U.S. INSTITUTE OF PUBLIC EDUCATION

AI Explorers

I think. I choose. I create.

Learning with purpose
Parent, Educator, and Adult Workbook

Explore. Practise. Reflect.
Keep the learner's thinking at the centre.



Five practical lessons

Core course + adult extension

START HERE | YOUR TEACHING COMPASS



Make room for understanding

An applied learning programme from the U.S. Institute of Public Education. Build the judgment to use transformative AI tools in teaching, learning, and life transitions—with human agency at the centre.

The question that guides the course

What can the learner explain, choose, check, and use in a new situation after receiving help?

By the end, practise these five moves

- State the learning goal before choosing an AI tool.
- Recognise inaccurate or unhelpful feedback and replace it with a useful next step.
- Observe understanding through explanation and a new example while keeping access supports available.
- Set clear responsibilities for privacy, permission, review, and human support.
- Offer several ways to show the same learning and respond respectfully when a child questions feedback.

A flexible 60 minute pathway

Opening | 5 minutes	Name one task where a polished answer could hide incomplete understanding.
Five lessons | 40 minutes	Spend eight minutes on each lesson, including its practice activity.
Shared case | 10 minutes	Apply the lessons to the fictional playground example.
Action plan | 5 minutes	Choose one teaching change and a human review route.
Follow up | 10 minutes	Try a new example after a few days and discuss what carries over.

Use paper, counters, and fictional examples. No child AI account or paid service is needed. Choose the home or educator route. Extended writing and planning can continue after the session.

OPENING REFLECTION | 5 MINUTES



Look beyond the polished answer

Imagine this moment

Imagine a child submits an attractive playground design. An AI tool awards it a high score. The useful next conversation asks how the child chose its features, whose needs were considered, what evidence supports the design, and which parts still need checking. A score opens questions; the adult's job is to help make the learner's thinking visible.

What needs checking?

Name a task where polished work could hide incomplete understanding. What evidence would you inspect?

What could the learner explain?

Sketch or write two questions about the child's choices, reasons, or next example.

Use fictional examples throughout. Speak, sketch, or write: choose the format that helps you think.

LESSON 1 | LEARN | 8 MINUTES FOR THE SPREAD

Understand the tool

AI Can Help

Aim: Identify the tool’s purpose, its limits, and the adult who checks its output.

A fluent response can contain mistakes, unsupported assumptions, or advice that misses the learning goal. Begin with the actual task. Identify whether the tool suggests ideas, gives feedback, or makes a judgment. Check its output against the question and available evidence before sharing it with a child.

At home

Sit alongside the child. Check the suggestion before using it. Ask which part helps and which part feels confusing.

In an education setting

Try fictional sample work before using a tool with learner work. Compare suggestions with the lesson criteria and identify who resolves errors.

Try these words

“Let’s check this together. Show me where the suggestion fits your work.”

Framework lens: Technological innovation

Turn to the activity page. Compare with the teaching response guide after trying it.

LESSON 1 | TRY | SPEAK, SKETCH, OR WRITE



Feedback laboratory

Fictional learner work: 12 ÷ 3 = 5. Compare the comments. Check accuracy, then consider what each invites the learner to do.

A

“Five is correct.”

- [ ] Accurate
- [ ] Invites reasoning

B

“The answer is four.”

- [ ] Accurate
- [ ] Invites reasoning

C

“Arrange twelve counters into three equal groups. How many are in each group? Explain your picture.”

- [ ] Accurate
- [ ] Invites reasoning

Rewrite one comment

Give an accurate next step. A worked example may help the learner begin.

Tool, evidence, adult

What will the tool do, what evidence will be checked, and who makes the final teaching decision?

LESSON 2 | LEARN | 8 MINUTES FOR THE SPREAD

Make thinking visible

My Ideas Matter

Aim: Distinguish an assisted product from evidence of understanding.

