willingness to test, fail, receive constructive feedback, and continuously refine instructional designs and prompt effectiveness (Modules 2 & 6).
Openness to innovation	Enthusiastic and growth-oriented attitude toward adopting and exploring new AI tools to enhance the relevance and engagement of vocational curricula.
Organizational diligence	Focus on clarity, transparency, and meticulousness in designing instructions, assigning roles, and creating assessment tools, serving as a clear and organized facilitator.
Learner-centered approach:	Commitment to designing authentic, engaging, and promote higher-order thinking tasks, rather than simply automating content creation.

Chapter 5: The trainer's learning path (overview)



This training is structured across six modules, blending theoretical knowledge with intensive practical application over 22 hours.

MODULE TITLE	DURATION	CORE FOCUS
Module 1: Introduction to AI for education	3 hours	Understanding AI scope, limits, and practical examples in WebQuests.
Module 2: Prompt engineering	3 hours	Mastering basic and advanced prompting techniques for educational content creation.
Module 3: Ethical and responsible use of AI	4 hours	Recognizing bias, promoting inclusivity, and navigating ethical dilemmas in the classroom.
Module 4: WebQuest design	4 hours	Deconstructing and adapting the six core WebQuest components for VET contexts.
Module 5: Group management and assessment	4 hours	Strategies for collaboration, role definition (e.g., AI-Expert), and objective rubric design.
Module 6: Practical simulation	4 hours	Designing, piloting, and refining a complete AI-integrated WebQuest.

5.1 Detailed Module Outlines (Topics to be Covered)

The detailed topics for each module are consistent with the “Learning Path” outline provided in Chapter 5. Trainers should reference the specific topics listed there for module delivery.

Module 1 - introduction to AI for education.

(3 hours)

Title: AI as a practical support tool for the VET context

1) Module Description

This module introduces AI as a practical support tool for the VET context, emphasizing realistic expectations and clear boundaries. It positions AI literacy not just as a technical skill, but as a transversal competence essential for both teachers and learners in the modern workplace.

Participants will explore how AI is already transforming VET—from content drafting to administrative tasks—and why “professional judgment” must always trump “automated output.” By using the structured environment of a WebQuest (Introduction, Task, Process, Resources, Evaluation), teachers will experiment with AI to differentiate instruction and create authentic scenarios, all while modeling the critical verification skills learners need for digital citizenship and employability.

2) Learning Objectives (Trainer-facing)

This section defines what trainers should be able to do after completing the module, with a focus on immediate classroom application in WebQuests.

1. Explain AI basics in simple terms. Describe what generative AI is, how it differs from search engines, and why it can produce incorrect information.
2. Identify AI strengths and limits for teaching. Recognise where AI supports lesson prep and scaffolding, and where it should not be used (facts without verification, sensitive data, automated grading).
3. Select safe AI use cases inside WebQuests. Decide which WebQuest components can benefit from AI (hooks, differentiation, draft rubrics, reflection prompts) and set boundaries.
4. Apply basic verification and quality checks. Use simple routines (cross-checking, requesting evidence, checking bias/appropriateness) before classroom use.
5. Set learner rules for responsible AI use. Draft clear guidance for students (transparency, citation/attribution, no personal data, integrity rules for assessed work).

3) Core Message to Participants (Trainer Script Anchor)

“AI is a powerful intern, not a substitute teacher. It is incredibly fast at drafting, brainstorming, and organizing, but it has no ‘common sense’ and can be confidently wrong. In this module, we aren’t just learning to use AI; we are learning to audit it.”

By building AI into WebQuests, you provide your students with a safe sandbox to practice the critical thinking they'll need in their future careers—where they must know how to use AI without being used by it.”

4) Knowledge

Knowledge focuses on the theoretical understanding of how AI functions within the VET context. Teachers must understand that generative AI does not “know” facts but predicts sequences of text based on patterns. This includes recognizing why AI outputs are plausible but potentially false, a phenomenon known as hallucination. Furthermore, trainers need to grasp the architecture of a WebQuest as a “safe container” for these tools. They must also be aware of the ethical landscape, including data privacy risks, algorithmic bias, and the impact of AI on learner employability and digital citizenship.

Skills

Skills involve the practical application of AI to enhance pedagogical design while maintaining quality control. Trainers will learn to prompt AI to create differentiated scaffolding, such as step-by-step workshop checklists or localized case studies for WebQuest “hooks.” A critical skill is the “human-in-the-loop” audit—verifying AI-generated resources against trusted industry standards and cross-checking citations. Additionally, teachers will develop the ability to draft clear AI-usage policies and model “check-and-compare” routines for students, ensuring work remains transparent and evidence-based.

Attitudes

Attitudes center on cultivating a mindset of “critical skepticism” rather than fear or blind trust. Teachers should view AI as a sophisticated intern that requires constant supervision, reinforcing their role as the ultimate pedagogical authority. This involves embracing a culture of transparency where AI use is openly documented. Trainers must feel confident in using “AI mistakes” as teachable moments, fostering a resilient environment where learners are encouraged to question automated outputs. Ultimately, the goal is professional agency, ensuring technology serves the teacher’s expertise.

5) Learning Activities

- The “Hallucination Hunt”: Participants generate a VET-specific lesson plan using AI and must find three factual or pedagogical “bugs” in the output.
- WebQuest Component Lab: * Intro: Use AI to create three different “hooks” for a trade-specific problem.
 - Process: Use AI to create a checklist for a complex workshop task.
 - Evaluation: Draft a rubric for a practical skill, then manually refine it for accuracy.
- The Policy Workshop: Working in small groups to draft a “Classroom AI Constitution” that defines when students must disclose AI use.

- Source Check Challenge: Taking an AI-generated resource list and verifying which links are real and which are “hallucinated.”

6) Expected Outputs

- A “Hybrid” WebQuest: A complete WebQuest draft where AI was used for specific components, accompanied by a “Teacher’s Note” explaining how the AI output was verified/changed.
- AI Classroom Guidelines: A one-page document for students outlining the rules for AI use, citation requirements, and privacy protections.
- A Verification Routine: A simple 3-step checklist the teacher will use every time they generate content for a class.

7) Assessment Approach

Assessment is formative and process oriented. Trainers will be evaluated on:

- The “Audit Trail”: Their ability to show where they edited or rejected AI suggestions in their WebQuest.
- Pedagogical Alignment: Whether the AI-generated tasks actually meet the VET learning outcomes or are just “filler.”
- Critical Reflection: A brief verbal or written justification of how they will handle “AI mistakes” as teachable moments in their specific trade or subject.

Module 2 - Prompt engineering.

(3 hours)

Title: Prompt engineering: mastering basic and advanced prompting techniques for educational content creation

1) Module description

Module 2 equips VET trainers to move from “trying prompts” to engineering prompts deliberately so AI can reliably support: lesson planning, WebQuest authoring, scenario/case creation, differentiation, and assessment drafting—especially for social entrepreneurship and social enterprises contexts. The framework explicitly distinguishes basic techniques (clarity, context, iteration) from advanced controls (roles, constraints, output formats) as core knowledge for this module.

2) Learning outcomes (trainer-facing)

By the end of the 3-hour session, participants will be able to:

1. Diagnose & fix weak prompts with base prompting principles: clarity, context, iteration.
2. Apply advanced prompting techniques—roles, constraints, output formats—to consistently generate usable educational content.
3. Use a structured Prompt Engineering Template (Role / Task / Constraints / Output Format + iteration notes) to create a repeatable workflow.
4. Produce a small “prompt pack” that supports WebQuest development and delivery (e.g., intro, task, process steps, resources, assessment items).
5. Model an educator mindset of reflective, experimental iteration (test -> evaluate -> refine) while maintaining instructional control.

3) Core message to participants (trainer script anchor)

“A prompt is not a question; it is an instructional design artifact. We are designing inputs that produce outputs we can trust, check, and adapt.”

“Your job is not to outsource thinking—it is to orchestrate AI to accelerate prep time while protecting learning quality.” (Aligned with the framework’s teacher-as-facilitator/guide role.)

4) Knowledge

Participants will gain a structural understanding of AI interaction, moving beyond simple questions to viewing prompts as instructional design artifacts. They will master the “grammar” of engineering—specifically the interplay between roles, constraints, and output formats—and understand how these elements must be tailored to the specific nuances of social entrepreneurship and VET contexts.

Skills

Trainers will develop the technical ability to diagnose and “debug” ineffective AI outputs using iterative principles. They will acquire the proficiency to build a repeatable workflow using a structured template, allowing them to rapidly generate high-quality, differentiated educational materials—such as WebQuests, case studies, and assessment rubrics—that are ready for immediate classroom use.

Attitudes

The module fosters a shift in professional identity from a passive user to an intentional orchestrator of technology. Trainers will adopt an “editor-in-chief” mindset, characterized by reflective experimentation and a commitment to maintaining instructional control, ensuring that AI serves to accelerate preparation time without compromising the depth or ethical integrity of the learning experience.

5) Learning activities

Aim: Surface current habits; establish a shared definition of “good output.”

The Prompt Quickfire: Participants draft their usual “go-to” prompt for a social enterprise lesson, then swap with a partner to perform a “Gap Analysis” on missing context, constraints, and success criteria.

From Vague to Teachable: A guided refinement sprint where trainers take the generic prompt “Create a lesson on AI” and iteratively inject clarity, VET-specific learner profiles, and measurable deliverables like an “impact pitch.”

The Advanced Control Lab: A comparative demonstration where participants test three prompt versions (Basic vs. Role-driven vs. Fully Constrained) to see which produces a “class-ready” artifact versus generic filler.

The Prompt Pack Sprint: Using a structured template, trainers build a cohesive set of prompts for a WebQuest—generating the Introduction, Process steps, and Evaluation rubrics—ensuring each input is bounded by specific instructional constraints.

The Output Gallery Walk: A peer-review session where participants showcase one “engineered” prompt and its result, using a “Tighten or Toss” checklist to identify remaining ambiguity or potential AI hallucinations.

The SE Scenario Grounding: A hands-on application where participants apply their prompts to real-world social enterprise dilemmas, such as scaling a refugee-led catering service or creating impact metrics for circular fashion.

6) Expected output

Provided by trainer

- Prompt Engineering Template (Role/Task/Constraints/Output + iteration log)
- Prompt QA checklist (1 page)
- Sample “before/after” prompts (basic -> advanced)

Created by participants

- A 3–4 prompt “pack” for educational content creation (WebQuest-aligned)
- One class-ready artifact (worksheet, case, quiz) produced via their prompt workflow

7) Assessment Approach

- Observation: participants apply at least two advanced controls (role + format, or constraints + format)
- Artifact review: output is structured, level-appropriate, and includes verification/critical thinking cues (not just content generation)

Module 3 – Ethical and Responsible Use of AI.

(4 hours)

Title: Recognizing bias, promoting inclusivity, and navigating ethical dilemmas in the classroom.

1) Module description

- The role of AI in today's vocational education and training. A brief overview of the growing use of AI tools in learning processes, assessment, and preparation for employment.
- The responsibility of teachers as key actors. VET trainers do not only teach technical skills, but also prepare learners for a professional, critical, and responsible use of technology.
- The classroom as a safe space to learn how to use AI. The VET centre as a controlled environment where learners can experiment, analyse mistakes, identify risks, and reflect on real ethical issues.
- Link to employability and digital citizenship. The ethical use of AI as a key transversal competence for future professionals who are responsible, inclusive, and aware of their social impact.

