

Report on the Erasmus+ Training Course

“AI and the 6Cs for Future-Ready Teaching”

Erasmus+ Project 2025-1-RS01-KA121-SCH-000307583

As part of the Erasmus+ accreditation project 2025-1-RS01-KA121-SCH-000307583, three teachers from Primary School “Treći kragujevački bataljon”, Kragujevac, Serbia – **Danijela Milanović Marković**, **Dijana Slavković**, and **Biljana Karalazić** – participated in a professional development training course entitled “*AI and the 6Cs for Future-Ready Teaching*”, held in Ljubljana, Slovenia, from 11 to 16 May 2026.

The six-day international training programme focused on equipping educators with the knowledge, skills, and competencies necessary for teaching and learning in the era of artificial intelligence and digital transformation. The course explored the integration of Artificial Intelligence (AI) into educational practice through the framework of the 6Cs of Deep Learning: Character, Citizenship, Collaboration, Communication, Critical Thinking, and Creativity. Through a combination of theoretical input, practical workshops, collaborative activities, reflective discussions, and hands-on experiences with AI tools, participants gained valuable insights into innovative pedagogical approaches designed to prepare students for the challenges and opportunities of the 21st century.

The training brought together 18 educators from different European countries, creating a dynamic international learning environment that fostered intercultural exchange, professional networking, and collaborative learning.



Day 1 / 11 May 2026 / Monday

Introduction to the Course and the 6Cs Framework

The training programme commenced with a comprehensive introduction to the course objectives, methodology, learning outcomes, and planned activities. Participants were welcomed by the course facilitators and introduced to the hosting organisation, the programme structure, and the cultural activities planned throughout the week.

The first workshop included a variety of icebreaker activities designed to establish a positive learning atmosphere and encourage interaction among participants. Through interactive communication tasks and team-building exercises, participants became acquainted with colleagues from different countries and educational backgrounds.

An important component of the opening session was the presentation of participants' schools, educational systems, and local communities. Teachers had the opportunity to introduce their institutions, share examples of good educational practice, and discuss current challenges and opportunities within their educational contexts. These presentations fostered intercultural understanding and professional dialogue among participants.

The second part of the day focused on introducing the concept of the 6Cs in education. Through presentations, discussions, and collaborative activities, participants explored the six key competencies identified as essential for future-ready learners: Character, Citizenship, Collaboration, Communication, Critical Thinking, and Creativity. Particular emphasis was placed on understanding how these competencies can be integrated into everyday classroom practice to promote holistic student development.



The final workshop introduced the role of Artificial Intelligence in education. Participants explored the transformative potential of AI technologies and discussed their impact on teaching, learning, assessment, and educational innovation. Various examples of AI-assisted educational practices were presented, demonstrating how AI tools can support personalised learning, enhance student engagement, and facilitate the development of 21st-century competencies.

The activities implemented during the first day successfully promoted collaboration, communication, critical thinking, creativity, and awareness of responsible AI use in educational settings.

Day 2 / 12 May 2026 / Tuesday

Creativity and Artificial Intelligence

The second day was dedicated to exploring the relationship between creativity and artificial intelligence.

The morning session began with the workshop “*What is Creativity?*”, during which participants engaged in a series of thought-provoking activities, including “Twelve” and “What Is This?”. These exercises encouraged divergent thinking, flexible problem-solving, and the exploration of multiple perspectives. Participants were challenged to generate innovative ideas, identify unconventional solutions, and reflect on the cognitive processes that support creativity.

The next workshop focused on the concept of the Growth Mindset. Through reflective discussions and practical activities, participants analysed the differences between fixed and growth mindsets and explored how beliefs about intelligence, effort, and learning influence student motivation and achievement. The workshop highlighted the importance of fostering resilience, perseverance, and a positive attitude towards mistakes as opportunities for learning.



The afternoon session provided extensive hands-on experience with AI-powered educational tools. Participants worked with ChatGPT, Google Gemini, and Gamma, exploring their functionalities and educational applications. Teachers experimented with generating lesson plans, creating teaching materials, designing classroom activities, developing discussion prompts, and producing visual content. Particular attention was given to prompt engineering and strategies for obtaining effective and pedagogically meaningful outputs from AI systems.

The practical workshops demonstrated how AI can support creativity by generating ideas, facilitating content creation, enhancing visual communication, and encouraging innovative instructional design. Participants developed practical skills that can be directly transferred to classroom practice.

Day 3 / 13 May 2026 / Wednesday

Critical Thinking and Artificial Intelligence

The third day focused on the development of critical thinking skills in the context of increasing reliance on AI-generated content.

The first workshop introduced strategies for using Artificial Intelligence as a tool for promoting analytical thinking. Through case studies and role-playing activities, participants examined the opportunities and limitations of AI technologies and explored methods for encouraging students to evaluate information critically.

A particularly engaging activity entitled “*Two Truths and a Lie*” challenged participants to distinguish between accurate and inaccurate information. Through collaborative analysis and discussion, teachers practised identifying misinformation, verifying sources, and assessing the reliability of information.



The workshop “*Challenge the AI*” provided opportunities to critically examine AI-generated responses. Participants analysed outputs produced by different AI systems, identified inaccuracies, biases, stereotypes, and limitations, and discussed the importance of maintaining human oversight when using AI technologies in educational contexts. This activity highlighted the necessity of developing digital literacy and critical evaluation skills among both teachers and students.

The day concluded with the collaborative case study “*Lost at Sea*,” a well-known decision-making exercise requiring participants to prioritise survival items and justify their choices. Working in teams, participants engaged in negotiation, argumentation, evidence-based reasoning, and collaborative problem-solving. The activity successfully demonstrated how critical thinking, communication, and teamwork contribute to effective decision-making processes.



