

ONLINE COURSE | 30 hours

Artificial Intelligence in Education

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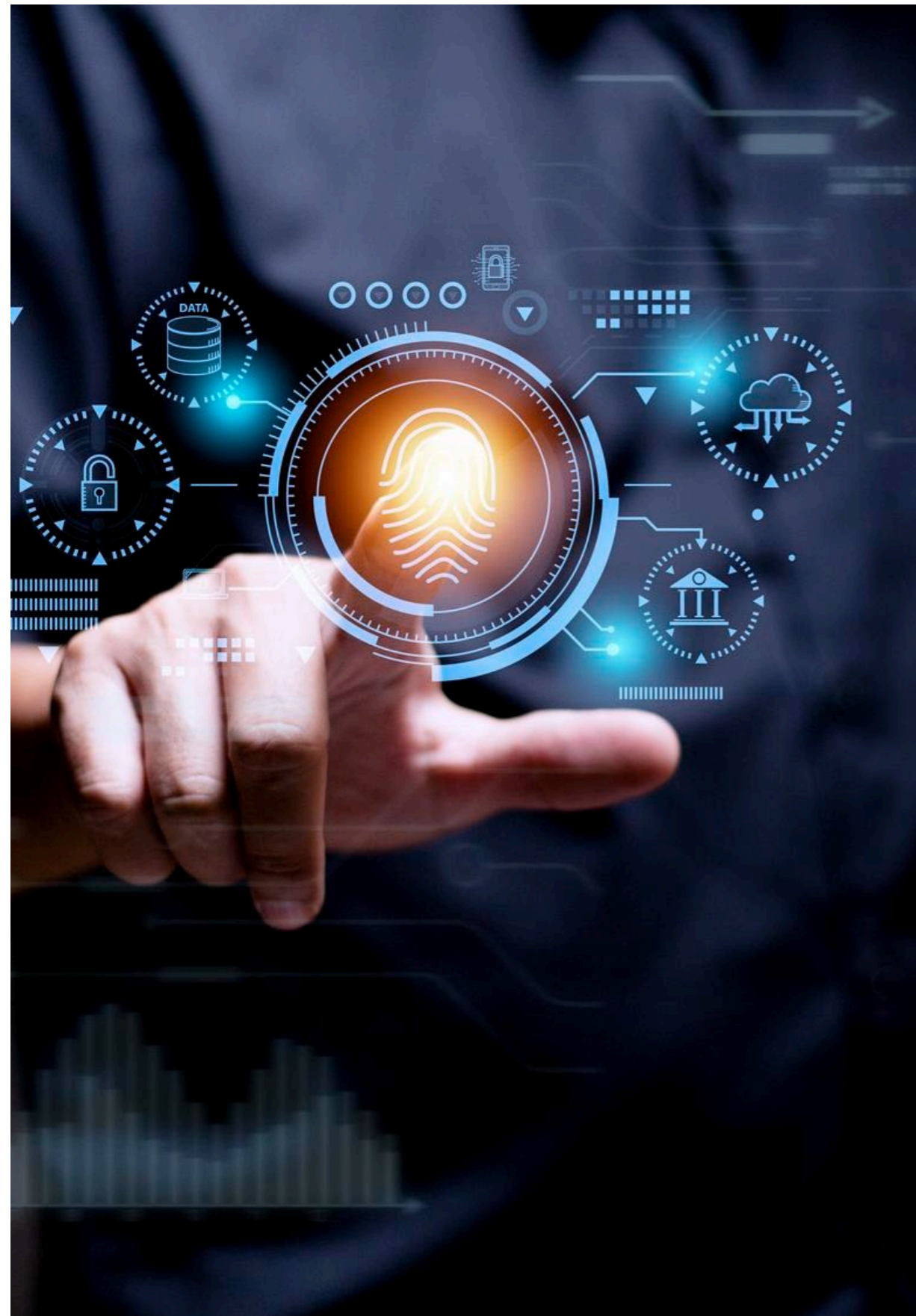
 **conecta 13**

Moving towards a digital future

In an increasingly digital world, education is in the midst of a revolution driven by Artificial Intelligence (AI). Understanding how AI is transforming teaching and learning is essential for teachers who want to be at the forefront of education.

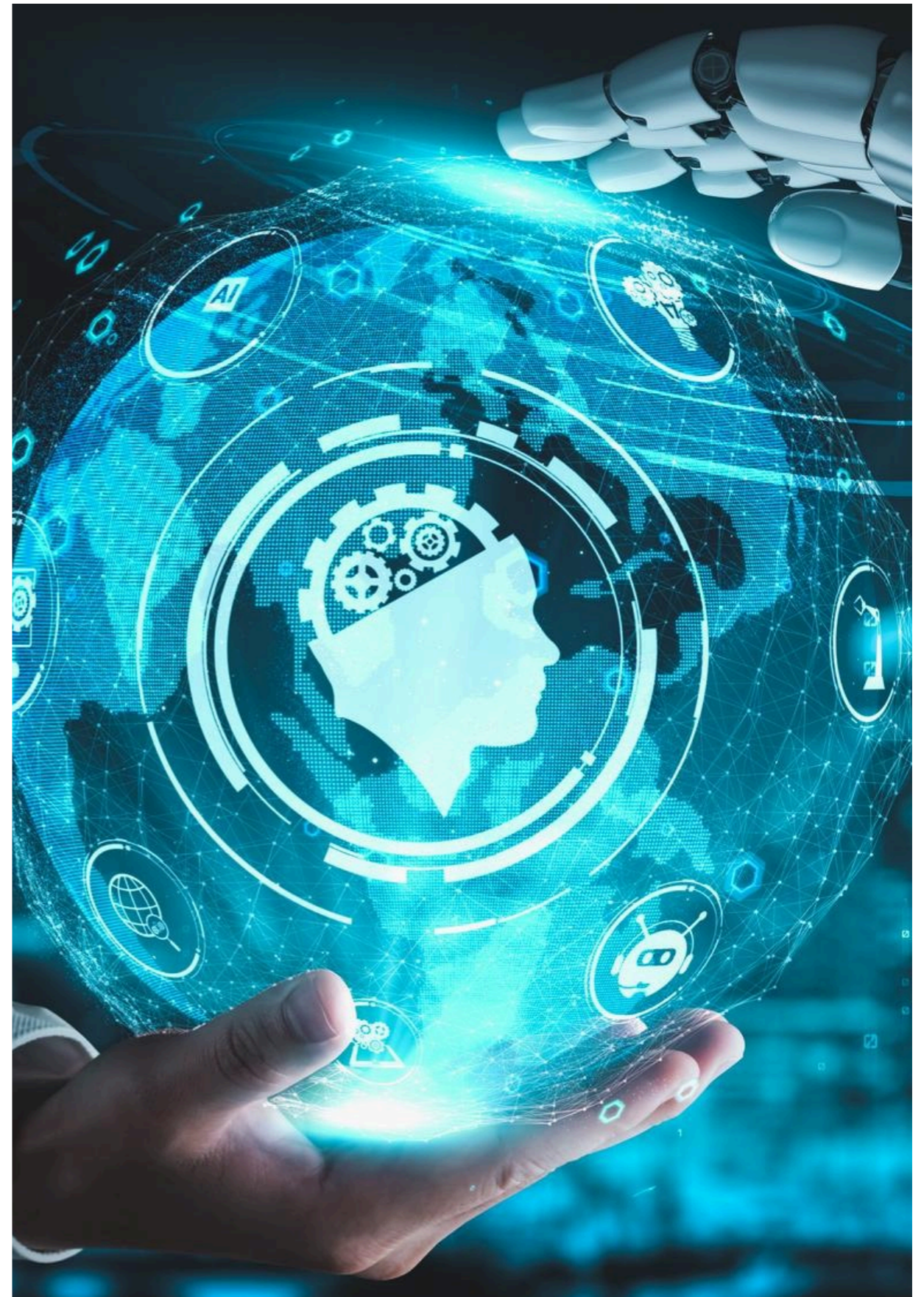
AI is changing the way we teach and learn. It is no longer the future, it is the present. Understanding how AI can empower your teaching is essential to staying current and relevant in the field of education. From automated assessment to creating personalised learning materials, AI is transforming every aspect of education. This course will give you the skills you need to make the most of these innovations.