2) Learning objectives (trainer-facing)

The competences and skills that teachers should acquire in this module are:

- Identify ethical risks and bias in AI tools. Recognise situations in which AI may produce unfair, discriminatory, or non-transparent outcomes.
- Understand key ethical principles and reference frameworks. Become familiar with the basic ethical and legal foundations that guide the responsible use of AI in education.
- Apply responsible AI use criteria in the classroom. Make informed decisions about when, how, and for what purpose AI tools should be used in training activities.
- Promote inclusion and fairness in AI-supported activities. Design and adapt learning activities that take learner diversity into account and avoid reinforcing stereotypes or exclusion.
- Manage ethical dilemmas in real teaching situations. Analyse practical cases related to the use of AI and guide learners through processes of critical reflection and ethical decision-making.
- Encourage a critical and responsible attitude in learners. Help students understand the limits of AI, question its outputs, and adopt a conscious and responsible approach in their future professional practice.

3) Core message to participants (trainer script anchor)

“AI is the tool, but the trainer is the compass. Never delegate pedagogical judgment to an algorithm. Lead with human oversight to ensure transparency and accountability in the VET classroom.”

“Use the classroom to deconstruct AI bias. Empower learners to be critical, ethical users. We are training inclusive future professionals, not just passive technical operators.”

4) Knowledge

Participants will acquire a deep understanding of the ethical and legal frameworks governing AI in education, moving beyond technical usage to grasp the “why” behind responsible implementation. They will gain a theoretical foundation in identifying algorithmic bias, non-transparent outcomes, and digital citizenship, specifically within the context of VET. This includes knowing how AI impacts social inclusion and the specific transversal competences required for students’ future employability.

Skills

Trainers will develop the practical ability to diagnose and mitigate ethical risks in real-time teaching scenarios. They will gain the proficiency to design inclusive, AI-supported activities that actively counter stereotypes and ensure accessibility for a diverse learner base. Furthermore, they will master the art of pedagogical orchestration, specifically learning how to facilitate “critical reflection” sessions where students are taught to verify AI outputs and navigate ethical dilemmas.

Attitudes

The module fosters a mindset of ethical stewardship, where the trainer views themselves as a guardian of the “safe learning space.” Participants will adopt a proactive, critical stance toward technology—moving from passive adoption to conscious, responsible leadership. They will embrace the role of a facilitator who values human judgment over automated efficiency, committed to preparing learners not just as technical users, but as inclusive and socially aware digital citizens.

5) Learning activities

- The Bias Audit: Participants generate AI images or case studies for a specific trade (e.g., “a construction site manager” or “a social enterprise leader”) and must identify hidden stereotypes or under-represented profiles in the results.
- The Inclusion Remaster: Taking a standardized AI output, trainers work to “localize” the content—injecting inclusive language and diverse cultural references to ensure the material respects different learning paces and VET contexts.
- The Privacy Redline: A practical exercise where participants review common AI tool Terms of Service to identify “data traps,” drafting a set of ground rules for minimizing learner data exposure in the classroom.

- The “Ethical vs. Permitted” Debate: A scenario-based lab where groups are given a technically possible AI use-case (e.g., automated grading) and must argue for or against its pedagogical and ethical appropriateness.
- The Transparent Teacher Demo: Participants practice “thinking out loud” while using AI in front of a class, verbalizing their critical thinking process and explaining why they are accepting, rejecting, or refining specific AI suggestions.
- The Trend Validator: A rapid-fire evaluation session where trainers use an ethical checklist to vet a new “trending” AI tool, determining if it provides real educational value or is simply a non-transparent distraction.

6) Expected output

Provided by trainer

- The Bias Detection Rubric: A criteria-based guide for spotting gender, cultural, and professional stereotypes in AI outputs.
- The “Data Safety” Cheat Sheet: A 1-page summary of ethical/legal boundaries, focusing on data minimization and learner privacy.
- Case Study Scenarios: A set of “Ethical Dilemma” cards featuring common VET classroom conflicts (e.g., suspected plagiarism vs. AI assistance).

Created by participants

- The Classroom AI Constitution: A co-drafted policy document defining the “Rules of Engagement” for students using AI in their projects.
- An “Inclusion-Audited” Lesson Resource: A vocational teaching artifact (case study or worksheet) that has been manually refined to ensure diverse representation and inclusive language.
- The “Transparent Demo” Script: A short plan or set of talking points that models how to verbalize critical thinking and AI verification steps to learners.
- A “Trend Validation” Report: A brief assessment of a specific AI tool, documenting its pedagogical value versus its ethical risks.

7) Assessment approach

- Observation: participants apply at least two advanced controls (role + format, or constraints + format)
- Artifact review: output is structured, level-appropriate, and includes verification/critical thinking cues (not just content generation)

Module 4 – WebQuest Design.

(4 hours)

Title: Designing AI-enhanced WebQuests for vocational learning

1) Module Description

This module focuses on equipping VET trainers with the competences required to design, adapt, and implement AI-enhanced WebQuests within vocational education contexts. WebQuest design is presented as a structured yet flexible pedagogical process that supports inquiry-based, challenge-driven learning while ensuring responsible and meaningful integration of Artificial Intelligence.

The module emphasises the role of the trainer as a learning designer, capable of aligning vocational learning outcomes with authentic tasks, collaborative processes, and ethical use of AI tools.

2) Learning Objectives

By the end of this module, participants will be able to:

- understand the core components of the WebQuest methodology;
- design or adapt WebQuests tailored to specific VET contexts and learner profiles;
- integrate AI tools strategically within the WebQuest structure;
- define clear tasks, processes, resources, and evaluation criteria;
- ensure alignment between learning objectives, activities, and assessment.

3) Core message to participants (trainer script anchor)

“A WebQuest is not a worksheet with links. It is a learning architecture. AI can strengthen this architecture — but only if the design is intentional.”

“When you design a WebQuest, you are not adding technology to learning; you are designing thinking. AI belongs inside the process, not in place of it.”

4) Knowledge

Participants will acquire foundational and applied knowledge related to:

- the pedagogical principles of WebQuest methodology.
- challenge-based and inquiry-based learning in VET.
- the six core components of a WebQuest (Introduction, Task, Process, Resources, Evaluation, Conclusion).

- principles for integrating AI into learning design without replacing human reasoning.
- ethical and practical considerations when selecting digital and AI-based resources.

This knowledge enables trainers to understand not only what a WebQuest is, but why and how it can be effectively used in AI-supported vocational education.

Skills

Through guided practice, participants will develop the ability to:

- design complete WebQuests aligned with vocational learning outcomes.
- adapt existing WebQuests to different professional sectors or levels.
- embed AI tools at specific stages of the learning process (e.g. research, analysis, ideation).
- formulate clear instructions that guide learners in the responsible use of AI.
- design evaluation criteria that assess both learning outcomes and learning processes.
- These skills allow trainers to move from theoretical understanding to practical application, ensuring that WebQuests remain pedagogically coherent and professionally relevant.

Attitudes

The module fosters key professional attitudes, including:

- openness to experimentation and innovation in instructional design.
- reflective awareness of the trainer's role in mediating AI use.
- responsibility toward ethical, inclusive, and transparent learning practices.
- commitment to learner-centred and collaborative pedagogical approaches.
- These attitudes support trainers in adopting a mindful and intentional approach to AI-enhanced WebQuest design.

5) Learning activities

The learning activities in this module combine analysis, hands-on design, and reflection to support trainers in developing AI-enhanced WebQuests for vocational contexts.

- **WebQuest Deconstruction**
Participants analyse selected BestAI WebQuests by identifying the six core components (Introduction, Task, Process, Resources, Evaluation, Conclusion) and discussing their pedagogical function.

- **Objective–Component Alignment**

Trainers map vocational learning objectives to specific WebQuest components, checking coherence between objectives, activities, and assessment.

- **AI Integration Mapping**

Participants identify where AI tools can be meaningfully integrated within the WebQuest structure and define clear boundaries and verification steps for their use.

- **WebQuest Redesign Sprint**

Trainers adapt an existing WebQuest to a specific VET context, focusing on task authenticity, clarity of instructions, and responsible AI integration.

- **Evaluation Design Activity**

Participants draft or refine assessment criteria, ensuring transparency, alignment with learning objectives, and inclusion of responsible AI use.

- **Peer Review and Reflection**

WebQuest drafts are shared for structured peer feedback, followed by a brief reflective discussion on design choices and improvements.

6) Expected Outputs

By the end of Module 4, participants will have produced:

- a draft version of an AI-enhanced WebQuest tailored to their vocational context.
- a structured outline of tasks, processes, and evaluation criteria.
- a preliminary plan for AI integration, including defined boundaries and ethical considerations.

These outputs form the foundation for further refinement and testing in the subsequent practical simulation module.

7) Assessment Approach

Assessment within this module is formative and reflective, focusing on:

- coherence of the WebQuest design.
- alignment between learning objectives and activities.
- clarity of AI integration guidelines.
- capacity to justify pedagogical and ethical choices.

Feedback is provided through peer review and trainer-facilitated discussion, encouraging continuous improvement and shared learning among participants.

Module 5 – Group Management and Assessment.

(4 hours)

Title: What does a VET trainer need to understand and be able to do when guiding learners through group work and assessment in AI-supported WebQuests?

1) Module Description

This module explores the intersection of cooperative learning and artificial intelligence. In a WebQuest environment, the challenge isn't just finding information but synthesizing it. This chapter equips trainers with the pedagogical framework to manage group dynamics when a "digital teammate" (AI) is introduced. We focus on moving from passive consumption of AI to active, critical management of technology through structured collaboration, specific role-play, and transparent evaluation.

2) Learning objectives (trainer-facing)

- Design Frameworks: Create a roadmap for group work that prevents "social loafing" and ensures AI tools are used to augment, not replace, student effort.
- Conflict Resolution: Develop techniques for intervening in groups where AI-generated content creates disagreement or factual inaccuracies.
- Assessment Literacy: Build multi-dimensional rubrics that quantify "soft skills" like digital ethics, teamwork, and critical verification.
- Scaffolding: Learn to break down complex WebQuest inquiries into manageable "human-AI" milestones.

3) Core message to participants (trainer script anchor)

"In this WebQuest, your team is your greatest asset, and AI is your most complex tool. Success isn't measured by how fast you get an answer from a prompt, but by how well you verify that answer, debate its merits, and integrate it into a solution. You are the managers; the AI is the assistant. Let's ensure the human touch remains the final authority."

4) Knowledge

- Group Dynamics in WebQuests: Understanding the "Five Elements" of Cooperative Learning (Positive Interdependence, Individual Accountability, Face-to-Face Interaction, Interpersonal Skills, and Group Processing) specifically within the inquiry-based WebQuest model.
- Cognitive Offloading vs. Cognitive Augmentation: Distinguishing between using AI to "skip the thinking" (offloading) versus using it to "expand the thinking" (augmentation).

Skills

- **Balanced role design:** crafting job descriptions that are “interlocking.” If the AI expert generates data, the research manager must verify it before the Creative Communicator can use it. This prevents any one student from working in a silo.
- **Multi-faceted rubric construction:** moving beyond “Right vs. Wrong” to create assessment tiers for Verification Logic (how they checked the AI) and Collaborative Iteration (how they improved upon the AI’s first draft).
- **Prompt orchestration:** coaching students on how to provide higher-quality context, constraints, and personas to AI, more relevant results for their specific WebQuest task.

Attitudes

The “hidden curriculum” that influences how students perceive the value of their own work.

- **Commitment to fairness & transparency:** believing that all team members may contribute equitably, “AI-ghostwriting” is a disservice to one’s own development.
- **Culture of Collective Responsibility:** Moving away from “That’s not my job” toward “The group is responsible for the accuracy of every word, regardless of whether a human or an AI wrote it.”
- **Ethical Skepticism:** Maintaining a healthy, proactive doubt toward automated outputs, encouraging students to ask, “Is this helpful, or just convenient?”