Choose one specific learning goal, such as explaining equal groups or checking a design against two criteria. Invite a first idea before presenting suggestions. After help, ask the learner to explain one choice and try a similar example. Keep ordinary access supports, such as counters, drawing, speech, translation, or assistive communication, available.

At home

Ask a short explanation after a joint activity. Revisit the idea during a different everyday example.

In an education setting

Collect a first attempt, one reason for a revision, and a later example. Assess the stated learning goal using consistent criteria.

Try these words

“Which idea came from you? Why did you keep or change it? Where else could it work?”

Framework lens: Pedagogical alignment and learner needs

Turn to the activity page. Compare with the teaching response guide after trying it.

LESSON 2 | TRY | SPEAK, SKETCH, OR WRITE



Same idea in a new setting

Plan three moments: the child groups twelve counters into three equal groups with support; the child explains the picture in their chosen format; later, the child considers fifteen counters in three equal groups. During the later example, avoid AI supplying the answer. Record the support used and what the child explains.

1. Begin with support

Twelve counters in three equal groups. What prompt or demonstration helps the child begin?

2. Explain a choice

How will the learner show the equal-groups idea? Record the response format and access supports.

3. Try a new example

Later: fifteen counters in three equal groups. What will you observe while AI does not supply the answer?

What will count as understanding, and what new example will help reveal it?

Share responsibility

Ask, Check, and Get Support

Aim: Define permissions, decision roles, and a reliable route to human review.

Adults set the purpose and limits of a learning activity. Explain what information may be used, who checks advice, when the activity pauses, and how a child can ask another person for help. A child’s question about feedback deserves examination. Decisions that affect grading, placement, or opportunity require accountable human judgment and a clear way to request review.

At home

Agree on one adult role for help and a second role when the first person is unavailable. Use fictional examples to practise asking.

In an education setting

Name the staff role responsible for review. State how learners and families request review and how a correction is communicated.

Try these words

“You can question this result. Let’s look at the evidence and find the person who can resolve it.”

Framework lens: Institutional strategy and governance

Turn to the activity page. Compare with the teaching response guide after trying it.



A child challenges the feedback

A fictional AI comment says a drawing has no quiet corner. The child points to a labelled quiet corner. Role play the child, the adult, and the human reviewer. Inspect the drawing, identify the mistake, and decide how the feedback will be corrected. Let the child explain whether any revision is needed.

Child

Points to evidence

Adult

Checks the work

Reviewer

Resolves the question

Practise the conversation

Write or sketch the exchange. Let the child question the result and explain whether a revision is needed.

Name the review route

Use adult roles: who authorises use, pauses the task, reviews disagreement, and communicates a correction?

LESSON 4 | LEARN | 8 MINUTES FOR THE SPREAD

Give useful feedback

AI Can Help

Aim: Choose feedback that is accurate, understandable, and actionable.

Start by recognising what the learner is trying to do. Compare the work with the learning goal. Give one manageable next step, then invite a response. Questions, demonstrations, explanations, and worked examples each have a place. The adult selects the kind of support that helps this learner move forward.

At home

Use one question at a time. Pause when frustration rises and return with a demonstration or simpler example.

In an education setting

Review AI suggestions for accuracy, tone, relevance, and accessibility. Keep teaching criteria visible and moderate consequential judgments.

Try these words

“Here is what your work already shows. Choose one next step and tell me your reason.”

Framework lens: Faculty and professional readiness

Turn to the activity page. Compare with the teaching response guide after trying it.

LESSON 4 | TRY | SPEAK, SKETCH, OR WRITE



Rewrite a vague comment

Fictional mini-plan

A quiet area is shown. The entrance route is not described. The tool says: “Improve your playground.”

A fictional tool comments, “Improve your playground.” Rewrite it using the agreed goal: include a quiet area and a route without steps. Name an observed feature, identify a specific gap, and offer one next action. Then ask the child to explain the change they choose.

What the work shows

Name an observed feature and one specific gap.

One manageable next action

Write a comment that is accurate, understandable, and actionable.