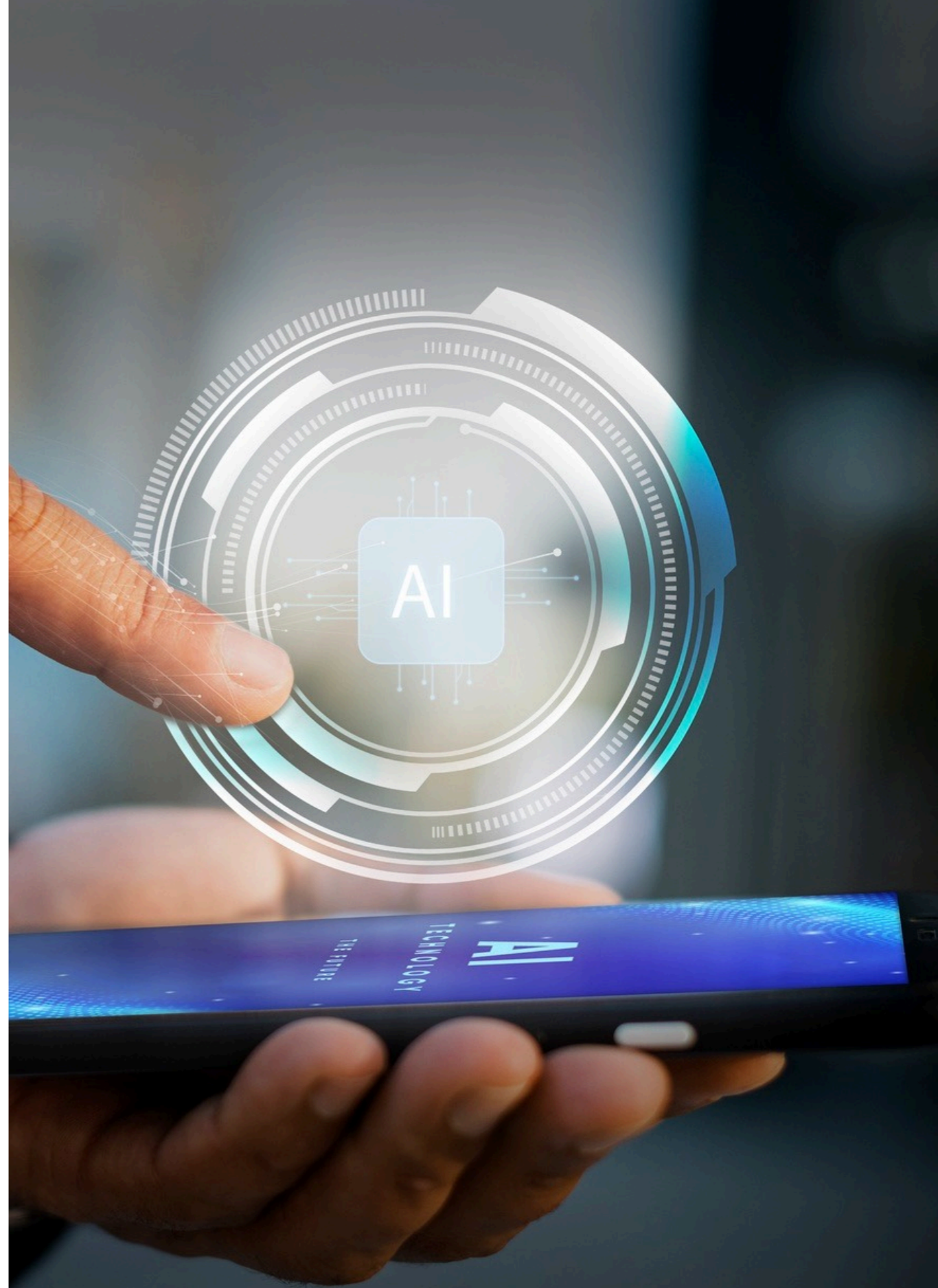
Want to make a difference in your classroom and explore the digital future that AI brings? Join us for this online course and discover how AI can transform the way you teach and the way your students learn.