5) Learning activities

- **Expectation Workshops:** Before starting, teams draft a “Team Contract” detailing how they will vote on AI suggestions and how they will cite AI-generated help.
- **The “AI Fact-Check” Sprint:** A timed activity where groups must find three “hallucinations” or errors in an AI-generated summary related to their WebQuest topic.
- **Role Rotation:** Throughout the process, learners switch roles (e.g., the AI Expert becomes the Research Manager) to ensure a holistic understanding of the project.
- **Mediated Socratic Seminars:** The trainer moves between groups, asking “What did the AI miss?” or “Why did your team decide to reject this specific AI suggestion?”

6) Expected Outputs

The AI-Enhanced Role Matrix: to keep work balanced, roles must be interdependent. No role can finish their task without the input of another.

ROLE	EXPANDED RESPONSIBILITIES
AI Expert	Drafts prompts; maintains a "Prompt Log" to show the evolution of the group's queries; ensures the team doesn't over-rely on one tool.
Research Manager	The "Internal Auditor." They must find at least two non-AI primary sources to back up any claim made by the AI Expert's tools.
Project Coordinator	The "Bridge Builder." They ensure the Research Manager and AI Expert are talking to each other and that the schedule accounts for "verification time."
Creative Communicator	Translates raw data into a narrative. They ensure the "human voice" is consistent and that the final output doesn't feel like a "copy-paste" job.
Impact Evaluator	Asks the "Should we?" questions. They analyse if the team's solution is ethical, sustainable, and culturally sensitive.

7) Assessment Approach

Assessment must move away from just the "Final Paper" and toward the Evidence of Thinking.

- The "Process Journal": 20% of the grade is based on a log showing how the team decided which AI outputs to keep and which to discard.
- Peer evaluation: use a 360-degree feedback form where students rate their teammates on "Collaborative Spirit" and "Contribution to Discussion."
- AI attribution: a specific rubric criterion for how well the team documented their use of AI (e.g., "All AI-generated text is clearly cited and critiqued").
- Oral defense: a short 5-minute Q&A where the trainer asks individual members to explain the logic behind a specific part of their project to ensure individual accountability.

Module 6 – Practical Simulation.

(4 hours)

Title: Implementing and refining AI-enhanced WebQuests through simulation

1) Module Description

This module represents the applied and experiential core of the training pathway. It is designed to provide VET trainers with the opportunity to simulate, test, and refine an AI-enhanced WebQuest in a realistic training scenario. Building on the competencies developed in the previous modules, particularly WebQuest design and ethical AI integration, participants engage in a full-cycle simulation that mirrors authentic vocational teaching contexts.

The module emphasises learning through practice, reflection, and peer feedback, enabling trainers to consolidate their skills and professional attitudes in a safe, structured environment.

2) Learning Objectives

By the end of this module, participants will be able to:

- implement a complete AI-enhanced WebQuest in a simulated training context;
- facilitate collaborative learning activities supported by AI tools;
- critically evaluate the effectiveness of AI integration in achieving learning outcomes;
- adapt instructional strategies based on observation, feedback, and reflection;
- demonstrate ethical and responsible management of AI-supported learning processes.

3) Core message to participants (trainer script anchor)

“Design is only the first step. What matters is how it works with real learners, real constraints, and real dynamics.”

“This simulation is not about perfection—it is about testing, reflecting, and improving your professional practice with AI in the loop.”

4) Knowledge

Participants will consolidate and apply knowledge related to:

- classroom and group management in challenge-based learning environments;
- formative and summative assessment strategies in VET;
- reflective practice and iterative instructional design;
- ethical, social, and professional implications of AI use in education.

This applied knowledge enables trainers to interpret complex classroom dynamics and make informed pedagogical decisions during the simulation.

Skills

During the practical simulation, participants develop and demonstrate the ability to:

- facilitate the implementation of a WebQuest from introduction to conclusion;
- guide learners in the effective and critical use of AI tools;
- manage group dynamics, role distribution, and collaboration;
- observe and document learning processes and learner interactions;
- provide timely and constructive feedback focused on improvement.

These skills allow trainers to translate theoretical understanding into confident and adaptive professional practice.

Attitudes

The module promotes professional attitudes essential for AI-enhanced vocational training, including:

- ethical responsibility in mediating AI use;
- openness to feedback and continuous improvement;
- confidence in experimentation and innovation;
- commitment to reflective and learner-centred pedagogy.

These attitudes reinforce the trainer's role as a mentor and facilitator rather than a controller of learning outcomes.

5) Learning Activities

The module is organised around a structured simulation process, including:

- preparation of a complete WebQuest designed in Module 4.
- role-playing activities alternating between being trainer and learner perspectives.
- implementation of the WebQuest in groups, using AI tools as defined in the design.
- observation and documentation of group processes and AI interactions.
- structured peer feedback sessions and guided reflection.

This immersive approach allows trainers to experience first-hand the opportunities and challenges of AI-supported WebQuest implementation.

6) Expected Outputs

By the end of Module 6, participants will have produced:

- a revised and validated AI-enhanced WebQuest.
- a reflective report documenting design choices, observed challenges, and solutions adopted.
- an assessment plan including evaluation criteria and feedback strategies.
- insights into best practices for future implementation in real VET contexts.

These outputs support the transfer of learning from the training environment to actual vocational classrooms.

7) Assessment Approach

Assessment in this module focuses on both process and outcomes, including:

- the trainer's ability to facilitate learning effectively.
- quality and coherence of AI integration;
- responsiveness to feedback and capacity for adaptation;
- depth of reflective analysis.

Evaluation is primarily formative and developmental, encouraging participants to identify strengths and areas for improvement in their professional practice.

Chapter 6: Teacher's section



This sequence provides VET trainers with a reliable, structured approach for delivering an AI-integrated WebQuest successfully.

This guide synthesizes pedagogical instructions to get a cohesive framework for educators. It transitions from a “lecturer” model to a facilitator and coach model, emphasizing the synergy between social empathy and technological innovation.

In conclusion, the trainers’ sections of 12 BEST AI WebQuests are presented as examples.

6.1 Teacher's operational steps in class

- 1. Preparation:** select theme, curate the WebQuest structure, and define necessary resources (both digital and AI tools).
- 2. Launch:** present clear objectives, define strategic group roles, and introduce the permissible use cases for AI tools.
- 3. Group formation:** assign balanced roles with clear responsibilities, including the crucial AI-Expert role for verification and prompt management.
- 4. Development with AI:** guide students in prompt writing and critical analysis of AI-generated results, focusing on vocational context verification.
- 5. Creation of the final product:** supervise the creation of the report, pitch, or prototype, ensuring the final output is synthesized and verified human work.
- 6. Presentation & feedback:** facilitate peer and teacher evaluation using transparent rubrics that assess both content and process.
- 7. Reflection:** conduct individual and group reflection sessions to consolidate knowledge, ethical awareness, and the effectiveness of AI use.

6.2 Practical Tips for Implementation

These tips, gathered from trainers with workshop experience, are designed to smooth the integration process and foster a positive learning environment.

- Do not demonize AI: Train students/learners for critical and responsible use, framing it as an essential professional tool.
- Choose themes connected to students/learners' lives and local communities to maximize engagement and relevance.
- Integrate both local and global resources to broaden the context of the WebQuest tasks.
- Use transparent rubrics for assessment that explicitly detail how AI use will be evaluated.
- Value the process as much as the final product, rewarding critical verification and effective prompt engineering.

6.3 Webquest Trainers section Examples

1. Reboot the Economy: Human First!

This webquest, "Reboot the Economy: Human First!", is designed to introduce students to the core objectives and values of social entrepreneurship, emphasizing the potential of AI tools within a triple bottom line framework. Your role as a trainer is crucial in facilitating their learning journey, fostering critical thinking, collaboration, and the practical application of these concepts.

Phase 1: Setting the Stage & Understanding the Basics (1-2 sessions)

Introduction & Engagement:

- Begin by introducing the concept of social entrepreneurship through real-world examples relevant to the students' context (Verona, Italy, or broader European examples). You can use short videos or case studies to spark their interest.
- Facilitate a class discussion on the "Introduction" section of the webquest. Ask students about their understanding of an economy that prioritizes people and the planet. Encourage them to share their initial thoughts on societal challenges.
- Highlight the "LEARNING OBJECTIVES" and discuss what students are expected to achieve by the end of the webquest. Emphasize the interconnectedness of knowledge, skills, and responsibility.

Deconstructing the Task:

- Clearly explain the "TASK" – developing a social enterprise concept. Break down the five key components of the task (Pinpoint the Problem, Embrace Core Values, Triple Bottom Line Blueprint, AI as Your Ally, Craft Your Pitch).
- Emphasize that this is a team-based activity, encouraging collaboration and shared responsibility.

Navigating the “PROCESS”

- Guide students to the “RESOURCES” section, specifically the websites and articles related to social entrepreneurship and the triple bottom line.
- Facilitate a mini-lesson or discussion on the definition, objectives, and core values of social entrepreneurship. Use examples from the provided resources.
- Explain the concept of the triple bottom line (People, Planet, Profit) with clear examples of how a business can impact each dimension.
- Lead a brainstorming session on key societal challenges relevant to their local or global context. Encourage them to think broadly (environment, society, economy).

Phase 2: Exploring AI for Social Good & Concept Development (2-3 sessions)

Navigating the “PROCESS”

Introduce the concept of Artificial Intelligence in an accessible way, focusing on its potential applications rather than complex technical details.

Guide students to the “AI Tools” listed in the “RESOURCES.” Encourage them to explore these tools (e.g., ChatGPT, Perplexity AI) through guided activities. For example, they could ask these tools: “How is AI being used to address [a societal challenge]?”

Facilitate a discussion on the ethical considerations of using AI in social enterprises.

Concept Development:

Support students in forming teams based on shared interests in specific social problems.

Act as a facilitator as teams work through the “Concept Development” steps. Encourage them to:

Clearly define their chosen social problem, using research to understand its scope and impact.

Articulate their core values, ensuring they align with the principles of social entrepreneurship (empathy, innovation, inclusivity, sustainability).

Develop their “Triple Bottom Line Blueprint,” detailing their intended social, environmental, and economic impact. Prompt them with questions like: “How will you measure your social impact?”, “What steps will you take to be environmentally responsible?”, “How will your enterprise be financially sustainable while serving its social mission?”

Brainstorm specific and practical applications of AI tools to enhance their enterprise’s operations and impact. Encourage them to move beyond general statements. For instance, instead of “AI will help with marketing,” they could propose “AI-powered chatbots will provide personalized information and support to our beneficiaries.”

Phase 3: Pitch Preparation & Presentation (2 sessions)

Pitch Preparation:

- Guide students on how to create a compelling pitch. Discuss the key elements of a successful presentation (clear messaging, engaging storytelling, visual aids).
- Introduce the “Media and Design” resources (Canva, Unsplash, Pexels) to help them create visually appealing presentations.
- Provide feedback on draft pitches, focusing on clarity, coherence, and the integration of social values, the triple bottom line, and AI applications.
- Encourage peer feedback sessions where teams can practice their pitches and receive constructive criticism from their classmates.

Facilitating Presentations:

- Create a supportive and encouraging environment for the presentations.
- Provide clear guidelines for the time allotted for each pitch.
- Encourage active listening and constructive questions from the audience.
- Use a rubric (you may need to develop one based on the learning objectives) to assess the presentations, focusing on the clarity of the social problem, the articulation of values, the feasibility of the triple bottom line approach, the innovative use of AI, and the overall quality of the pitch.

Phase 4: Conclusion & Reflection (Estimated Time: 1 session)

Reviewing the “CONCLUSION” section:

- Read and discuss the “CONCLUSION” of the webquest with the students. Encourage them to reflect on their learning journey.
- Facilitate a class discussion on what they learned about social entrepreneurship and the role of AI.
- Ask them to share their thoughts on the challenges and opportunities of “rebooting the economy” with a “human-first” approach.

