

The first two mobilities of Key Action 1 (KA1) of the Second Chance School of Volos for the 2025–2026 school year, in the Adult Education sector of the Erasmus+ 2021–2027 Programme, with code number 2025-1-EL01-KA121-ADU-000326339, took place in Barcelona from April 27 to May 2, 2026. The participants were Ms Kolitsa Chrysoula and Mr Papadimitriou Panagiotis who attended the course “There Is an AI for That”, organized by European Academy of Creativity S.L.



Day 1 – Introduction to AI in Education

The first day of the course focused on getting to know the participants and introducing the main objectives of the training programme. We participated in icebreaker activities and worked in small groups to build collaboration and communication among educators from different countries. Each participant presented their school, educational background and teaching context. The trainer also introduced us to the city of Barcelona and shared useful cultural information and recommendations about important landmarks and local traditions. Later, we explored the concept of Artificial Intelligence in education. We watched educational material related to AI and discussed key concepts through guided questions and interactive activities. We also learned how certain digital tools can help teachers monitor students’ participation, detect inappropriate language and identify other practices during online activities. This first session created a collaborative atmosphere and helped us better understand both the opportunities and ethical concerns related to AI in education.

Day 2 – Exploring AI Chatbots and Prompt Engineering

During the second day, we explored three important AI tools: ChatGPT, Gemini, and Claude. The trainer introduced us to the personalization settings of ChatGPT and explained how these settings can improve the quality of generated responses. We wrote the same prompt in all three tools and compared the answers critically. This activity helped us understand the strengths and differences between various AI systems. We also watched a video about “AI Literacy for Educators” and discussed the importance of developing digital and critical thinking skills in modern education. Afterwards, we created a personal teaching profile document describing our teaching style, students’ needs and classroom context. We uploaded this document into the AI

tools and repeated the prompt activity. The results became more personalized and relevant, demonstrating how AI can support differentiated instruction and lesson planning.



Day 3 – AI Tools for Creativity and Lesson Planning

The third day focused on creating educational chatbots and exploring creative AI applications. We learned how to create Gems in Gemini and experimented with storybook creation and interactive educational content. We also explored custom GPTs and the Artifacts feature in Claude, discovering new ways to organize information and generate classroom materials. One of the most useful activities was identifying our students’ learning profiles and using AI tools to design differentiated lesson plans adapted to their needs and interests. At the end of the session, we became familiar with the Brisk tool, which can support teachers in monitoring students’ progress, classroom discussions, and learning objectives. This day emphasized creativity, inclusion and practical classroom implementation of AI technologies.

Day 4 – Thinking Routines and Museum Activities

The fourth day took place at the National Art Museum of Catalonia in Barcelona. We participated in experiential learning activities connected with art, critical thinking, and artificial intelligence. Using the thinking routine “See – Feel – Wonder,” we observed a painting by Joan Miró and exchanged ideas, emotions and interpretations with other participants. Later, we worked in teams and completed several missions inside the museum. Each team had to locate artworks and apply different thinking