The learner’s choice and reason

What precise feedback will help, and how will the learner respond to it?

LESSON 5 | LEARN | 8 MINUTES FOR THE SPREAD

Protect participation

My Information Matters

Aim: Protect information while offering fair ways to participate and show learning.

Design the activity so it works with invented information and without a child's own AI account. Adults check any tool's age terms, data practices, and suitability before use. Use only the information required for the learning purpose. Offer speech, drawing, writing, or building when these can demonstrate the same goal. Access support stays available during learning checks.

At home

Use invented details. Ask before sharing another person's work or image, then check whether sharing is appropriate.

In an education setting

Use approved tools and agreed data procedures. Identify access, retention, deletion, and review responsibilities before handling learner work.

Try these words

"Your information matters. You can show your understanding in a way that works for you."

Framework lens: Ethical and inclusive implementation

Turn to the activity page. Compare with the teaching response guide after trying it.

LESSON 5 | TRY | SPEAK, SKETCH, OR WRITE



Privacy editing studio

Cross out details this fictional task does not need. Keep only the learning goal and a generic description of the work.

Fictional prompt to edit

“Write feedback for Maya, age eight, who attends North School, has a medical diagnosis, and lives at 12 Cedar Road. Her playground drawing needs a quiet area.”

Rewrite the prompt

Use fictional information. Explain what the task actually needs.

A spoken response

How could the learner explain the same goal aloud?

A drawn response

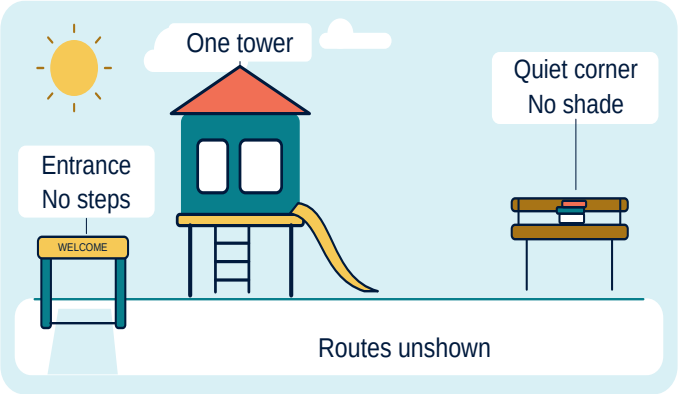
Sketch how a drawing could show that goal.

What can be removed from the prompt, and which response choices preserve the learning goal? Keep access supports available.

SHARED CASE | INVESTIGATE | 10 MINUTES FOR THE PAIR

A playground for everyone

All facts below are fictional. Inspect the plan before judging the feedback.



What the plan contains

- One climbing tower
- One quiet corner
- An entrance with no steps
- No shade over the quiet corner
- Other routes are not described

The fictional AI feedback

“Excellent. Every route is accessible and the quiet corner is shaded.”

Sort each claim and point to the evidence

The entrance has no steps.

Fact card from the plan

☐ Supported ☐ Contradicted ☐ More information

Every route is accessible.

Claim in the AI feedback

☐ Supported ☐ Contradicted ☐ More information

The quiet corner is shaded.

Claim in the AI feedback

☐ Supported ☐ Contradicted ☐ More information

SHARED CASE | TEACH AND TRANSFER



Choose a useful next step

Evidence for your judgments

Record one supported claim, one contradicted claim, and one claim that needs more information. Point to the plan.

Your teaching response

Give one accurate comment that leaves a meaningful choice with the learner. What will the child explain after revising?

A new setting: the library

Create a different fictional library plan. Write one later check that tests the same evidence-checking strategy. Keep access supports available.

Before teaching, ask all five questions

- What can the learner point to as evidence?
- What personal information does this task need?
- How can a child explain the design through speech, drawing, or a model?
- Who checks the AI feedback and resolves a disagreement?
- What new example will show whether the checking strategy carries over?