Individual Reflection:

- Encourage students to write a short reflection on their experience, focusing on:
- What they learned about the objectives and values of social entrepreneurship.
- Their understanding of how AI can contribute to social good.
- The challenges and successes of working in a team.

- How this webquest has influenced their perspective on business and social impact.

Trainer Tips for Success:

- **Be a Facilitator, not a Lecturer:** Encourage student-led learning and discovery. Your role is to guide and support, not to provide all the answers.
- **Foster Collaboration:** Emphasize the importance of teamwork and communication. Structure activities to encourage active participation from all team members.
- **Provide Timely Feedback:** Offer constructive feedback throughout the process, not just at the final presentation. This helps students learn and improve.
- **Connect to Real-World Examples:** Continuously link the concepts and tasks to real social enterprises and AI applications. Use local examples whenever possible.
- **Encourage Critical Thinking:** Prompt students to analyze, evaluate, and synthesize information rather than just passively receiving it. Ask open-ended questions that encourage deeper thinking.
- **Promote Digital Literacy:** Support students in effectively using the provided online resources and AI tools. Offer guidance on evaluating the credibility of online information.
- **Manage Time Effectively:** Help students stay on track by setting clear deadlines for each stage of the webquest.
- **Celebrate Learning:** Acknowledge and celebrate the effort and learning of all students, regardless of the final outcome of their social enterprise concept.

By following this guide and adapting it to your specific classroom context, you can effectively support your VET students in their journey through the “Reboot the Economy: Human First!” webquest, fostering their understanding of social entrepreneurship and the transformative potential of AI.

2. Social Impact Heroes: Make Your Community Thrive!

Your role as a trainer in this WebQuest is to guide and support the learning process, motivate participants, and ensure they fully understand the content and tasks.

Below are some key guidelines for each step of the process, including instructions and reflection questions to help students successfully complete the activity.

• **Launch the Challenge & Form Teams**

Introduce the mission of Doctor Brainson and King. Help students form balanced teams (4–5 members) with defined roles (leader, researcher, presenter) and foster collaboration from the start.

Guiding Questions: How will you organize the work? What strengths does each team member bring?

- **Explore the Territory & Choose a Social Enterprise**

Guide students in identifying a real local social enterprise (not to be confused with Corporate Social Responsibility). Encourage them to connect their project with real community needs.

- **Analyze the Enterprise**

Support research into the enterprise’s mission, model, and challenges. Use real case studies to help students understand how to analyze the provided cases and identify existing social enterprise models, preparing them for the “evaluation with AI” phase.

Guiding Questions: What makes this enterprise socially impactful? What are its strengths and challenges?

- **Introduce AI Tools & Methods**

Provide guidance on using AI tools (e.g., ChatGPT, Canva AI, Google Bard). You’re not expected to be a tech expert—just help students explore their potential and reflect on ethical use.

Guiding Questions: What kind of data or support can AI provide in this case? What are the risks or limits?

- **Facilitate the simulation of the Interaction with “King”**

Pose guiding questions that help students think critically, as if King were evaluating their ideas. Encourage deeper analysis of needs and opportunities.

- **Stimulate the Generation of AI powered Innovative Ideas”**

Encouraging creativity and “out-of-the-box” thinking to develop ideas that have a real and positive impact on the territory, in line with the request to “make the world a better place.”

- **Support the evaluation with Sustainability Criteria**

Guiding students to consider the economic, social, and environmental sustainability of their proposals, a crucial aspect for an analysis that simulates an evaluation with artificial intelligence.

- **Mentor Final Presentations**

Providing feedback and suggestions for the preparation of effective multimedia presentations that clearly communicate the analysis, innovative ideas, and their potential implementation.

- **Reflect on AI & Social Good**

Inviting students to reflect on how artificial intelligence can be a powerful tool for analysis and the generation of ideas in the context of the social economy, but also on its limitations and ethical considerations.

Guiding Questions: Are there examples of similar companies that have successfully used AI? How did they implement it?

3. The role of AI in social entrepreneurship

As a trainer in this WebQuest, your role is to guide participants through the complex and often nuanced process of auditing AI for ethical compliance in sensitive domains like mental wellness. You are not simply facilitating a technical task, you are helping learners build the mindset, analytical skill, and ethical reasoning needed to influence real-world product decisions responsibly.

This is about learning how to ask better questions and structure informed, human-centered critiques in AI development. Below is a breakdown of how you can support learners through each phase of the WebQuest:

Setting the tone & framing the task

Objective: Create a space where ethical reflection is taken seriously, and learners feel empowered to challenge assumptions.

Instructions:

- Begin by introducing the stakes of the task not in terms of product compliance, but user trust, privacy, and the social role of technology.
- Use the introductory scenario to spark discussion: What responsibilities come with building AI for well-being?
- Ask learners to reflect on their personal experiences (if any) with AI in health or wellness contexts. This builds relevance and emotional engagement.

Guiding questions:

- Why is ethics different from just “checking rules”?
- What role do values play in product design decisions?

Working through the case files

Objective: Support ethical reasoning and structured analysis as learners explore each scenario.

Instructions:

- Encourage teams to slow down and discuss not to decide. Ethical decision-making is not binary.
- Prompt them to explore tensions: user benefit vs. privacy; automation vs. care; personalisation vs. control.
- Help them apply the five ethical principles provided (e.g. Fairness, Transparency, Autonomy) as lenses, not checkboxes.

Guiding questions:

- Where do good intentions meet ethical limits?
- How does this feature help some but potentially exclude others?

- Are there voices missing in the design process?

Supporting analysis & synthesis

Objective: Help learners transition from scattered observations to structured, actionable insights.

Instructions:

- Guide learners as they fill in the audit table. Emphasize clarity and justification.
- Remind them to keep recommendations realistic, but bold—focus on practical improvement.
- Encourage cross-comparison between cases: Are there patterns of risk or ethical blind spots emerging?

Guiding questions:

- What ethical principles appear most often across cases?
- Can the same feature be a “Do” and a “Don’t” in different contexts?
- How would this look if it were co-designed with users?

Building visual & written deliverables

Objective: Support learners in choosing and producing an effective format for communicating their audit.

Instructions:

- Offer support based on preferred working styles: some may choose the written report, others a visual deck.
- For visuals, introduce tools like Canva, Miro, or Uizard for rapid prototyping and slide creation.
- Encourage testing their presentation with a peer: is the message clear, convincing, and relevant?

Guiding questions:

- Who is your audience, and what matters most to them?
- Are you highlighting risks or focusing too much on details?
- What’s your main message: what must change, and why?

Closing reflection & peer exchange

AIM: create space for students to think their ethical mindset, not just the audit outcome

Instructions:

After presentations, facilitate a short feedback round. Use a structure like: What worked well? What could be improved?

Prompt learners to reflect on how their thinking evolved—what surprised them or shifted their view.

Guiding questions:

- What did this process reveal about how AI gets made?
- How might you approach future ethical dilemmas differently?
- What role should ethics officers play in product teams?

Ultimately, your aim is to frame AI tools as partners in reflection, not just generators—insist on the ability to pause, analyse, and respond when technology collides with human values. Let this WebQuest be a starting point for that journey!

4. Digital skills for social entrepreneurs (AI as a tool for growth)

We need your help in supporting learners as they unlock AI for digital empowerment and inclusive entrepreneurship. As a trainer in this WebQuest, your role is to facilitate a guided learning journey where learners explore how AI can empower social entrepreneurs to transform digital familiarity into career-building assets.

This section provides structure for facilitating the learning experience, offers key reflection points, and helps you support learners as they work in teams, navigate complex tasks, and critically engage with technology for social good. You will act as a mentor, coach, and ethical compass, helping learners build AI-supported solutions for social good. Your guidance will be critical in promoting collaboration, critical thinking, reflection, and ethical innovation.

Team Formation & Role Clarity

Objective: Support learners in forming balanced teams and assigning informal roles to work collaboratively.

Instructions:

- Organize learners into teams of 3–4.
- Invite them to assign roles based on interest or confidence level (e.g. AI research lead, visual designer, presenter, critical reviewer).
- Encourage team agreements on communication and shared decision-making.
- Make sure each team understands the task structure and timeline.

Guiding questions:

- Who in your team is comfortable exploring AI tools?
- What strengths does your team already have?
- What skills do you want to develop through this project?
- How will you make sure everyone's voice is included in key decisions?

Choosing a NEET Profile & Identifying Strengths

Objective: Facilitate discussion and analysis of the chosen NEET profile, with attention to both challenges and hidden potential.

Instructions:

- Ask each team to choose one profile (Lio, Victor, or Aya).
- Support open discussion around that profile's background, interests, and obstacles.
- Encourage learners to avoid stereotypes and to look for overlooked assets (e.g. informal learning, digital habits, personal interests).
- Ensure teams document their insights to inform their later planning.

Guiding questions:

- What skills or qualities does this NEET already demonstrate?
- What's preventing them from progressing toward employment or entrepreneurship?
- How might their everyday tech use already involve basic digital or AI skills?

AI-Powered Analysis of Skills & Market Trends

Objective: Guide teams to use AI tools to extract insights and create a basic skills-market map.

Instructions:

- Encourage learners to try different prompt styles when using ChatGPT, Le Chat, or Claude.
- Compare outputs and support teams in refining their prompting techniques.
- Support learners in identifying 3 key categories: skills to build on, market opportunities and hidden or undervalued talents.

Guiding questions:

- What new insights did the AI provide that you hadn't considered?
- Did you need to correct or refine the AI's assumptions?
- How does this data change how you think about your NEET's potential?

Researching & Matching AI Tools

Objective: Help teams identify 2–3 AI-powered or AI-integrated tools that fit their NEET's context and needs.

Instructions:

- Guide learners through tool exploration using suggested platforms (Coursera, Canva, HubSpot

Academy, LinkedIn Learning, etc.).

- Encourage them to think about usability, accessibility, and relevance to the NEET's interests and barriers.
- Support development of a simple "Tool Action Plan" for each selected tool.

Guiding questions:

- What kind of support does this tool offer that your NEET can realistically use?
- Does it offer a way to build long-term confidence, not just a quick fix?
- Is the tool intuitive and accessible?

Designing the Personalized Support Plan (PSP)

Objective: Support teams in creating a structured, practical plan that maps existing skills to new opportunities using AI tools.

Instructions:

- Check that the PSP connects clearly to the NEET profile's skills, interests, and challenges.
- Encourage teams to blend data insights and personal elements in their plan.
- Offer support in turning their plan into a 7–10 slide presentation.

Guiding questions:

- Is the plan realistic and empathetic?
- Have you included a mix of strengths, barriers, and solutions?
- Can your audience understand why these tools and strategies matter?

Presentation & Peer Feedback

Objective: Facilitate a session where learners present their plans and reflect on each other's work.

Instructions:

- Have each team present their PSP to the group.
- Use a feedback structure (e.g. "What worked well?" and "What could be improved?")
- Encourage reflection on both the use of AI and the process of supporting a NEET profile.

Guiding questions:

- Was the support plan convincing and human-centred?

- What would you do differently if this was implemented in the real world?
- Was it helpful to use different AI tools?

5. "The Social Seed: Cultivating Solutions from the Source!"

As a trainer in this webquest, your role is to guide and support the learning process, ensuring that participants understand how to conceptualize AI-driven social services and products. You will help them navigate AI tools, develop their ideas, and present solutions that align with real community needs.

Teacher's Guide: Cultivating Change

This webquest is designed to guide students in an active exploration of the social causes of problems in their territory and to develop concrete solutions. The teacher's role is crucial in facilitating this learning process, stimulating critical thinking, and supporting students in the various phases of research and design.