Throughout the day, participants strengthened their ability to evaluate information critically, make informed decisions, analyse arguments, and apply reflective thinking in both educational and real-life contexts.

Day 4 / 14 May 2026 / Thursday

Communication and Collaboration Through AI

The fourth day examined the role of communication and collaboration in contemporary learning environments and explored how AI technologies can support these competencies.

The morning workshop focused on communication styles and interpersonal interaction. Participants analysed different communication approaches, reflected on their own communication preferences, and practised assertive communication techniques. Through role-playing activities and collaborative discussions, teachers explored strategies for improving classroom communication, conflict resolution, and relationship building.

The workshop “*Human Knot*” served as an experiential learning activity designed to promote teamwork, cooperation, and collaborative problem-solving. Participants worked together to solve complex physical challenges requiring effective communication, leadership, negotiation, and mutual support.



Additional collaborative activities, including “*Human Shapes*” and “*Line Up*”, focused on non-verbal communication and group coordination. Participants completed tasks requiring them to communicate without speaking, thereby developing awareness of body language, observation skills, and alternative communication strategies.

Group activities incorporating AI-supported platforms further demonstrated how digital technologies can facilitate collaboration, project-based learning, and collective knowledge construction. Participants reflected on ways to integrate these approaches into their own teaching practice to support student engagement and teamwork.

The activities successfully strengthened participants’ communication, collaboration, creativity, and problem-solving skills while illustrating the pedagogical value of cooperative learning methodologies.

Day 5 / 15 May 2026 / Friday

Character and Citizenship in the Digital Age

The fifth day focused on ethical, social, and civic dimensions of education in the context of rapid technological development.

The workshop “*What Does It Mean to Be a Citizen?*” encouraged participants to reflect upon concepts of citizenship, responsibility, participation, and democratic engagement. Through discussions and collaborative activities, teachers explored how schools can foster active citizenship and prepare students to contribute positively to society.



The workshop “*Empathy and Perspective*” focused on developing social-emotional competencies and understanding diversity. Through experiential activities and guided reflection, participants examined different perspectives, discussed challenges related to inclusion and diversity, and explored strategies for promoting empathy within educational settings.



Particular emphasis was placed on the role of schools in fostering tolerance, respect, social responsibility, and intercultural understanding. Participants reflected on how educational activities can support students in becoming responsible and engaged members of both local and global communities.

The final workshop, “*Ethics and AI*”, addressed ethical considerations associated with the use of Artificial Intelligence in education. Participants discussed issues related to data privacy, algorithmic bias, academic integrity, transparency, accountability, and responsible technology use. Through case studies and group discussions, teachers explored practical strategies for promoting ethical digital citizenship among students.

The workshops contributed significantly to the development of participants’ understanding of character education, citizenship, ethics, social responsibility, and the responsible use of emerging technologies.

Day 6 / 16 May 2026 / Saturday

Course Evaluation, Certification, and Cultural Activities

The final day was dedicated to reflection, evaluation, and consolidation of learning outcomes. Participants reviewed the competencies developed throughout the training programme and engaged in structured discussions regarding the practical application of newly acquired knowledge and skills within their own educational contexts.



The course evaluation session provided opportunities for participants to share feedback, reflect on their learning journey, and identify future professional development goals. Discussions highlighted the value of integrating AI technologies with pedagogical principles that support the development of the 6Cs competencies.

Following the evaluation activities, participants received Certificates of Attendance recognising their successful completion of the training programme.



The programme concluded with cultural activities in Ljubljana, including a guided tour aboard the Urban Train. This experience enabled participants to explore the cultural and historical heritage of the Slovenian capital while strengthening interpersonal relationships and professional networks established during the course.

Artificial Intelligence Tools Explored During the Training

A significant component of the training focused on practical applications of contemporary AI tools in education.

Participants explored the educational potential of ChatGPT for generating texts, lesson plans, quizzes, classroom activities, and prompts, as well as for analysing and evaluating AI-generated content.

Claude was introduced as a powerful tool for text analysis, critical evaluation of information, and the creation of educational activities and instructional materials.

Perplexity AI was presented as an effective tool for information retrieval, content summarisation, fact-checking, and research-based learning.

Eduaide.AI demonstrated advanced functionalities for lesson planning, assessment design, quiz creation, development of 5E lesson plans, project-based learning activities, and instructional demonstrations aligned with the 6C competencies.

Participants also explored MagicSchool AI, which offers specialised tools for educators, including the generation of icebreaker activities, professional communication, document-based questioning, YouTube-based learning activities, classroom management strategies, and project-based learning design.

Gamma was used for creating professional presentations and visually appealing educational content, while Google Gemini and AI Image Generator were employed to generate realistic educational images and visual materials for classroom instruction.

Through practical experimentation with these tools, participants developed confidence in integrating AI technologies into teaching and learning while maintaining pedagogical quality, ethical awareness, and critical evaluation of AI-generated outputs.





Conclusion

The Erasmus+ training course “AI and the 6Cs for Future-Ready Teaching” provided an exceptionally valuable professional learning experience that successfully combined contemporary pedagogical theory with practical applications of Artificial Intelligence in education. The programme enabled participants to deepen their understanding of the 6Cs framework, strengthen digital and pedagogical competencies, explore innovative AI tools, and develop strategies for fostering creativity, critical thinking, communication, collaboration, character, and citizenship among students.

The knowledge and skills acquired during the mobility provide a strong foundation for the further development of innovative, student-centred, and future-oriented educational practices at Primary School “Treći kragujevački bataljon”. The course significantly contributed to the professional growth of participating teachers and supports the school's ongoing efforts to integrate digital technologies, promote media and digital literacy, strengthen critical thinking, and prepare students for active participation in an increasingly complex and technology-driven world.

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