LEARNING CHECK | DISCUSS YOUR REASONS



Think through the choices

Choose one answer for each question. These practice checks support reflection; they do not certify teaching proficiency. Compare with page 24 after discussing your reasons.

1. A child submits a polished AI assisted answer. What is the most useful next teaching step?

- [ ] A. Award full understanding from appearance alone.
- [ ] B. Ask for the child's reasoning and try a related new example.
- [ ] C. Require the child to work without any accessibility support.

Reason for your choice

What evidence or learning goal guides your answer?

2. An AI comment conflicts with a labelled feature in a child's drawing. What should the adult do?

- [ ] A. Treat the tool's confidence as evidence.
- [ ] B. Require a revision before checking.
- [ ] C. Inspect the drawing with the child and correct the feedback when the evidence supports it.

Reason for your choice

What evidence or learning goal guides your answer?

LEARNING CHECK | DISCUSS YOUR REASONS



Think through the choices

Choose one answer for each question. These practice checks support reflection; they do not certify teaching proficiency. Compare with page 24 after discussing your reasons.

3. Which prompt is appropriate for this fictional practice activity?

- [ ] A. A generic description of the task and its learning goal.
- [ ] B. A child’s name, location, medical history, and unedited work.
- [ ] C. A classmate’s photograph supplied without review.

Reason for your choice

What evidence or learning goal guides your answer?

4. A learner explains equal groups accurately using counters but finds writing difficult. What should count?

- [ ] A. Writing speed alone.
- [ ] B. The explanation against the equal groups learning goal.
- [ ] C. An AI score without human interpretation.

Reason for your choice

What evidence or learning goal guides your answer?

TAKE INTO PRACTICE | 5 MINUTES FOR THE PAIR



Build your teaching plan

Choose one activity. Use fictional details and adult roles. A short answer, diagram, or sketch is enough.

1. Learning goal

The learner will be able to explain or demonstrate…

2. First idea

The learner begins by…

3. Useful support

The adult or tool may help by…

4. Evidence and new example

Understanding will be observed through…

Continue with privacy, human review, and follow up on the next page.

TAKE INTO PRACTICE | 5 MINUTES FOR THE PAIR



Prepare support and follow up

Choose one activity. Use fictional details and adult roles. A short answer, diagram, or sketch is enough.

5. Privacy and access

The activity uses fictional information and offers…

6. Human review

Questions or errors go to this adult role…

7. Follow up

After a few days, revisit the idea through…

Bring the plan into a short conversation with the adult who shares responsibility for the activity.

FOLLOW UP | 10 MINUTES AFTER A FEW DAYS

Notice what carries over

After a few days, offer a different fictional example. Invite the learner to explain, check, and choose using the same goal. Record a brief, non identifying observation of what carried over and what needs more teaching.

Learning goal and new example

What should the learner explain or demonstrate?

Response format and access supports

What supports remain available?

Explanation and evidence

What reason and evidence does the learner give?

Choice and checking

What is kept, changed, or questioned?

Support requested

What human help does the learner ask for or use?

Next teaching step

What needs further instruction or another example?

Record a specific observation, such as “The learner identified an unsupported route claim and explained the evidence using a drawing.” Keep access supports available. AI should not supply the answer.

CONNECT THE LEARNING | AGES 7 TO 10

Walk alongside AI Explorers

This companion supports the four AI Explorers modules within Dignity Education. The shared playground mission keeps the child's ideas, evidence, and choices visible.

AI Can Help

Understand the tool and Give useful feedback

Missions 1 and 2

My Ideas Matter

Make thinking visible

Missions 3 and 8

My Information Matters

Protect participation

Mission 5

Ask, Check, and Get Support

Share responsibility and Shared case

Missions 4, 6, and 7

A progress pause

- [ ] 1. Understand the tool
- [ ] 2. Make thinking visible
- [ ] 3. Share responsibility
- [ ] 4. Give useful feedback
- [ ] 5. Protect participation

One conversation to carry forward

Choose one teaching move to discuss with another adult.

Completion marks reflect your own progress. They do not certify proficiency.