Here is a detailed guide to the teacher's role in each phase of the webquest:

Introduction - Preparing the Ground

1. Presentation of the webquest: Introduce the general theme of the webquest, explaining to students the importance of understanding the social causes of problems in their territory. Use the "farmer" metaphor to actively involve them in the process of "cultivating" solutions.
2. Group formation: Organize students into small, heterogeneous groups (3-4 students) to encourage collaboration and the exchange of ideas.
3. Initial brainstorming (optional): If deemed useful, start a brief brainstorming session in class to bring out the social problems that students perceive in their territory. This can help students choose a problem to work on.
4. Provide introductory resources: Make introductory materials (articles, videos, testimonies) available to students that present some of the main social problems of the territory and the importance of analyzing their causes.

Phase 1: Soil Analysis - Identifying and Understanding Social Causes

- Support in choosing a problem: Help students define the social problem they want to work on clearly and specifically. Ensure that the problem is relevant to their territory and that it is sufficiently circumscribed to allow for in-depth analysis.
- Research guidance: Provide students with precise instructions on where to find reliable information (websites of local organizations, databases, research articles). The agricultural science teacher can provide a list of relevant local organizations.
- Supervision of direct observation: If students carry out direct observation activities, provide them with clear instructions on how to do so safely and ethically. Establish rules of conduct and accompany them, if possible.

- **Facilitation of interviews:** If interviews are planned, help students prepare targeted questions and contact experts or privileged witnesses. Accompany them during the interviews, if necessary.
- **Support in mapping connections:** Guide students in creating the “root map,” helping them identify the relationships between the different social causes. Provide them with tools or models to visualize these connections.
- **Monitoring group work:** Circulate among the groups, offering support and feedback. Ensure that all group members participate actively and that the work proceeds effectively.

Phase 2: Sowing Solutions - Designing Effective Interventions

- **Reviving brainstorming:** Encourage students to generate a wide range of ideas to address the chosen problem, encouraging creativity and “out-of-the-box” thinking.
- **Guidance on feasibility and impact analysis:** Provide students with criteria and tools to evaluate their ideas in terms of feasibility, impact, necessary resources, and sustainability.
- **Support in developing solutions:** Help students develop their ideas in more detail, providing them with guidance on how to define objectives, identify concrete steps, and evaluate results.
- **Facilitation of the presentation:** Guide students in preparing their “cultivation plan,” offering them suggestions on how to communicate their ideas effectively and convince others of their validity.
- **Feedback and evaluation:** Provide constructive feedback on students’ “cultivation plans,” assessing their ability to analyze the problem, identify social causes, design effective solutions, and communicate their ideas clearly and persuasively.

Resources and Tools:

- Provide students with access to the online resources and AI tools mentioned in the previous section.
- Make support materials (worksheets, models, evaluation grids) available to facilitate student work.
- Organize meetings with experts or privileged witnesses to deepen students’ knowledge of the chosen problem.

General Advice:

- **Be a facilitator, not an “expert”:** The teacher’s role is to guide students in their learning journey, not to provide them with all the answers.
- **Stimulate critical thinking:** Encourage students to question their assumptions, consider different perspectives, and critically evaluate the information they find.
- **Promote collaboration:** Create a collaborative learning environment where students feel comfortable sharing their ideas and working together to achieve a common goal.

- **Value the process:** Evaluate not only the final product, but also the research, analysis, and design process followed by the students.
- **Celebrate successes:** Recognize and value the results achieved by students, encouraging them to continue to commit to the good of their community.

6. Cause Hunters: Spot the Problem, Break the Rules (for Good)!

As a trainer, you are the lead investigator guiding the next generation of Cause Hunters. Your role is to ignite curiosity, guide discovery, and support learners as they unmask the roots of real-world problems and prototype impactful solutions using AI for social good.

Your Role

Your mission is to facilitate, motivate, and guide. Students will work in teams to:

- Explore a real social issue;
- Investigate its root causes;
- Propose a solution using AI tools;
- Create a visual report or prototype.

You'll help them stay focused, collaborate effectively, use digital tools responsibly, and reflect critically on both content and process.

How to Support the WebQuest – Step by Step

1. Group Formation and Role Assignment

Objective: Encourage collaboration, equity and responsibility within teams.

Instructions:

- Support students in forming balanced teams (3–5 members).
- Ensure each student has an active role: team leader, researcher, AI tool expert, visual designer, presenter.
- Facilitate early discussions about expectations and time management.

Guiding questions:

- Who will take responsibility for what?
- How will you make sure everyone participates equally?

2. Problem Discovery and Root Cause Analysis

Objective: Guide students in identifying real and relevant social issues and their underlying causes.

Instructions:

- Encourage use of surveys, AI tools, interviews or local articles to explore the problem.
- Ask students to go beyond surface-level symptoms and focus on why the problem exists.

Guiding questions:

- What evidence supports that this is a real and urgent problem?
- Have you explored the root cause, not just the consequence?

3. Using AI Tools to Brainstorm and Build Ideas

Objective: Help students harness the power of AI for creativity and clarity.

Instructions:

- Demonstrate how to use tools like ChatGPT or Perplexity AI with well-crafted prompts.
- Help them evaluate AI responses, not just accept them.
- Support ethical use of AI (bias, inclusivity, transparency).

Guiding questions:

- How has AI improved your idea?
- What are the potential ethical challenges?

4. Designing the Solution and Visualizing It

Objective: Help students develop and clearly communicate their solution.

Instructions:

- Encourage use of Canva, Miro, or Uizard to visualize ideas.
- Remind them to focus on clarity, empathy, and feasibility.

Guiding questions:

- Is your solution easy to understand?
- Who will benefit from it? How will it help them?

5. Presentation & Peer Feedback

Objective: Guide students to present ideas effectively and reflect on feedback.

Instructions:

- Organize short presentations (6–8 min).
- Use a rubric to evaluate communication, creativity, clarity, and relevance.

- Facilitate structured peer feedback sessions.

Guiding questions:

- What worked well in your presentation?
- What could make your pitch stronger?

6. Reflection and Evaluation

Objective: Foster self-awareness and metacognition.

Instructions:

Ask each student to write a personal reflection on their experience.

Provide reflective prompts like:

- What did you discover about social entrepreneurship?
- How did teamwork affect your learning?
- What will you take away from this project?

Final Tip

Act as a coach, not just a teacher. Celebrate every insight, mistake, and iteration — they are all part of the real journey of a social innovator. Your enthusiasm is the spark that will drive theirs.

7. Using AI to develop and write grant proposals

As a trainer in this WebQuest, your role is to guide and support the learning process, ensuring that participants understand how to conceptualize AI-driven social services and products. You will help them navigate AI tools, develop their ideas, and present solutions that align with real community needs.

This WebQuest is designed to help learners draft a complete, AI-assisted grant proposal based on a project idea they already have in mind. Your role is to guide them through each step, facilitate ethical and reflective use of AI tools, and ensure they engage with the structure, content, and tone expected in real EU proposals.

You do not need to be an AI expert — just support curiosity, structure, and self-assessment.

Step 1: Understand the Application Format

Objective: Learners become familiar with real EU application templates and structures.

Instruction: Provide learners with links or PDF examples of current Erasmus+, Horizon Europe, or similar templates.

Guiding questions:

- + What sections are common across EU grant applications?
- + Which parts of the form seem most challenging or unfamiliar?
- + What does this format tell you about what funders value?

Step 2: Search for Potential Project Partners

Objective: Learners identify and describe ideal partners for their proposal.

Instructions: Show learners how to explore partner platforms or simulate profiles. Encourage them to draft a short partner description and collaboration plan.

Guiding questions:

- + What kind of expertise or geographic balance do your partners bring?
- + How will responsibilities be shared?
- + What communication tools or habits will support collaboration?

Step 3: Draft the Project Summary / Executive Overview

Objective: Learners write a concise, compelling overview of their project.

Instructions: Support them in using a 5-part outline and AI tools to refine tone and flow.

Guiding questions:

- + Is your summary clear for someone unfamiliar with your project?
- + Does it reflect the priorities of the funding call?
- + Would you fund this idea based on this summary alone?

Step 4: Fill in the Partnership & Collaboration Section

Objective: Learners explain who is involved in the project and how they will work together.

Instructions: Ask them to describe roles, tasks, coordination methods, and conflict resolution strategies.

Guiding questions:

- + What makes your partnership balanced and credible?
- + Have you explained how you will stay aligned and on schedule?
- + What might go wrong in your collaboration — and how would you handle it?

Step 5: Define the Project Scope and Objectives

Objective: Learners write clear, relevant objectives and show alignment with EU priorities.

Instructions: Help learners define SMART objectives and connect them to the programme's policy focus.

Guiding questions:

- + What change is your project aiming to create?
- + Who benefits, and how?
- + How does your project directly respond to the call's goals?

Step 6: Describe the Work Plan

Objective: Learners build a realistic, structured work plan with clear tasks and timelines.

Instructions: Guide them to create 3–6 work packages and match them to partners and months.

Guiding questions:

- + Are your work packages manageable and logical?
- + Who is responsible for what — and when?
- + How does the timeline reflect your project's real flow?

Step 7: Draft the Impact and Expected Results

Objective: Learners define who benefits from the project and how, in short and long term.

Instructions: Encourage learners to be specific about impact types and how they'll be measured.

Guiding questions:

- + What measurable outcomes will your project achieve?
- + How will you track progress or success?
- + How does your project contribute to something bigger — e.g., EU or global goals?

Step 8: Prepare the Budget Explanation (Narrative)

Objective: Learners write a short, logical justification for their estimated budget.

Instructions: Help them match each cost to an activity and explain its necessity briefly.

Guiding questions:

- + Are your costs realistic and aligned with your work plan?
- + Can you explain why each cost is necessary and reasonable?
- + Are there any areas where you could show cost-efficiency?

Step 9: Review the Proposal Using AI

Objective: Learners use AI tools to improve clarity, tone, and structure of their draft.

Instructions: Support ethical use of AI for reviewing, not writing from scratch. Encourage peer review supported by AI-generated suggestions.

Guiding questions:

- + What did AI help you identify that you did not notice yourself?
- + Does your proposal now feel more concise, clear, and consistent?
- + How can you balance AI support with your own voice and judgment?

8. Introduction to social impact measurement using AI

As a trainer, you will help learners implement the WebQuest by providing them with the necessary resources for data, AI tools, and social impact evaluation tools. Your role is to inspire the learners, enable them to work together and ensure all of them - regardless of their background - understand and work through each step.

Tips for Step 1: Help learners find ideas for real or fictional social enterprises, create a unique mission and define measurable impact metrics.

Tips for Step 2:

- Explain the three data sources: surveys, public datasets, and AI-generated data.
- Explain the importance of the ethical data collection.
- Help learners with Google Forms or ChatGPT to generate sample data.

Tips for Step 3:

- Help learners organise and clean their data using Google Sheets or OpenRefine.
- Show them how AI tools, such as ChatGPT, can help them explain their findings or suggest patterns in the data.

Tips for Step 4:

- Help learners select a proper dashboard tool based on their skill level.
- Remind them to have simple and clear visuals.
- Give them feedback on the layout, clarity and messages of their dashboards.

Tips for Step 5:

- Help learners create their reports and ensure they explain their dashboard correctly.

- Encourage them to use of AI tools, like Grammarly and ChatGPT, to improve their report's clarity.

Tips for Step 6:

- Facilitate team presentations and support learners in presenting their story.
- Lead a discussion on the usefulness, challenges and ethics of using AI in social initiatives.
- Encourage peer feedback.