Índice

Objectives	4
Topics	7
Methodology	9
Evaluation	11
Competences	13
Authorship & Coordination	14
Tutoring	22
Subsidised Training	24
Conecta13	26
Contact details	28





OBJECTIVES

General Objectives

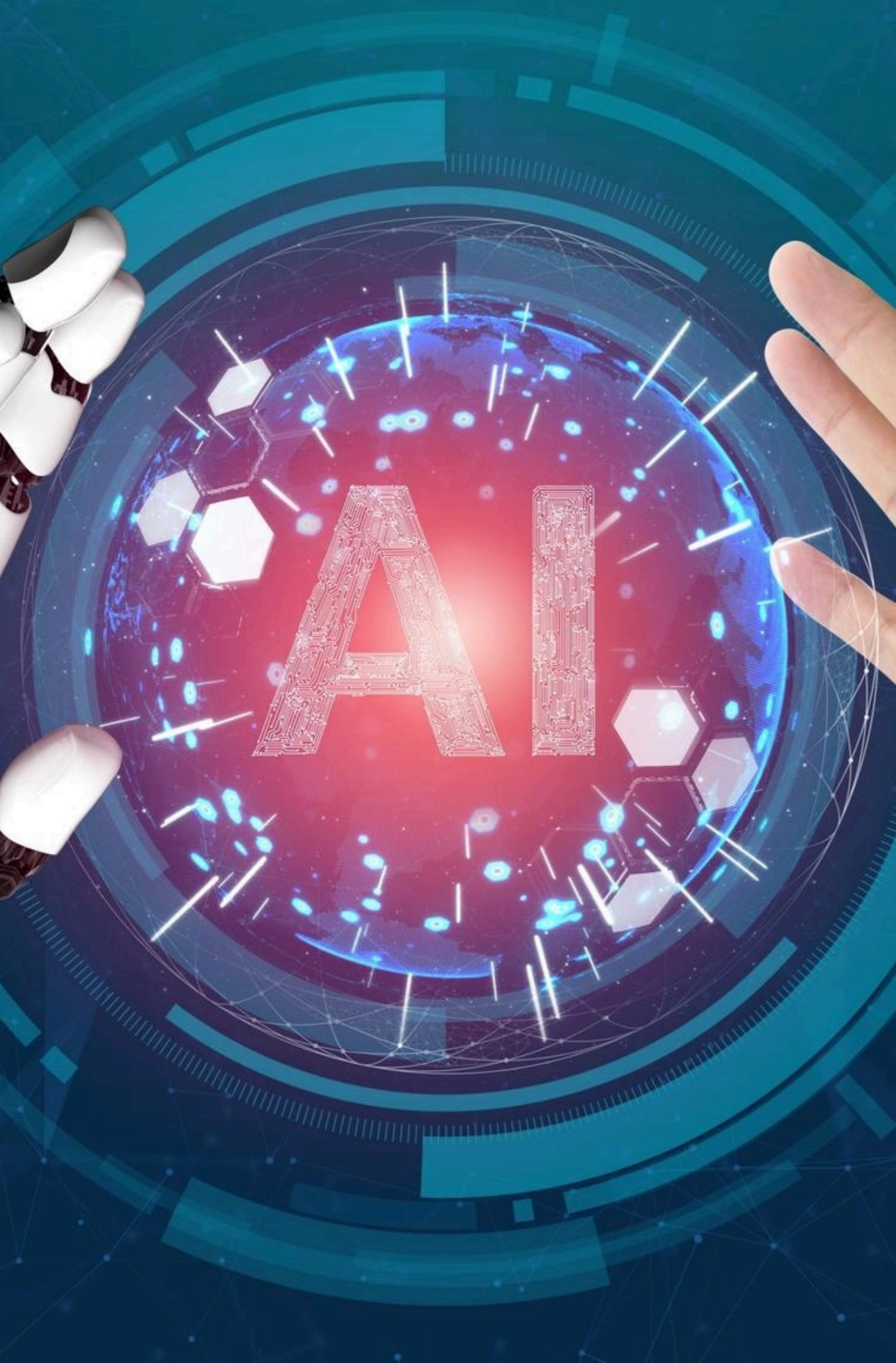
- To understand the fundamental concepts of Artificial Intelligence and its application in the field of education, developing a critical and reflective view of its implications and potential.
- To explore and acquire practical knowledge on how to use Artificial Intelligence to improve teaching, learning and teaching professional development, promoting innovation and continuous improvement in the educational context.



