



**AI goes
to School**



Newsletter #2

September 2026

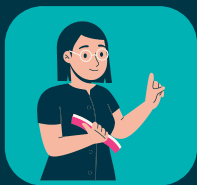
Back to school!

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Back to school

The school year is about to begin! To talk about AI with your students, follow this guide with its 6 steps and 9 questions to explore AI at a pace that makes sense for your classroom. You can always revisit each step as everyone gains confidence in exploring AI.



Talk about IA from 8 to 18

1 Explore students' preconceptions about AI. Use the list of questions.

2 Introduce the concept of AI: Machine learning; Algorithms; Generative AI.

3 Explore the importance of data quality for AI training.

4 Reflect on the ethical implications of using and creating with AI.

5 Demonstrate and explore practical applications and tools of AI.

6 Reflect on your experiences with AI. Use the list of questions.

Questions to get started

- What's the first thing that comes to mind when you hear the term "AI"?
- What do you know about AI?
- Where is AI used in our daily lives?
- Have you ever talked to an AI assistant—like Alexa or Siri? What was it like, or what do you imagine it would be like?
- There are self-driving cars. Would you be able to ride in one?
- Do robots think or have emotions like humans?
- What kinds of jobs could robots do? Will they replace certain professions?
- In the future, will we all need to know how to work with AI?
- How do you think AI will be used in the future?

Use and adapt the questions for steps 1 and 6

Colaboration between teacher Cláudia Meirinhos and AI goes to School

Teachers Stories



26 students in one classroom?

Basque teacher Amaia Urruzmendi Zendoia has been teaching for 37 years, and she hasn't always been a fan of AI in the classroom. She changed her mind when she realized she could never provide real-time feedback to more than 25 students at the same time and on her own. So she created Kontari: 10 to 11-year-old students first sketch out their story as a comic strip, then describe it, and only then write it down. The app highlights what's still missing. The stories turned out to be more detailed than ever. It has its limitations, but it's still worth it. As she says, the tool multiplies her efforts 26-fold.

<https://www.playlab.ai/blog/twenty-six-teachers-in-one-room/>

Students stories



Using AI for good

Hyunseo Lee and Grace Connelly, high school students (from Virginia, U.S.), developed Scammer Slammer, an app that detects scams in messages, emails, and ads, featuring four educational modules on how to recognize online scams.

<https://www.playlab.ai/blog/series-the-ai-tools-kids-built-themselves-5/>



Students against AI

Australian high school and college students protested against the construction of a data center, expressing concerns about the environmental impact and the use of AI in schools without clear guidelines.

<https://www.abc.net.au/news/2026-06-23/students-protest-ai-amid-growing-national-concerns/106808776>

News

PORTUGAL

The Priberam Dictionary already uses the new Portuguese LLM, AMALIA, to generate example sentences for words in their various meanings. (LinkedIn)

bit.ly/4zSfefs

MÉXICO

A national college entrance exam supervised by AI went so badly that 58,000 students will have to retake it. (Ars Technica)

bit.ly/3TaEm0y

CHINA

China wants to introduce legislation on the use of AI-generated human avatars, which are increasingly being used in healthcare, education and as social companions in the home. (Nature)

bit.ly/4i3dKJ2

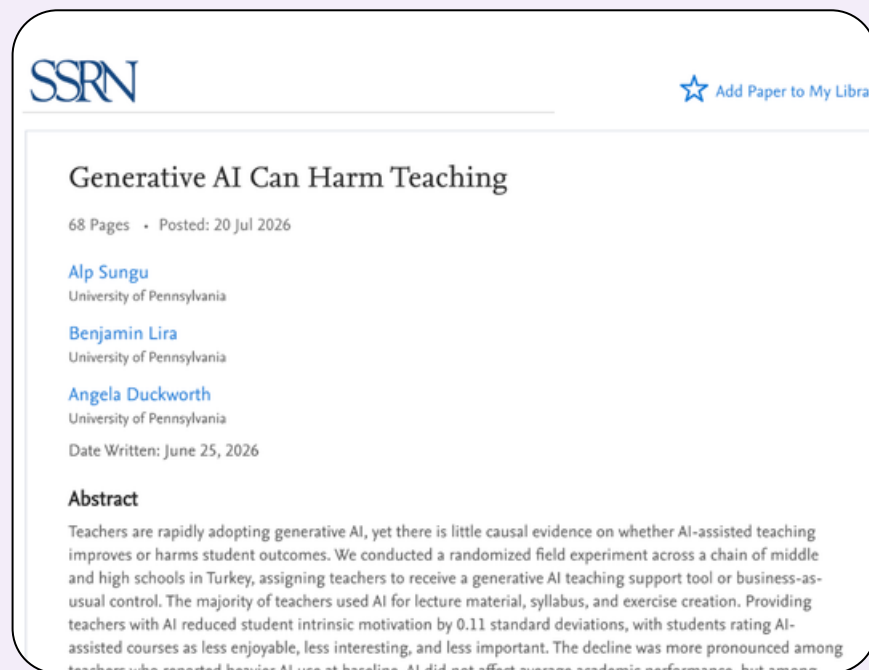


Practicing AI is not learning

A scientific study tested the use of GPT-4 in maths lessons with 1,000 pupils in Years 9 to 11 over the course of four lessons. A comparison was made between students using the general-purpose GPT-4 and the ‘GPT-4 Tutor’ – which uses the same chat interface but generates fewer false answers, and has a prompt designed to avoid giving direct answers and instead guides students step by step. Results show students performed better in the lessons where they used ‘GPT-4 Tutor’, but when the AI was taken away, their performance declined. The conclusions highlight the need for a thoughtful integration of generative AI into educational contexts, to ensure that human learning is preserved (Bastani, et al, 2025).

Bastani, H., Bastani, O., Sungu, A., Ge, H., Kabakcı, Ö., & Mariman, R. (2025). Generative AI without guardrails can harm learning: Evidence from high school mathematics. *Proceedings of the National Academy of Sciences*, 122(26), e2422633122. <https://doi.org/10.1073/pnas.2422633122>

Science



Generative AI can harm teaching

A randomised trial involving 193 teachers and 2,816 pupils in a school network in Turkey tested the effect of providing teachers with a generative AI tool to prepare lessons and materials. In classes where teachers used AI, students were less motivated, and in classes taught by teachers already considered weaker, grades and confidence also declined. These findings help explain why: teachers used AI primarily to generate materials (66% of interactions); they used it less for pedagogical support tasks such as differentiation, correcting mistakes, and stress management (16%); and they accepted the output after, on average, only two requests, without significant revision. The study's authors summarize a hypothesis: the art of teaching is personal and creative, and the more students recognize their teacher's distinctive style, the more engaged they become (Sungu, et al, 2026).

Sungu, Alp and Lira, Benjamin and Duckworth, Angela, Generative AI Can Harm Teaching (June 25, 2026). Available at SSRN: <https://ssrn.com/abstract=7007339>

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