General Tips:

- Encourage all learners to participate, regardless of their technical background.
- Foster curiosity and experimentation.
- Promote responsible AI use.

9. Automating social impact reporting with AI

As a trainer, your role is to motivate learners, guide them through each step, help them with the use of AI tools and resources, and encourage learners' critical reflection.

Below are suggested guidelines for each step of the process:

Step 1

- Help learners create balanced teams based on strengths and interests.
- Make sure each learner understands their role

Step 2:

If learners are unsure where to start, provide a few simple project examples (e.g., food bank initiative, climate awareness campaign, youth workshop series).

Step 3:

- Show examples of real impact reports.
- Suggest tools like Google Slides or Canva for learners who aren't confident with design.

Step 4: Give a short demo of one or two tools (like ChatGPT or Google Sheets).

Step 5:

- Check that learners are combining content clearly.
- Offer help with editing if needed, especially with grammar or layout.

Step 6: Encourage teams to practice and time their talks beforehand.

10. Designing AI-powered Social Marketing Strategy

As a trainer, focus on encouraging curiosity, structure, reflection, and critical thinking.

Your job is to:

- Help learners explore and use digital and AI tools responsibly and creatively.
- Facilitate group discussions around communication strategies and social impact.
- Encourage learners to align their messaging with their values and audience needs.
- Provide structure, feedback, and space for iteration and self-assessment.

Step-by-Step Trainer Guidance

Step 1: Define the Mission Statement

Objective: Help learners clarify what they stand for. Instructions: Guide them in brainstorming their purpose, values, and vision. Encourage the use of AI (e.g., ChatGPT) to refine tone and structure.

Guiding questions:

What is the deeper “why” behind your social enterprise?

What values do you want your communication to reflect?

Would someone unfamiliar with your project quickly “get” your mission?

Step 2: Map and Understand Stakeholders

Objective: Learners identify key audiences and tailor messaging. Instructions: Use mind maps or stakeholder grids. Have learners write tailored key messages for 2–3 distinct groups. Guiding questions:

Who are your internal and external stakeholders?

What does each audience need to hear from you?

What kind of tone or format would resonate best?

Step 3: Set a SMART Campaign Goal

Objective: Help learners articulate a specific, measurable goal for their campaign. Instructions: Provide a SMART goal template. Use AI to test if the goal is clear and compelling. Guiding questions:

What specific change do you want to achieve?

How will you know if it worked?

Is this goal realistic and meaningful for your audience?

Step 4: Design the Content Distribution Strategy

Objective: Learners choose appropriate platforms for message distribution. Instructions: Guide exploration of analytics tools (e.g., Instagram Insights, LinkedIn). Use case studies or personal exercises.

Guiding questions:

- Where is your target audience most active?
- What kind of content performs best on each platform?
- Are you matching content format to platform strength?

Step 5: Create a Content Calendar

Objective: Learners develop a structured 1-month calendar. Instructions: Encourage balance between promotional, value-based, and community content. Use Google Sheets or a template. Guiding questions:

- Is there variety in content types (video, stories, posts)?
- Are call-to-actions aligned with the campaign goal?
- Is content spaced out or clustered?

Step 6: Select and Define KPIs

Objective: Learners decide how to measure impact and progress. Instructions: Review examples of digital and impact-focused KPIs. Show how to track using free tools.

Guiding questions:

- What metrics really show whether your communication is working?
- How will you gather and interpret data (quantitative + qualitative)?
- Are your KPIs aligned with your social impact goal?

Trainer Tips

- Use visual templates (e.g., mission statement canvas, content calendar, stakeholder maps).
- Encourage iteration — communication strategy is a living document.
- Model reflective thinking by asking open-ended questions.
- Celebrate learning moments — especially creative risks and insights.
- Frame AI as a creative thinking partner, not just a shortcut.

Reflective Prompts:

- What was your biggest “aha” moment during this process?
- How did AI shape your thinking or improve your workflow?

- What ethical considerations surfaced during your planning?
- If you had more time or resources, what would you improve in your strategy?

11. Digital Storytelling for Social Good

Focus: Encouraging curiosity, structure, reflection, and critical thinking.

Your Job Is To:

- Support learners in exploring AI tools for ideation, scripting, and visual planning.
- Foster a curious, reflective mindset that pushes learners to think deeply about their story's impact and audience.
- Facilitate group discussions and feedback that help learners strengthen their messages.
- Provide structured guidance to break down complex storytelling tasks into manageable steps.

Step-by-Step Trainer Guidance

Step 1: Understand What Makes a Story Powerful

Objective: Learners explore the emotional and structural elements that make stories impactful.

Instructions: Begin by showing examples of powerful digital stories (e.g., “Embrace Life” and “Introducing Upstanders”). Lead a deconstruction of these stories with your learners to identify core storytelling elements. Discuss how emotion, transformation, and conflict create resonance with audiences. Use AI tools to deepen their understanding by having learners analyze stories or videos through AI prompts.

Guiding Questions:

- Why do certain stories make you feel deeply? What's the emotional core?
- What role does the protagonist play in a story? How does their journey evoke empathy?
- What challenges do stories need to present in order to create real tension?

Step 2: Shape Your Narrative

Objective: Learners create their own story structure by identifying key elements (character, conflict, setting, emotion, transformation).

Instructions: Guide learners in brainstorming their own narrative, using the 5 Essential Elements of a Powerful Digital Story. Use AI to help them brainstorm and expand on each element. Encourage learners to think of their social cause as a journey, and help them use AI prompts to refine their character, conflict, and setting ideas.

Guiding Questions:

- Who is the central figure in your story, and why should the audience care about them?
- What's the main conflict? Is it external (e.g., societal issues) or internal (e.g., personal struggles)?
- How will your setting enhance the emotional impact of your story? Can AI help generate more vivid descriptions?

Step 3: Script & Visual Plan

Objective: Learners create a script for their digital story and plan the visual elements through a storyboard.

Instructions: Walk learners through writing their first draft using a short prompt that encourages them to focus on emotional resonance and transformation. After they have their script, help them break it down into scenes. Have them sketch or describe each scene in detail, ensuring it aligns with the emotional and visual goals of the story. Use AI tools like Google AutoDraw and MidJourney for generating visual ideas.

Guiding Questions:

- Does your script flow logically from beginning to end? Is the emotion consistent throughout?
- How can you divide your story into distinct, emotionally impactful scenes?
- What visual metaphors or images will help amplify your message?

Step 4: Present Your Digital Story

Objective: Learners share their digital story to build confidence, receive feedback, and practice storytelling for impact.

Instructions: Guide learners to rehearse their story aloud, focusing on pacing, tone, and emotion. Encourage them to introduce their story by briefly explaining the social issue and why they chose it. Support them in preparing visual aids (slides, printouts, or projected panels) to accompany their presentation. Finally, have learners end with a reflection on what they learned and the change they hope to inspire.

Guiding Questions:

- How can you clearly introduce your cause so your audience understands its importance?
- What emotions do you want to convey, and how can your voice and body language support this?
- How can your visuals enhance your story without distracting from your message?
- What insights or personal growth did you gain through creating this story?
- What impact or change do you hope your story will inspire in others?

12. Engaging Communities with AI-Generated Content

- Support learners as they explore, experiment, and reflect. Encourage them to stay focused on authenticity, impact, and emotional connection, not just technical polish.
- You'll facilitate platform and format decisions: Help learners choose the right content format and distribution platform for their audience and story.
- Support creative AI prompting: Encourage learners to describe their scenes clearly and vividly supporting them in refining prompts to generate powerful visuals and audio.
- Promote ethical reflection: Guide discussions on how to balance creativity with responsibility (e.g., truthful representation, consent, cultural sensitivity).
- Encourage iteration: Motivate learners to revise and rework content based on feedback—help them see iteration as part of the creative process.
- Foster peer learning: Set up opportunities for learners to view each other's content, give and receive feedback, and learn from one another's storytelling styles.

Step-by-Step Trainer Guidance

Step 1: Generate Visuals with AI

Objective: learners will generate AI-created visuals that reflect the emotional tone, message, and setting of their storyboard scenes.

Instructions:

- Introduce the prompt-writing formula and show examples of strong image prompts.
- Support learners in drafting and refining prompts for each scene.
- Demonstrate how to use at least one AI image generator (Craiyon, Canva, DALL·E).
- Encourage iteration—test, tweak, and compare outputs.

Guiding Questions:

- What emotion or message should this scene communicate?
- Is your prompt specific enough? Could you add detail about the setting, style, or action?
- Does the image reflect your campaign's message and tone?

Step 2: Generate Voice or Text Overlay

Objective: learners will create emotionally aligned voice overs or captions to enhance storytelling and convey the narrative clearly.

Instructions:

- Help learners extract 5–7 powerful lines from their script.
- Discuss tone and pacing—how does voice affect mood?
- Demonstrate how to use Murf for voice overs or Kapwing for captions/text overlays.
- Ensure content is clear, concise, and matches visuals.

Guiding Questions:

- Which lines carry the emotional core of your story?
- Does the voice or text match the visuals in tone and timing?
- Is the narration engaging and easy to follow?

Step 3: Assemble Your Story into Final Content

Objective: learners will assemble their visuals and narration/text into a complete video using a browser-based editor, adding music or transitions as needed.

Instructions:

- Guide learners through uploading assets and sequencing scenes in Canva Video Editor, CapCut, or Clipchamp.
- Show how to sync audio or captions with visuals.
- Assist with adding music, text animations, or transitions.
- Review exports and ensure the video fits platform standards (format, duration, resolution).

Guiding Questions:

- Does your video flow smoothly from scene to scene?
- Are the first few seconds engaging enough to hook the audience?
- Is your message clear and consistent throughout?

Step 4: Research Other AI Tools

Objective: learners will explore additional AI tools relevant to their project goals and evaluate how these tools could extend or improve their content.

Instructions:

- Provide a list of optional tools with links (e.g., Synthesia, Lumen5, Descript).
- Let learners choose and explore one tool.

Guiding Questions:

- How could this tool improve your content or storytelling?
- What are its advantages and limitations?
- Would you use this tool again in a future project?

Chapter 7: Partners' Contribution



This chapter acknowledges the collaborative effort and research underpinning these guidelines.



The Clúster Canarias Excelencia Tecnológica CET (Spain) is an organisation that brings together companies, knowledge centres, and key actors from the Canary Islands innovation ecosystem, with the aim of promoting the development of the technology sector, digital transformation, and business innovation in the region. CET acts as a meeting point between the technological, educational, and public administration sectors, encouraging collaboration, knowledge transfer, and the development of strategic projects that contribute to the competitiveness and sustainability of the regional ecosystem. Thanks to its strong experience in innovation, digital transformation, and participation in European projects, CET has contributed to the BestAI project with a practical and applied perspective on the use of artificial intelligence in educational and professional contexts. Its close connection with the labour market, technology companies, and Vocational Education and Training centres has been key to ensuring that the developed contents are relevant, up to date, and aligned with the ethical and social challenges linked to the use of AI.

In addition, the Clúster Canarias Excelencia Tecnológica carries out continuous technology dissemination and awareness-raising activities aimed at society as a whole, promoting an accessible, critical, and responsible understanding of emerging technologies such as artificial intelligence. This experience in bringing AI closer to different audiences, companies, teachers, students, and the general public, has made an important contribution to the BEST AI project, reinforcing the importance of ethics, inclusion, and social responsibility in the education of future professionals.



ETE FAROS (Greece) turned the project's ideas into practical learning experiences that VET trainers and learners can easily use. The contribution focused on the design and development of the digital presentation of the WebQuests, bringing them together in a clear and accessible online space. This shared digital space ensures that learning materials are easy to navigate, closely connected to real-life vocational contexts and ready for direct use in everyday training practice.