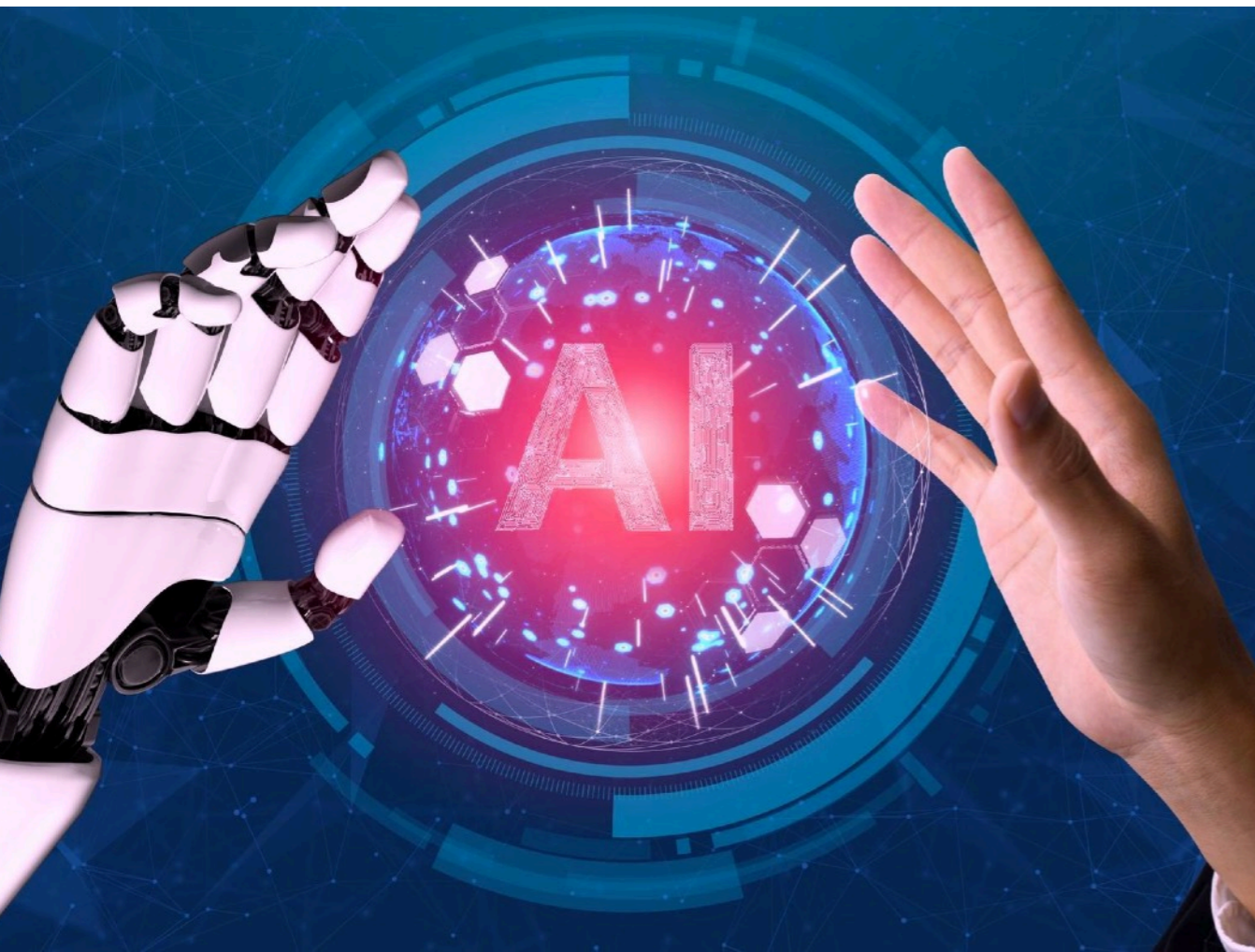
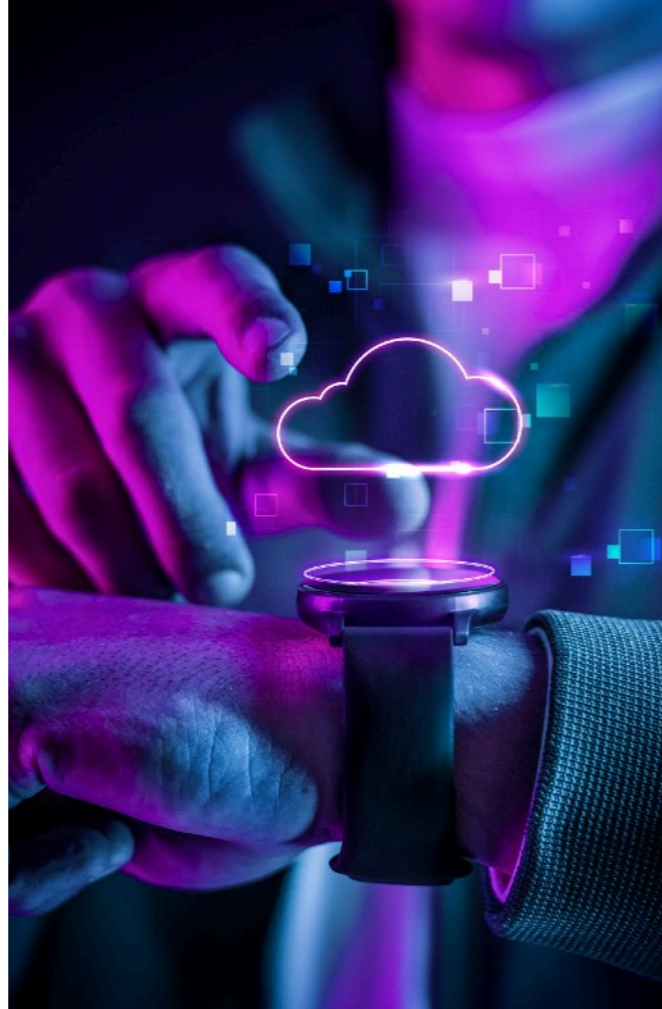
Specific objectives

- To understand the basic concepts of Artificial Intelligence and its relevance in the educational field.
- To explore the different applications of AI in education and how they can positively impact teaching and learning.
- Identify AI-based tools and resources that can support the planning, organisation and evaluation of teaching.
- Explore how AI can help personalise teaching and tailor it to the individual needs of learners.
- Analyse use cases of AI in teaching and its impact on improving educational outcomes.
- Understand how AI can enhance the learning process of students and encourage their active participation.
- Explore the use of intelligent tutoring systems, automatic feedback and personalised recommendations to optimise learning.
- Recognise how AI can support teachers' professional development and enhance their pedagogical skills.
- Identify AI tools that offer virtual assistance, data analysis and personalisation in teacher professional development.
- Reflect on the limits and challenges of AI in learning and on the role of teachers.
- Understand the ethical and social challenges related to the use of AI in education.
- Analyse issues of privacy, algorithmic bias and equity in the context of AI in education.
- To promote critical reflection and ethical responsibility in the implementation and use of AI in educational settings.





TOPICS



Unit 1: Introduction to Artificial Intelligence

- Fundamental concepts and historical review.
- Advanced AI models.

Unit 2: Using Artificial Intelligence for teaching

- Programming using generative AI tools.
- Use of AI in assessment.
- AI resources for teaching.

Unit 3: Using Artificial Intelligence for learning

- Importance of AI in today's learning.
- Use of AI in everyday learning activities.
- Networked learning to collaborate and cooperate with AI.

Unit 4: Using Artificial Intelligence for teacher professional development

- Teacher professional development in a digital world.
- AI strategies and tools for teacher professional development.

Unit 5: Ethics in the use of Artificial Intelligence in Education

- General introduction to ethics and its importance in the social context.
- Ethical use of Artificial Intelligence tools in teaching.



METHODOLOGY

Learning by doing

The didactic approach of this course is focused on 'learning by doing', so that the completion of tasks as well as the participation in the debates that are proposed throughout the course will be fundamental to achieve the objectives.

The online learning environment has a wide range of tools for student participation, assessment and online self-assessment. This allows for a continuous evaluation of the achievement of the specific objectives and the assimilation of the proposed contents. A tutoring team will accompany students in their learning process, taking charge of didactic facilitation, monitoring and offering the necessary indications at all times in order to help students progress in the course and successfully complete it. Likewise, communication channels will be set up so that participants can resolve any doubts about either the contents or technical issues.