Consider these responses

These models open discussion. Adapt the amount of support to what the learner currently understands.

1. Feedback laboratory

An effective revision is: “Try twelve counters in three equal groups. Count each group, then show why your answer fits.” Offer a worked example when the child needs instruction to begin; adjust the amount of help to what the child currently understands.

2. Same idea in a new setting

The goal is an explanation of equal groups. A correct answer with an unclear explanation invites further teaching. A thoughtful explanation using counters can show understanding even when writing is difficult. Use observations to choose the next lesson; allow a learner to ask for information or more practice.

3. A child challenges the feedback

A useful response is: “Your drawing shows the quiet corner. The comment missed it. Let’s correct the feedback and check whether any other point needs attention.” The adult verifies the evidence and follows the setting’s review procedure.

Keep ordinary access supports available during later learning checks. Observe the stated concept, record help, and use the result to choose further teaching.

Keep evidence and choice visible

4. Rewrite a vague comment

“Your plan includes a quiet area. The entrance route is still unclear. Draw or describe how someone could reach the quiet area without steps, then explain your route.” This feedback points to evidence and leaves a meaningful design decision with the learner.

5. Privacy editing studio

The task needs a design goal and a generic description of the work. Personal identifiers and a medical history add unnecessary disclosure. Equivalent response choices can make the learner’s ideas visible while the adult applies the same learning criteria. One possible prompt: “Suggest one clear question for a fictional playground design that needs a quiet area.”

Playground case: checking the claims

The entrance is described as having no steps. The plan does not establish that every route is accessible; more information is needed. The shade claim contradicts the plan. A useful next step asks the learner to add or explain shade, then inspect the other routes. A later check can use a fictional library plan with different facts.

One immediate teaching response

“Your quiet corner is shown clearly. Choose how to add shade, then explain the change.” Inspect the other routes as a subsequent step. One entrance feature does not establish the accessibility of the whole design.

A later library example

Use a fictional quiet reading area, an entrance with no steps, and a doorway whose width is unspecified. State that the reading corner receives direct sun and has no shade. Ask the learner to check a claim that every route is accessible and every reading space is shaded. Preserve the same response choices and access supports.

Support thoughtful practice

Knowledge check answers

1. B | Reasoning and a new example provide useful observations. Keep access supports available and record any help.

2. C | Evidence guides the review. The child can question feedback and receive a human explanation.

3. A | Use the minimum information needed for the learning task. Fictional examples support this course without personal disclosure.

4. B | Judge the intended concept. Different response formats can demonstrate the same learning when irrelevant demands are removed.

Facilitation and completion

- Use paper examples or displayed fictional text. A paid AI service and a child account are unnecessary for this course.
- Introduce the learning goal, model a respectful response to error, then invite adults to practise.
- Allow participants to speak, sketch, or write their answers. Use adult roles rather than names or private family information.
- Treat uncertainty as an invitation to check evidence. Avoid labelling a child from one answer or a platform score.
- Completion flags record the participant's own progress. Facilitators can discuss the practice activities separately. This course carries no claim of professional licensure, accreditation, or validated proficiency.

Ask for a reason, welcome uncertainty, and return to the evidence together.

Read the evidence with care

The five lesson domains draw on a higher education assessment framework. The workbook activities, prompts, illustrations, and worksheets are original USU teaching designs. These sources serve different purposes.

Conceptual framework

Joshua King Obeng-Nyarko. Artificial intelligence in higher education assessment as an ecosystem of pedagogy governance and legitimacy. Discover Education, 1 October 2026.

Original course design informed by the article's five domains. The paper is a conceptual synthesis of 58 selected publications and has no empirical validation of its model. Its illustration concerns higher education. The USU activities are original teaching exercises; outcomes for ages 7 to 10 require evaluation.

Read the full source

Classroom study

Bastani and colleagues. Generative AI without guardrails can harm learning. Proceedings of the National Academy of Sciences, 25 June 2025.