ENAIP VENETO (Italy) is a leading Social Enterprise and one of the primary Vocational Education and Training (VET) providers in Italy, specializing in professional development, life-long learning, and social inclusion. With a widespread network of centers across the Veneto region, ENAIP Veneto acts as a strategic bridge between the educational system and the labour market, fostering innovation and digital transition within the training sector. Within the BestAI project, ENAIP Veneto has played a pivotal role in the pedagogical validation and practical implementation of the project's outputs. By leveraging its extensive experience in classroom dynamics and vocational instruction, ENAIP Veneto has ensured that the AI guidelines and tools are not only theoretically sound but also practically applicable for trainers and students alike. Its contribution has been essential in refining the educational methodologies used throughout the project, ensuring that the integration of artificial intelligence remains centered on the learner's needs and the real-world demands of the modern workforce.



ACTA Foundation (Bulgaria) contributes to BestAI project as a knowledge partner with strong expertise in WebQuest-based learning and learner-centred instructional design across multiple settings—VET, higher education, schools and youth education. Building on extensive experience in developing and adapting WebQuests for different learner profiles and training objectives, Acta supports the project by translating AI-for-social-entrepreneurship concepts into practical, inquiry-driven learning journeys (clear tasks, structured process steps, curated resources and assessment criteria). This ensures that BestAI materials are not only informative, but also engaging, applied and easy for trainers to deliver in real classrooms and non-formal learning environments.

In addition, Acta Foundation strengthens the project through its capacity to connect research and content development with real stakeholder needs. Through its networks of educators, youth organisations, NGOs and social innovators, Acta supports piloting and validation of the BestAI resources, gathers structured feedback, and contributes to improving accessibility and usability of the toolkit. Acta also supports dissemination and uptake at national level by promoting the WebQuest approach as a scalable method for embedding trustworthy and sustainable AI use into entrepreneurship education and by enabling trainers to replicate BestAI learning scenarios beyond the project lifetime.



TREE Agency (Estonia) is an innovative digital communication agency profoundly rooted in the belief that engagement is the cornerstone of social innovation. Their purpose is to engage with and for marginalized groups as an essential step towards the improvement of human condition, with the ultimate goal of fostering a world where everyone can enact positive change. Building upon their robust foundation in social innovation and strategic engagement and communication, TREE possesses extensive expertise and experience in designing and developing educational, training, and capacity-building activities. This facet of their work underscores their commitment to support individuals and organizations, enabling them to contribute effectively to their communities and the broader social fabric. Within BestAI, TREE has designed and developed the WebQuest related to dissemination and communication and the one related to the development of fundraising proposals. Moreover, TREE leads the entire dissemination, communication and engagement action, producing all BestAI communication outputs (visual identity, website, infographics and brochures, audio-visual materials, social media channels).

Chapter 8: Training materials and resources



8.1 Required training materials

Specific software access

As VET Trainers, you may need access to basic digital tools that allow you to explore examples of collaborative work, role distribution and assessment in practice. These tools can support discussion, reflection and understanding of how group work and assessment function within AI-supported WebQuests.

Typical examples:

- **AI tools for text generation and reflection**, which can be used to discuss prompt quality, check the reliability of AI outputs, and explore what responsible AI use looks like in group work (e.g. [ChatGPT](#), [Perplexity AI](#), [Google Gemini](#), [Microsoft Copilot](#)).
- **Collaborative document tools** that allow multiple users to work together and make contributions visible (e.g. [Google Docs](#), [Trello](#), [OneDrive](#)).
- **Presentation tools** for group reporting and discussion of outcomes (e.g. [Google Slides](#), [PowerPoint Online](#), [Prezi](#), [Visme](#)).
- **Spreadsheets or online forms** to demonstrate how assessment rubrics, peer assessment, or self-assessment can be applied (e.g. [Google Sheets](#), [Excel Online](#), [Google Forms](#)).

Training environment credentials

You may need a shared training environment where the guidelines, examples and supporting materials can be accessed by the learners, viewed and discussed.

Typical examples:

- An online learning or resource space where the training materials are hosted and can be edited (e.g. a [Learning Management System](#), a shared online workspace or a cloud-based folder like [Google Docs](#) or [OneDrive](#)).
- User-level access credentials that allow trainers to navigate the materials, review and follow the structure of the module from a trainer's perspective (e.g. trainer or participant access accounts).

Physical and digital handouts

It may be helpful to have short and simple handouts that clarify expectations and support understanding.

Typical examples:

- **Role description handouts** for learners, clearly explaining the purpose and responsibilities of each role within the group (e.g. AI Expert, Coordinator, Research Manager). These help learners understand how tasks are shared and how collaboration is organised.
- **Collaboration guidelines for learners**, outlining basic rules for teamwork, participation and decision-making during group activities (e.g. short checklists or bullet-point instructions).
- **Assessment rubrics or criteria**: for transparency and fairness in assessment, show your learners how group-work, individual contribution and responsible AI use will be evaluated (e.g. simple rubric tables or checklists).
- **Reflection questions** for learners, used at the end of the activity to support discussion about teamwork, learning outcomes, and the use of AI (e.g. short questions discussed or answered individually or in groups).

RESOURCE	WHAT IT'S BEST FOR	HOW TO USE IT IN MODULE 1
TeachingEnglish (British Council): WebQuests	Clear explanation of the WebQuest structure and classroom value	Use to introduce the WebQuest backbone (Intro–Task–Process–Resources–Evaluation) and show where AI can fit safely (mainly Process/Evaluation).
Tom March: WebQuest Strategies	Practical WebQuest design thinking from a WebQuest co-creator	Use to explain “what makes a good WebQuest”: inquiry, roles, authentic tasks. Link to why AI should support inquiry—not replace it.
Tom March: WebQuest Design Tips	Quick quality tips and pitfalls in WebQuest authoring	Use as a mini checklist for teachers during the session: “Does my WebQuest promote thinking beyond copy/paste?” Add an AI rule: outputs must be verified and adapted.
SERC (Carleton College): About WebQuests	Short, accessible WebQuest overview + inquiry framing	Use for a quick slide: “What is a WebQuest and why it develops higher-order thinking?” Connect to AI: learners must justify decisions with evidence.
PPLI (Ireland): Using WebQuests (PDF)	Step-by-step WebQuest implementation (teacher-friendly)	Use for the “how to run it” part: timing, roles, facilitation. Add AI boundaries: transparency, no personal data, verification steps.

RESOURCE	WHAT IT'S BEST FOR	HOW TO USE IT IN MODULE 1
UNESCO: Guidance for Generative AI in Education (page)	Big-picture risks/opportunities and policy-aware educator guidance	Use to frame: AI is powerful but not always reliable; introduce core risks (hallucinations, bias, privacy) and “human-in-the-loop” teaching.
UNESCO: Guidance PDF	Deeper reading for school policy, safeguarding and governance	Use for teacher prep and for one slide on “non-negotiables” (privacy, safeguards, transparency). Optional pre-reading for trainers.
European Commission: Ethical Guidelines for Educators on AI	Practical EU-aligned ethical classroom guidance	Use to create your class rules and “AI-use policy”: fairness, transparency, privacy, teacher oversight. Great basis for Module 1 activity: draft learner rules.
JRC: DigCompEdu (PDF)	Framework to position AI within teacher digital competence	Use as a reference slide: AI skills are part of digital pedagogy, assessment and learner empowerment—helps justify why this training matters for VET trainers.
OECD/EI: AI in education guardrails (PDF)	Equity-focused implementation guidance and common guardrails	Use to support discussion: avoiding exclusion, supporting diverse learners, ensuring critical thinking. Good source for “dos/don’ts” in AI-supported WebQuests.
IJIET (2025): GenAI + WebQuest case (PDF)	Example of combining WebQuest projects and GenAI in course design	Use as an optional “evidence example” slide: how AI can support WebQuest production and iteration—while keeping teacher review and structure.
European Schoolnet: AI in Schools hub	Classroom-oriented AI literacy resources and implementation ideas	Use for quick examples and activities (quizzes, awareness tasks). Link to Module 1: “AI scope and limits” + practical classroom integration.
European Schoolnet Academy: AI Basics for Schools	Short course for teachers on AI fundamentals	Recommended as follow-up learning after Module 1, or as optional pre-work for trainers who want deeper foundations.

8.2 WebQuest Resources

The recommended source for WebQuest examples and adaptation is the BEST AI project website: <https://bestaiproject.eu/webquests/>. Trainers should select two or three relevant WebQuests from this collection for hands-on modification during Modules 2, 4, and 6.

This chapter presents the key training materials and resources supporting the development and implementation of Module 4 – WebQuest Design and Module 6 – Practical Simulation. The selected references combine theoretical foundations, methodological guidance, and practical tools to ensure coherent, ethical, and effective integration of Artificial Intelligence into WebQuest-based vocational training.

8.3 Essential Templates

- **Prompt Engineering Template:** A structured document for building and iterating on complex prompts (e.g., fields for Role, Task, Constraints, Output Format).
- **AI-Integrated WebQuest Template:** A standardized template incorporating AI-specific steps within the Process and Evaluation sections.
- **AI-Specific Rubric Template:** A customizable rubric with criteria specifically measuring the responsible and effective use of AI (e.g., attribution, verification, ethical application).

WebQuest Resources Used in Modules 4 and 6

The following WebQuests are used as core learning resources during the design and simulation activities. They provide concrete examples of AI integration, ethical reflection, and social entrepreneurship challenges:

- **Unlocking AI – The Prompting Challenge**
Focus: prompt engineering, iterative refinement, critical use of AI outputs.
- **AI Detectives – Following the Clues of Trustworthy and Ethical AI**
Focus: bias detection, ethical awareness, verification of AI-generated information.
- **The Role of AI in Social Entrepreneurship**
Focus: AI-supported analysis of social needs, mission and vision development.
- **Social Impact Heroes – Make Your Community Thrive**
Focus: community engagement, problem-solving, social impact design.
- **Reboot the Economy – Human First**
Focus: ethical and human-centred economic models supported by AI.

These WebQuests are analysed in Module 4 and tested through simulated implementation in Module 6, allowing trainers to experience different complexities with pedagogical focus.

Software, AI Tools and Digital Platforms

The following tools support WebQuest design, facilitation, and simulation activities. Trainers are encouraged to select tools according to pedagogical needs rather than technological novelty.

AI Tools

- ChatGPT (OpenAI) – text generation, analysis, prompt experimentation
- Google Gemini – research support and multimodal exploration
- Microsoft Copilot – productivity and content structuring
- Claude (Anthropic) – long-text analysis and reflective writing

Collaboration and Design Tools

- Canva – visual design and presentation of WebQuest outputs
- Miro – collaborative brainstorming and process mapping
- Google Workspace / Microsoft 365 – shared documents and teamwork

Reflection and Assessment Tools

- Online survey tools (e.g. Google Forms) – self-assessment and feedback
- Rubric templates (AI-integrated assessment) – process and outcome evaluation

All tools are used within clearly defined pedagogical boundaries, ensuring that AI supports learning without replacing human judgment and professional responsibility.

Supporting Templates and Materials

To facilitate consistent implementation, the following templates are recommended:

- AI-integrated WebQuest design template
- Prompt engineering worksheet (role, task, constraints, output format)
- Assessment rubric for AI-supported collaborative projects
- Reflective journal template for trainers and learners
- These materials support both the design phase (Module 4) and the simulation and evaluation phase (Module 6).