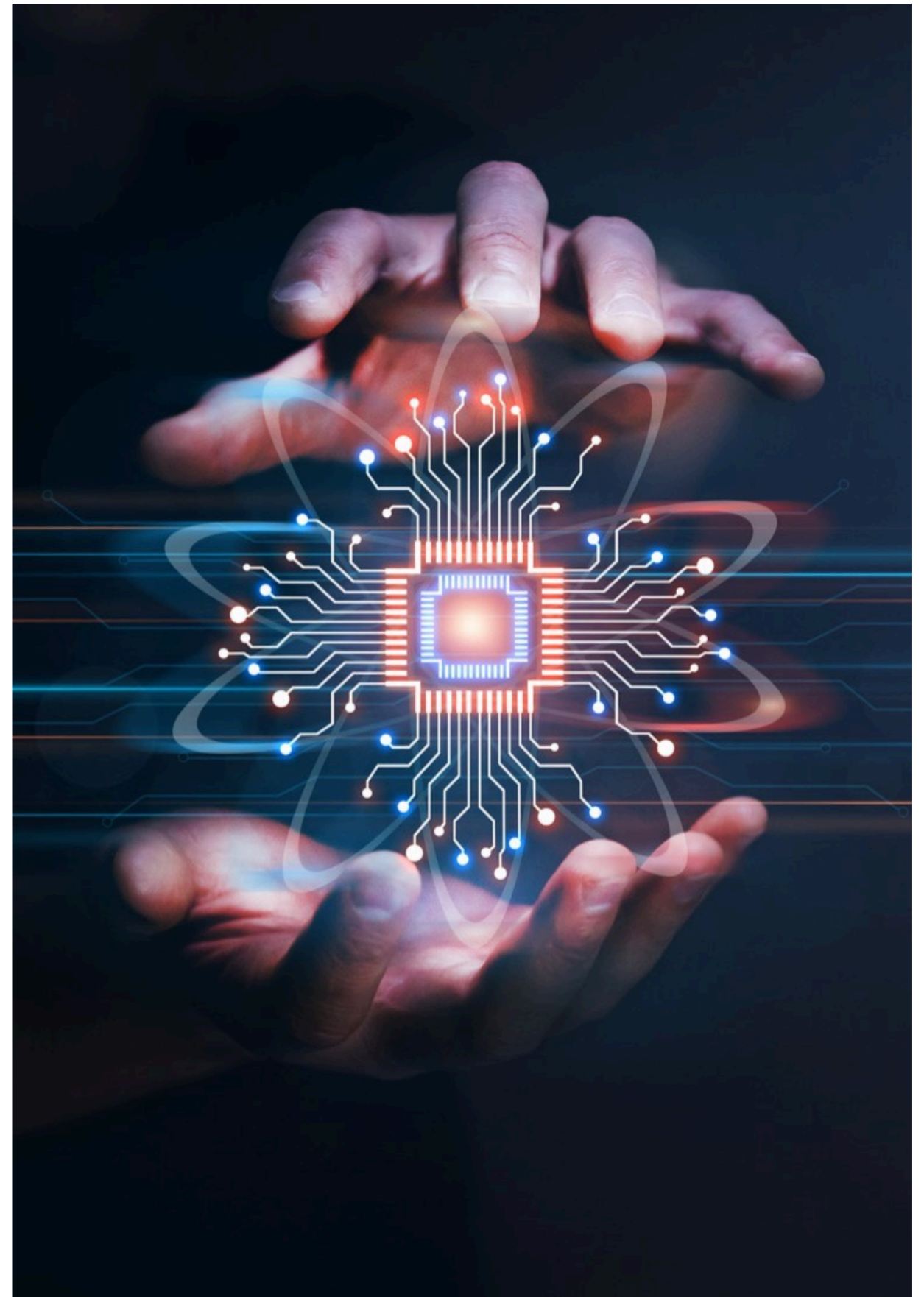


EVALUATION & COMPETENCES

Activities and tareas

The course will include different types of activities:

- Self-assessment tests, which will allow the participant to fix the key ideas of each module.
- Tasks, of an optional nature, which will allow participants to delve deeper into the contents of each module.
- A final project that aims to put into practice the knowledge acquired during the course. This task will be of a highly practical nature and will allow participating teachers to design an activity that can be carried out in the classroom, using Artificial Intelligence tools.



Professional Competences

The completion of this training action contributes to the development and improvement of the Digital Teaching Competence in the following areas:

- Competence 2.4 Collaboration through digital channels (level C1).
- Competence 1.2: Participation, collaboration and professional coordination (level B1).
- Competence 1.4. Continuous digital professional development (level B1).
- Competence 1.5. Personal data protection, privacy, security and digital well-being (level B1).
- Competence 2.2. Creating and modifying digital content (level B1).
- Competence 3.1. Teaching (level B1).
- Competence 5.2. Attending to personal differences in learning (level B1).
- Competence 5.3. Active engagement of learners in their own learning (B1 level).

As well as other types of basic competences related to:

- Didactic, organisational, teamwork, innovation and improvement, communicative and linguistic, or coexistence management competences, related to know-how and practical skills.
- Social competences, linked to knowing how to be and knowing how to behave, or to affective attitudes, communication and teamwork skills.





AUTHORSHIP & COORDINATION



Fernando Trujillo Sáez
Academic director of the course
University of Granada/
Conecta13

Fernando Trujillo holds a PhD in English Philology and is a university lecturer in the Department of Language and Literature Didactics. He teaches at the Faculty of Education, Economics and Technology in Ceuta (University of Granada).

He is the author of the course 'Artificial Intelligence (AI) and Language Teaching: Challenges and Possibilities,' offered by EU Academy (European Union).

He is a founding member and pedagogical scientific advisor of Conecta13, as well as director of the research group "Conocimiento Abierto para la Acción Social" (HUM-840) at the University of Granada.



David Álvarez Jiménez
Course coordinator
Conecta13

David Álvarez holds a degree in Exact Sciences (University of Granada) and is an expert in e-Learning (University of Seville). He has worked for eight years in public administration, managing and coordinating innovation projects for the Guadalinfo Network, such as the development of the first tool for managing Personal Learning Environments in Spanish.