A classroom randomised study in secondary school mathematics distinguishes performance with AI support from later examination performance without it. Unrestricted help improved practice while reducing subsequent independent performance; the guarded tutor did not show an independent examination advantage over control. One school and short follow up limit generalisation.

Read the full source

Children and responsible AI

UNICEF Innocenti. Guidance on AI and children. Version 3.0, December 2025.

Official guidance informs the course's attention to participation, privacy, fairness, inclusion, and shared adult responsibility. Guidance is different from a trial of this curriculum.

Read the full source

Open the USU parent and educator course

ADULT LEARNING | OPTIONAL 15 MINUTE EXTENSION

Navigate change with confidence

Career changes, returning to study, caregiving, and relocation can create new learning demands. Use AI to organise possibilities, test assumptions, and prepare questions while retaining ownership of decisions.

Define the change

Name one decision, your immediate goal, and the constraints that matter: time, access, care responsibilities, or cost. Separate what is known from what remains uncertain.

Explore possibilities

Ask for two realistic pathways using a fictional profile. Compare their assumptions and trade-offs. Treat generated options as suggestions to examine.

Verify and connect

Check a requirement with its official provider. Ask a trusted educator, adviser, colleague, or support person to review the plan. Record questions that still need answers.

Take one step

Choose one manageable action for the next seven days, a review date, and an alternative if circumstances change. Explain why this step fits your priorities.

This extension is an original learning activity, not a tested transition intervention. AI suggestions do not establish eligibility, funding, qualifications, or personal outcomes. Use fictional profiles; keep identifying or sensitive details out of prompts.



Your next chapter

Try a fictional case

Alex is returning to study while caring for a relative. An AI response proposes a full-time course and says funding is guaranteed. Compare a part-time pathway. Check the actual timetable and funding conditions with the provider, then identify one question for a human adviser.

Learning check

Explain your choice without relying on the AI response. Identify one verified fact, one unresolved assumption, and who owns the final decision.

My next step

One decision and one action for the next seven days.

My evidence and support

A source to check, a person to consult, and a review date.

Use fictional details here. Keep personal information private. Revisit your plan on your review date and record what changed.

Train, Test, Try Again

Meet the Pattern Finder · A Playground Where Everyone Belongs

Choose one activity | 5 to 10 minutes | Ages 7 to 10

Choose one visible feature for sorting fictional playground picture cards, such as whether a bench has a backrest. Give examples to an adult playing the Pattern Finder. Keep two cards hidden for testing. Try an unfamiliar card, inspect a mistake, then revise the examples.

Guide the practice

1. Let the child choose the feature and label several fictional picture cards. Set aside two unseen examples. Use drawings of objects, not images of people.

2. The adult infers a pattern from the labelled examples and predicts a hidden card. The child compares the prediction with the chosen feature. Include a different-looking example or a card whose feature is unclear.

3. Discuss a mismatch or uncertainty, add a useful example, and test the other hidden card. Stop after one revision. Ask whose needs the sorting feature leaves unanswered.

Ask the learner

What pattern did the finder learn? Which examples were missing? What can this feature tell us, and what can it not tell us?

Notice and support

This is a paper analogy for learning from examples, not an actual trained AI model. A rule followed by an adult is not machine learning. One visible feature does not establish that a playground suits everyone; children choose what matters and identify further questions.

Show or say your next step

Revisit a different example after a few days. Keep access supports available. Use fictional details only; no child AI account is needed.

Start With Your Own Idea

My Playground, My Ideas · Ask, Check, Improve

Choose one activity | 5 to 10 minutes | Ages 7 to 10

Draw a playground before seeing suggestions. Complete the three-box reasoning card: My idea; Evidence I need; What remains unknown. Keep the first drawing. An adult reads: “A bigger slide would make your playground better.” Use your goal and evidence to keep, change, or decline the suggestion.

Guide the practice

1. Name or show one priority. Record it in My idea before revealing any suggestion.

2. In Evidence I need, choose a fact to check in the fictional plan. In What remains unknown, name a question the plan does not answer. Ask an adult to help check.