Bibliographical References

The following bibliographical references provide theoretical and pedagogical foundations for WebQuest design, challenge-based learning, and AI integration in VET contexts:

- Dodge, B. (1995). Some Thoughts About WebQuests. San Diego State University.
- Dodge, B. (2001). FOCUS: Five Rules for Writing a Great WebQuest. Learning & Leading with Technology.
- Bell, S. (2010). Project-Based Learning for the 21st Century: Skills for the Future. The Clearing House.
- European Commission (2022). Ethical Guidelines on the Use of Artificial Intelligence and Data in Teaching and Learning.
- OECD (2021). Artificial Intelligence in Education: Promises and Implications for Teaching and Learning.
- Redecker, C. (2017). European Framework for the Digital Competence of Educators (DigCompEdu).
- UNESCO (2021). AI and Education: Guidance for Policymakers.

These references support trainers in grounding their instructional design choices in recognised educational research and European policy frameworks.

Sitography and Online Reference Frameworks

The following online resources offer methodological guidance and examples relevant to AI-enhanced WebQuest design and implementation:

- **BEST AI Project – WebQuests Repository** https://bestaiproject.eu/_webquests/
Official collection of WebQuests developed within the BestAI project, serving as primary examples for analysis, adaptation, and simulation activities.
- **T-CHALLENGE Project – Manual**
https://t-challenge.eu/uploaded/tiny/files/t_challenge-o2tot-manual-en.pdf
Reference framework for challenge-based learning and WebQuest structure.
- **SUSTAIN-ED Project** <https://sustain-ed.eu/sustainedm/>
Methodology for structuring WebQuest descriptions and trainer guidance.
- **European Commission – Digital Education Action Plan**
<https://education.ec.europa.eu/focus-topics/digital-education>
Policy context for digital and AI-supported education in Europe.

ANNEXES

Prompt Engineering Template

Prompt parts	Explanation	Examples
Role	Define who the AI should act as (expertise + tone + responsibilities).	<ul style="list-style-type: none"> • Role statement: “Act as a(n) ...” • Expertise required: (instructional designer, VET assessor, social enterprise mentor, etc.) • Tone / style: (clear, supportive, concise, academic, plain language) • Do / Do not: • Do: (e.g., ask clarifying questions; propose options; provide rationale) • Do not: (e.g., invent sources; use jargon; output unstructured text) <p>Role field (copy/paste-ready): Act as a [ROLE]. You are skilled in [EXPERTISE]. Use a [TONE] style. Follow the constraints and output format exactly.</p>
Task	Specify exactly what you want produced and why.	<ul style="list-style-type: none"> • Primary task: (one sentence) • Learning goal / pedagogical purpose: (what learners should achieve) • Deliverable(s): (what the AI must produce) • Success criteria: (what “good” looks like) <p>Task field: Create [DELIVERABLE] that helps learners [LEARNING GOAL]. The deliverable will be used in [CONTEXT].</p>
Context	Purpose: build, test, and refine complex prompts to generate reliable, usable educational content.	<ul style="list-style-type: none"> • Prompt title / ID: • Author / Trainer: • Date / Version: (v0.1, v0.2, v1.0...) • Intended use: (e.g., WebQuest “process” steps, rubric draft, case study, quiz) • Target audience: (learners’ level, VET profile, language level, accessibility needs) • Context / Domain: (topic + sector; e.g., AI for social enterprises, impact measurement, circular economy) • Provide any content the model should rely on. <p>Must-use information: CV points, project brief, local context, readings, links Learner constraints: time available, tools, prior knowledge Reference material provided: paste text or summarize key points Assumptions allowed: what the AI may assume if not specified</p> <ul style="list-style-type: none"> • Optional “Source pack” slot: • Text / notes: • Key terms: • Example(s) of desired style:

Constraints	Make boundaries measurable and enforceable.	<p>Instructional constraints</p> <ul style="list-style-type: none"> • Level: EQF level / beginner-intermediate-advanced • Duration: e.g., 60-min lesson, 2-week project • Modality: in-person/online/blended • Differentiation: include scaffolds; alternative tasks; accessibility <p>Content constraints</p> <ul style="list-style-type: none"> • Local relevance: country/region, sector, community needs • Ethics & safety: no personal data; bias-awareness; transparency • Accuracy policy: flag uncertainty; propose verification steps <p>Output constraints</p> <ul style="list-style-type: none"> • Length: word limit, number of activities, number of questions • Reading level: plain language / CEFR target • Must include / must avoid: lists <p>Constraints field:</p> <ul style="list-style-type: none"> • Level: ... • Time: ... • Must include: ... • Must avoid: ... • Accuracy: if unsure, say so and propose verification steps. Do not invent sources.
Output Format	Force structure so the result is “class-ready.”	<p>Choose one and specify it clearly:</p> <ul style="list-style-type: none"> • Table with headings • Step-by-step procedure • Checklist • Rubric with criteria + levels • Worksheet + answer key • JSON/YAML (for importing into tools) <p>Format specification</p> <ul style="list-style-type: none"> • Format type: • Required sections/headings: • Ordering rules: (e.g., always start with learning outcomes) • Labelling rules: (e.g., Activity 1/2/3; include time estimates) <p>Output format field (copy/paste-ready):</p> <ul style="list-style-type: none"> • Output format: provide a [FORMAT TYPE]. Use the following headings exactly: • ... • ... • ... <p>Keep it within [LENGTH]. Use bullet points, not paragraphs.</p>
Input Format	Inputs (what the AI should use)	<p>Provide any content the model should rely on.</p> <ul style="list-style-type: none"> • Must-use information: CV points, project brief, local context, readings, links • Learner constraints: time available, tools, prior knowledge • Reference material provided: paste text or summarize key points • Assumptions allowed: what the AI may assume if not specified <p>Optional “Source pack” slot:</p> <ul style="list-style-type: none"> • Text / notes: • Key terms: • Example(s) of desired style:

Quality checks	(built into the prompt)	<p>Add an internal checklist the AI must follow before finalizing.</p> <ul style="list-style-type: none"> • Completeness check: all requested sections included • Consistency check: level/time/tools align • Bias/ethics check: inclusive language; no sensitive data • Verification check: where facts are stated, add “How to verify” steps <p>Quality check field: Before finalizing, verify: (1) all headings included, (2) aligns with level/time, (3) uses inclusive language, (4) adds verification steps where needed.</p>
Full prompt	(assembled)	<p>Paste the final combined prompt here. FULL PROMPT (v__): [Paste your assembled prompt.]</p>
		<p>Use this to improve reliability over multiple runs.</p> <p>Run details</p> <ul style="list-style-type: none"> • Tool/model used: • Date/time: • Prompt version: • Settings (if applicable): (tone, creativity, etc.) <p>Output review (quick scoring) Rate 1–5:</p> <ul style="list-style-type: none"> • Relevance to task: • Structure/format compliance: • Pedagogical usefulness: • Clarity/readability: • Accuracy / plausibility: • Ethics/inclusivity: <p>Issues observed</p> <ul style="list-style-type: none"> • Hallucinations / incorrect claims: • Missing sections / format drift: • Too generic / not contextual: • Wrong level / timing mismatch: • Other: <p>Fixes applied (what changed in the prompt)</p> <ul style="list-style-type: none"> • Added/changed role: • Added constraints: • Tightened format: • Added required examples: • Added verification step: <p>Next version notes</p> <ul style="list-style-type: none"> • v__ goals: (e.g., reduce generic output, add local context, enforce rubric levels)
Reusable “prompt patterns”	(optional library)	<p>Keep small blocks you can reuse across prompts:</p> <p>A. Ask clarifying questions (when info is missing) If essential details are missing, ask up to 3 clarifying questions before producing the final output.</p> <p>B. Produce 2 options Provide two alternative versions (option A: simpler; option B: more advanced).</p> <p>C. Include citations/attribution guidance (for learners) Add a short note on how learners should acknowledge AI assistance and verify claims.</p>

Prompt Draft
(Write the full
prompt as it
will be given
to the AI.)

Prompt Draft
(Was the out-
put useful?
What needs
to change in
the prompt?)

Final Prompt

AI-Integrated WebQuest Template: A standardized template incorporating AI-specific steps within the Process and Evaluation sections

WebQuest Section	What to include (standard fields)	AI integration (built-in)	Required outputs / evidence
1) Title & Basics	Title; Theme/SDG/Unit; Target group: I-VET; C-VET; Learner level (EQF/grade); Duration; Group format; Required tools	Optional: AI suggests 3 alternative titles + keywords (teacher chooses)	Filled header fields
2) Introduction (Hook)	Scenario/storyline; real-life relevance; Driving question	AI can generate 2–3 hook variants + 1 driving question option; teacher validates	Final hook + 1 driving question
3) Task (Deliverables)	Final deliverable(s); roles (optional); success criteria (3–5 bullets)	AI drafts success criteria and role descriptions; teacher edits	Task description + success criteria
4) Resources (Curated)	Teacher-validated links/materials; optional local/community resources; datasets/templates provided	AI may suggest search keywords or resource types; no unverified citations allowed	Resource list + note on what's teacher-validated
5) Process Step 1 — Understand the problem (Human-first)	Clarify task; define terms; list unknowns	AI may reframe driving question into 2–3 sub-questions	Problem definition (5–7 lines)
6) Process Step 2 — Plan the work (Roles + timeline)	Assign roles; milestones; evidence plan	AI proposes a simple plan table; team adapts	Mini action plan (who/what/when)
7) Process Step 3 — Research & evidence (Verification required)	Collect info from validated sources + additional sources	AI can summarise your notes; suggest angles/keywords; must not invent sources	Annotated notes + min. 3 sources
8) Process Step 4 — Draft v1 (AI-assisted drafting allowed)	Draft structure (headings + key points)	AI drafts sections based on evidence bullets provided by learners	Draft v1 + “evidence anchors” per claim
9) Process Step 5 — Quality & bias check	Clarity, inclusiveness, practicality, local fit	AI checks reading level, suggests inclusive wording, proposes 2 alternatives	Revised draft v2 + brief change notes
10) Process Step 6 — Finalise + present	Final edit/format; prepare short pitch/demo	AI helps with pitch structure/ timing cues	Final deliverable + 2–3 min pitch
11) Process Step 7 — AI Use Log (Mandatory)	Transparency record (tool, purpose, prompts, accept/reject reasons, verification steps)	AI not needed; learners document usage	AI Use Log appended

Rubric template. Responsible and ethical use of Artificial Intelligence

Assessed activity:

Module / VET programme:

Date:

Teacher:

Assessment scale:

4 – Excellent

3 – Adequate

2 – Basic

1 – Insufficient

Criterion	4 – Excellent	3 – Adequate	2 – Basic	1 – Insufficient
Conscious use of AI	Uses AI in a clear and justified way, fully aligned with the activity objectives.	Uses AI appropriately, with limited justification.	Uses AI with little reflection or limited alignment with the task.	Uses AI in an inappropriate or unjustified way.
Transparency and attribution	Clearly declares the use of AI, the tools used, and their purpose.	Declares the use of AI, but with incomplete information.	Mentions the use of AI in an unclear or vague way.	Does not declare or acknowledge the use of AI.
Verification and critical thinking	Reviews, checks, and corrects AI outputs critically.	Reviews AI outputs, but with limited critical depth.	Accepts AI outputs with little or no checking.	Accepts AI outputs without any verification.
Ethical application	Uses AI in line with ethical principles (fairness, respect, non-discrimination).	Generally ethical use, with minor aspects to improve.	Limited or low awareness of ethical implications.	Uses AI in a way that raises clear ethical concerns.
Data protection and privacy	Avoids sharing personal data and shows strong awareness of privacy issues.	Shows a responsible attitude, with minor omissions.	Has basic awareness of privacy but applies it inconsistently.	Inappropriate use of personal data or no awareness of privacy risks.
Autonomy and learning	AI supports learning without replacing personal work.	AI supports the task, with some dependency.	Clear dependency on AI to complete the task.	AI clearly replaces the learner's own work.



PARTNERS



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