

AI Hopes, Concerns & Classroom Uses

A collaborative reflection activity for exploring educators' expectations, concerns and practical experiences with AI in education.

FORMAT	GROUP SIZE	DURATION	MATERIALS
Small-group reflection + plenary discussion	3 participants per group	About 65-75 minutes	Post-its, markers, shared board/wall

Purpose

Use this activity at the beginning of an AI training session or professional-learning programme to make participants' existing views visible before introducing tools, methods or theory. The activity helps the group surface expectations, concerns and real classroom experience, then use them as a starting point for later discussion.

The three questions

HOPES	CONCERNS	CLASSROOM USES
What do we hope AI could make possible or improve in education?	What worries us about the use of AI in education?	What have we already tried, or what would we like to try, in practice?

Suggested session flow

1	Form the groups 5 min	Create groups of three. Where possible, mix participants from different countries, schools or professional backgrounds.
2	Small-group reflection 20 min	Each group agrees on 3 hopes, 3 concerns and 3 practical classroom uses. Write one idea per post-it.
3	Build the shared board 20 min	Groups place their post-its under the three headings and briefly explain their contributions to everyone.
4	Facilitated discussion 20-30 min	Read across the board, ask for clarification, cluster similar notes and explore shared or contrasting views.

How to lead the plenary discussion

The value of the activity comes from making the whole board visible and exploring it together. The facilitator does not need to evaluate or “correct” participants’ contributions. The aim is to clarify, connect and open questions for the rest of the programme.

A simple way to facilitate

- Invite groups to place all post-its on the board before the discussion starts.
- Read the notes aloud so everyone can see and hear the full picture.
- Ask short clarification questions when an idea is unclear or especially interesting.
- Move or cluster similar post-its together as patterns emerge.
- Notice similarities and differences across countries or professional contexts.
- Keep unresolved questions as a bridge to later sessions.

Useful facilitator questions

- Which hopes appear more than once?
- Which concerns are shared across groups?
- Which AI uses are already happening in classrooms?
- Where do participants see AI differently?
- Which hopes should we explore further?
- Which concerns should we keep in mind during the week?

Facilitator tip: Do not rush to evaluate the answers. First make the different perspectives visible; then use recurring themes, differences and unexpected ideas to open the conversation.

Optional follow-up

At the end of the wider training programme, revisit the original board. Ask participants whether any hopes, concerns or intended classroom uses have changed. This can turn the opening activity into a simple before-and-after reflection without adding a formal survey.

Developed and tested in AICC

This activity was used during the Florina 2026 activity of the Erasmus+ project From Interaction to Co-Creation: AI’s Role in the Classroom (AICC). It was designed as a low-threshold opening activity for educators from different European contexts.