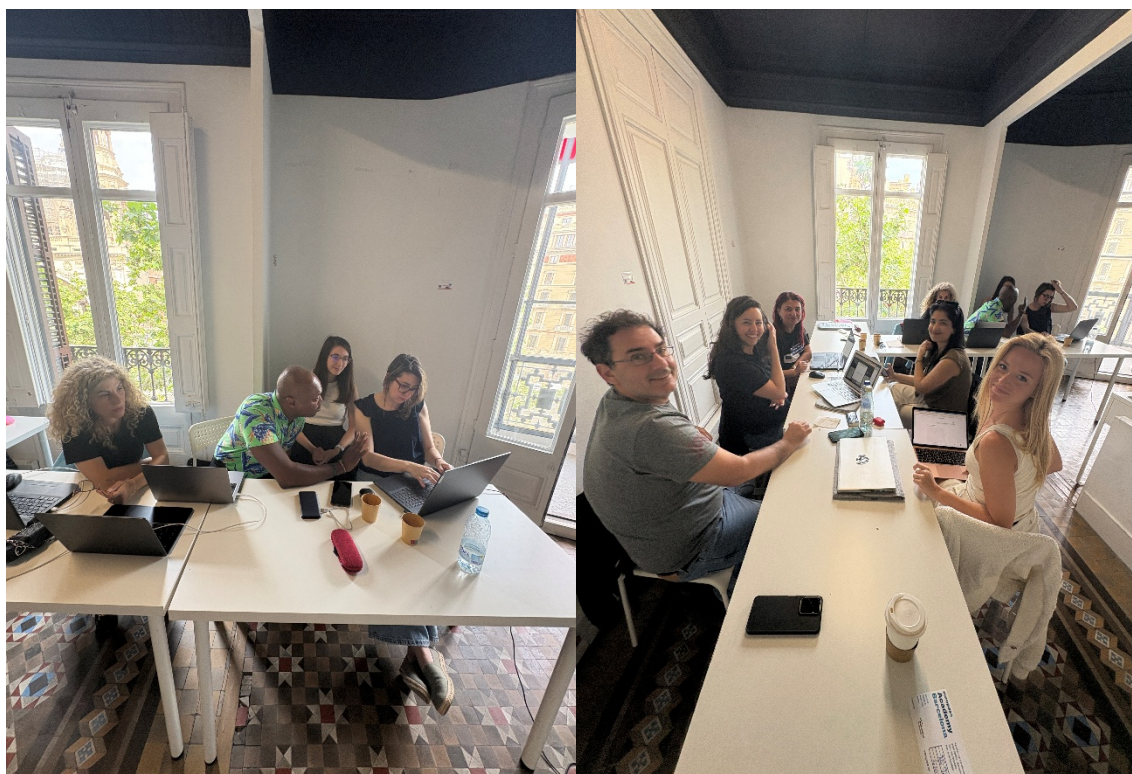
routines such as: Think – Feel – Care, Think – Puzzle – Explore, Claim – Support – Question , E – Excited, W – Worrysome, N – Need, S – Step Next. The goal was to connect artistic interpretation with issues related to Artificial Intelligence and society. At the end of the activity, each group created short videos presenting the outcomes of their missions and reflections. This experience highlighted the importance of creativity, collaboration, and critical thinking in AI-supported education.



Day 5 – Reflection, Feedback, and AI Creativity

On the fifth day, we interacted with a chatbot called “Thinking Routines Assistant,” designed by the trainer to support teachers in selecting appropriate thinking routines for classroom activities. We experimented with prompts such as asking the AI tool to analyze uploaded teaching materials and suggest suitable thinking routines that could help students develop critical thinking dispositions. Later, we worked collaboratively in groups and provided peer feedback on the museum missions completed the previous day. The feedback process followed specific evaluation criteria and encouraged constructive discussion among participants. Each group also created a visual representation of its feedback, using AI-generated images, combining creativity with reflective practice. Finally, all participants shared feedback about the course experience through an open discussion. To conclude the day in a

creative way, we used Suno AI to generate a collaborative feedback song about the



course and our learning journey.

Day 6 – Course Closure and Cultural Experience



The final day was dedicated to course evaluation, reflection, and cultural activities. Participants discussed the knowledge and competencies acquired throughout the week and reflected on how AI tools can support innovative and inclusive teaching practices. We exchanged ideas about future classroom applications and discussed ways to integrate AI responsibly and ethically into education. At the end of the course, all participants received their Certificates of Attendance and celebrated the successful completion of the mobility experience. The day also included cultural activities and opportunities to explore

Barcelona further, strengthening intercultural communication and collaboration among educators from different European countries. The Erasmus+ mobility experience was both professionally enriching and personally inspiring, providing valuable tools, new perspectives, and international connections that will continue to influence our educational practice.