He is founding partner and CEO of Conecta13, Spin-off of the University of Granada and member of the research group "Open Knowledge for Social Action" (HUM-840) of the University of Granada.

He coordinates the Conecta13 Communities of Practice project, which is currently being developed in several Andalusian organisations (city councils, provincial councils and educational centres).



Rocío Romero Zaliz

Author

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She holds a degree in Computer Science from the University of Buenos Aires and a PhD in Computer Science from the University of Granada. She has been a lecturer at both universities, teaching courses in various degrees, both undergraduate and postgraduate.

Her main research interests cover interdisciplinary topics in biology, medicine, chemistry and physics, with special interest in artificial neural networks. She is also a science communicator at the DaSCI research institute and is active in podcasts and social media.



César Poyatos Dorado

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Degree in Chemistry and PhD in Education, with extensive training related to education and pedagogy that is completed with a Master's degree in Information and Communication Technologies in Education.

He has been a teacher of ICT in the EIP teaching degrees of the UAM and a teacher in secondary education. Since 2005 he belongs to the research group "Didáctica, Internet y Multimedia. Tecnología Educativa" (PR008) of the Universidad Autónoma de Madrid. His areas of work and research include digital competence in teaching, educational use of ICT, active methodologies, mobile learning and teacher training.



Pablo Bongiovanni

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PhD in Education, he is the director of the Secondary School N° 8106 Don Bosco, Santa Fe (Argentina). Professor of Educational Technology and Educational Innovation at the Faculty of Philosophy and Humanities, Catholic University of Santa Fe. Postgraduate lecturer in the Specialisation in Educational Content Production and Digital Environments at the Faculty of Educational Sciences, at the National University of Entre Ríos.

He is also a content creator and tutor in each training itineraries, for the Ministry of Education of the Province of Santa Fe, Argentina and a member of the Academic Committee and postgraduate lecturer in the Master's Degree in Education, Innovation and Technologies at FLACSO Uruguay.



PhD in Pedagogy, Professor in the Department of Didactics and School Organisation of the Faculty of Education at the University of Murcia and member of the Educational Technology Research Group. She has participated in national and international projects related to the use of technology in different educational contexts.

Her current lines of research focus on computational thinking in education, educational robotics and AI in education.

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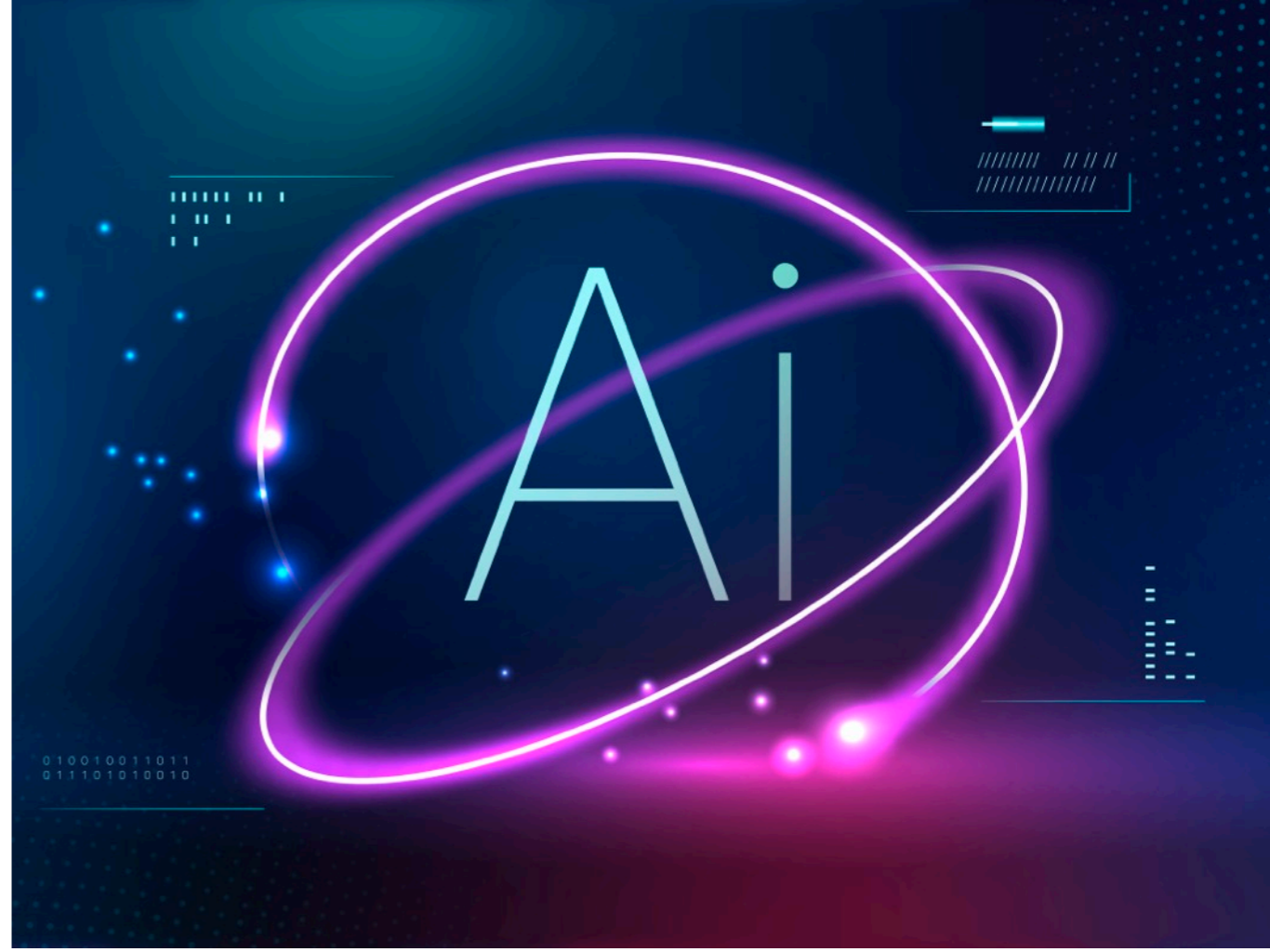
Maite López-Sánchez

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University of Barcelona

Professor of Artificial Intelligence at the University of Barcelona (UB), associate researcher at the Institute for Research in Artificial Intelligence (IIIA-CSIC), coordinator at the UB of the interuniversity master's degree in Artificial Intelligence (UPC-UB-URV) and emeritus member of the board of directors of the European Association of Multi-Agent Systems.