3. Read one fictional suggestion. Compare it with the original goal and checked evidence. Keep, change, or decline it, explain why, then stop at the agreed limit.

Ask the learner

Does this suggestion serve my goal? What might improve, and what might we lose?

Notice and support

Use sketches, spoken responses, movable cards, or adult scribing. Ask one box at a time. Do not require handwriting to show reasoning. A child’s plan can contain mistakes too: check it against the source rather than treating a first idea as proof.

My idea

Evidence I need

What remains unknown

Revisit a different example after a few days. Keep access supports available. Use fictional details only; no child AI account is needed.

Practise a Privacy Pause

Guard My Digital Door · Pause and Get Support

Choose one activity | 5 to 10 minutes | Ages 7 to 10

Role-play a fictional tool asking: “Tell me the playground designer’s name and upload their photograph.” Use a paper request card; do not supply real details. The child practises pausing. The adult practises a calm response and helps check whether any information is needed.

Guide the practice

1. Agree on a pause signal and a trusted-adult role with a backup. Use only fictional practice details.

2. Let the learner question the request, withhold the information, and signal a pause. Do not upload a photo or open an account.

3. The adult says: “You were right to stop. Let’s check what is needed.” Together decide whether to decline the request and continue on paper, or end the activity.

Ask the learner

Does this task need personal information? Do I have permission? Who can help me check?

Notice and support

For this fictional design task, neither a real name nor a photograph is necessary. Look for a sequence the learner can explain: withhold the detail, pause, seek trusted-adult support. Permission does not make unnecessary disclosure useful. Avoid turning the exercise into a test of obedience. Adult responsibility is observable too: respond calmly, check necessity and permissions, and offer a paper alternative. Children do not carry responsibility for evaluating a service’s privacy protections.

Show or say your next step

Revisit a different example after a few days. Keep access supports available. Use fictional details only; no child AI account is needed.

Research basis and limits

These activities are additions to the core course. Their purpose is to make choices, checks, and adult responsibilities visible. They are original curriculum adaptations; the sources did not test these exercises for ages 7 to 10.

Creating artificial intelligence: An active approach using machine learning in elementary education

Sara Redondo Duarte, José Manuel Sáez López | 22 October 2026 | International Journal of Systematic Innovation · Original research

Preliminary: the publisher reports improved knowledge-test scores in an uncontrolled pretest–posttest study with 996 pupils aged 10–11 across 11 schools. Full methods were not available for inspection. Enjoyment does not establish creativity or independent judgment. Direct age overlap is limited to age 10; the paper activity is an untested translation.
Read the original source

Paper-first knowledge engineering as a pedagogical framework for cognitive agency in AI-assisted learning

Gary Wayne Collins | 19 October 2026 | Contemporary Educational Technology · Qualitative design-based research

Preliminary: nine design cycles over two years involved 150 first-year university students and six design-team members. Observations and focus groups suggested more deliberate reasoning and checking after manual planning. One institution, no controlled causal estimate, and no established long-term transfer. Chronological ages were not reported; translation to ages 7–10 is substantial.
Read the original source

Shaping early childhood in the age of AI: holistic competencies, pedagogical practices, and ecological support

Li Pei | 21 October 2026 | Frontiers in Psychology · Systematic conceptual mapping review

Moderate for mapping themes across 86 resources, including 26 empirical papers; not evidence that a curriculum package works. Mixed source types, single-researcher coding without inter-coder reliability, and uneven geographic coverage limit conclusions. Focus: ages 0–8, with educator and broader developmental literature. Direct overlap at 7–8; ages 9–10 require translation. Play, adult support, and governance are recommendations, not outcomes of the proposed role-play.
Read the original source

Use as teaching observations

Notice what the learner says or shows, record helpful prompts, and choose one next step. Do not infer mastery from a single response. A pause is supported, not penalised. Adults check privacy requirements and resolve concerns.