She has been a board member of the Catalan Association of Artificial Intelligence, research manager in the innovation department of the company Intelligent Software Components (iSOCO) and visiting researcher at the robotics laboratory of the University of Southern California (USC). Her current interests focus on the inclusion of moral values within autonomous systems and participatory democracy.

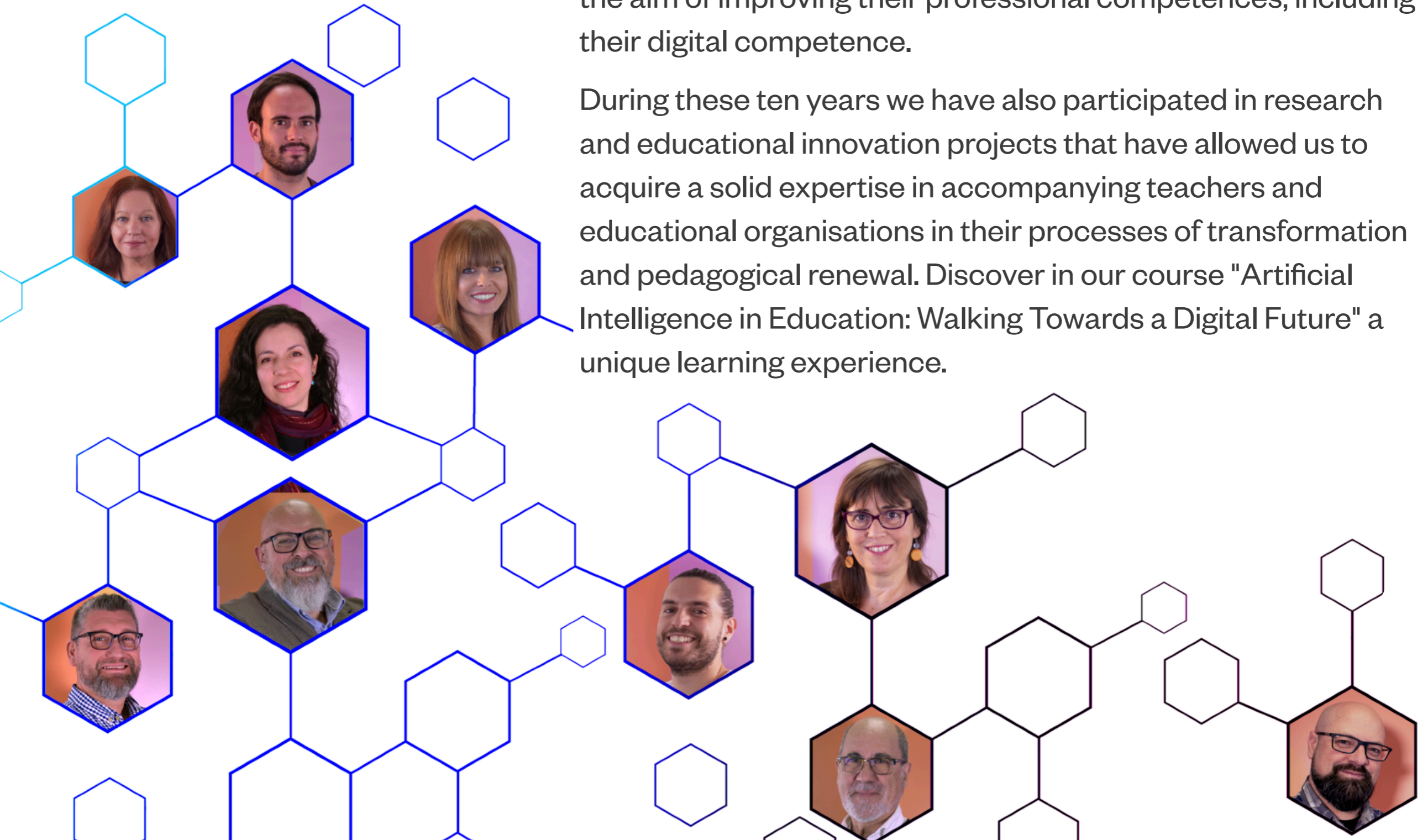


TUTORING

The Conecta13 Team

The Conecta13 team has been developing training activities for teachers at different educational levels for the last 10 years, with the aim of improving their professional competences, including their digital competence.

During these ten years we have also participated in research and educational innovation projects that have allowed us to acquire a solid expertise in accompanying teachers and educational organisations in their processes of transformation and pedagogical renewal. Discover in our course "Artificial Intelligence in Education: Walking Towards a Digital Future" a unique learning experience.





SUBSIDISED TRAINING

(Spanish Schools)



Subsidised Training *(for Spanish Schools)*

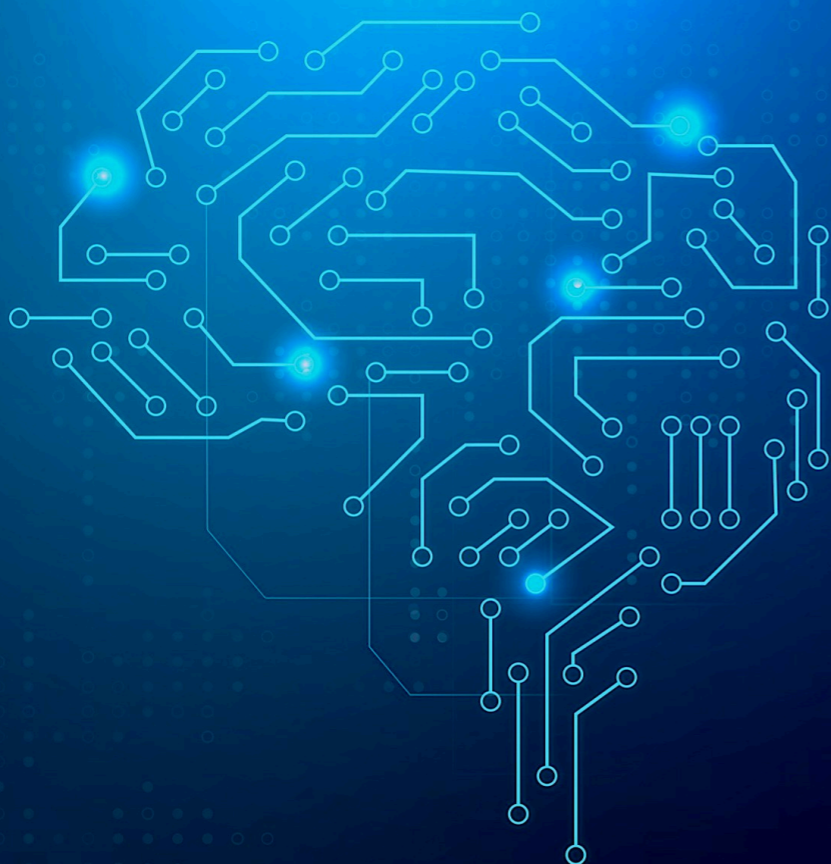
***Take advantage of your credits
to subsidise your course!***

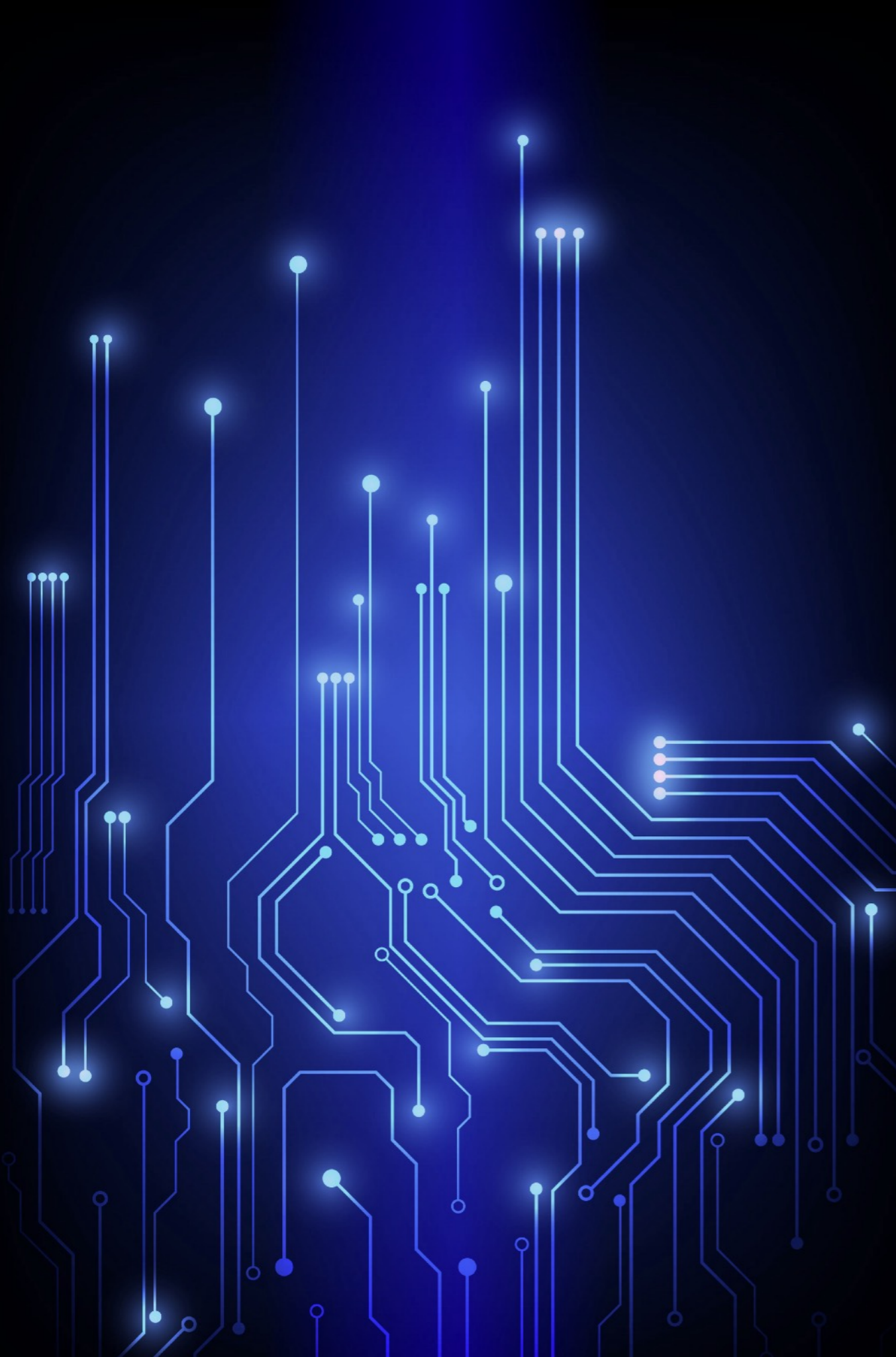
Subsidised training is subsidised training that allows your educational centre to advance in its transformation and improvement process. It offers your teaching staff training actions that help them to update their teaching skills.

Regulated by Ley 30/2015, of 9 September and by Decreto Real 694/2017, of 3 July. Contact us and we will take care of the management and crediting of your credits!

***Contact us and we will take care of the
management and crediting of your credits!***

info@conecta13.com





Spin-off of the University of Granada

Conecta13 is a knowledge-based company created as a spin-off of the University of Granada to offer quality professional and institutional development services, while maintaining a permanent research activity. All this has led it to be awarded in 2018 by the Social Council of the University of Granada for its contribution to knowledge transfer. Conecta13 is synonymous with innovation and technology from a humanistic perspective.

On the one hand, we are a spin-off, that is, a company that seeks to transfer the knowledge generated in a great university such as the University of Granada to society, knowledge related to educational and social innovation; on the other hand, our working tool is technology at the service of human, professional and social development, and in this sense we have achieved some important goals, such as being a company of national reference for the variety, number and quality of the massive online courses (MOOCs) included in our portfolio.



The two key features of Conecta13 are, on the one hand, that each new project is a learning experience in which we pour all our experience and capacity as teachers, as managers and as researchers: we are a company that learns.

On the other hand, Conecta13 is a Network-Society company and this is how we understand, in an open, connected and collaborative way, our work and our relationships with society and with other companies: we are a company that is not afraid to share because we are convinced that the more an organisation or a professional shares nowadays, the greater its social value and its growth potential.

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