

Pitch for Workshop 1: *“Perspectives on AI (em)powered Training and Practice”*



International Speakers

- Dr. Oliver Nahm, *Federal Institute for Vocational Education and Training (BIBB)*, Germany
- Rune Gråbæk and Lars Reng, *Zealand Business College*, Denmark
- Wassila Ben Aissa and two technical experts from *Migration & TVET Programme of GIZ*, Tunisia

PERSPECTIVES ON AI (EM)POWERED TRAINING AND PRACTICE



THAMM^{plus}

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IA Pour la comparaison des programmes de formation Tunisiens & Allemands !

Une plateforme inédite permettant de définir les similitudes et les écarts entre référentiels de formation

Partenariats Employabilité Mobilité
 Gouvernance de la migration Comparaison

Join us!

And explore the potential & challenges of AI in training.



Workshop 1:

“Perspectives on AI (em)powered Training and Practice”





Guiding questions

- *How can AI **empower** trainers and learners rather than replace them?*
- *What are the **opportunities** and **ethical considerations** of AI in training?*
- *How can we ensure that AI is integrated in ways that truly **benefit** users, practitioners and learners?*

AI ranger



- A framework to define the extent of AI use in student assignments. Five levels, ranging from 'No AI use allowed' to 'Full AI integration permitted'
- Each assignment given to students is assigned a specific AI usage level, ensuring clarity on how AI tools can be utilized.

presented at OER 2024, Bas Heerik & Dimitri vanDillen

AI ranger



Level 1 assignment: No AI allowed.

Level 2 assignment: AI for ideas or structure.

Submitted assignments must not contain any AI-generated content.

Level 3 assignment: AI may be used to enhance and refine your own work.

AI may not generate new content, and students must submit their original, unaltered work

Level 4 assignment: AI may be used to supplement the student's work and assist in creating sections of the assignment.

Students must clearly indicate where AI has been used in their work.

Level 5 assignment: AI fully allowed

AI can be used anywhere and students are not required to disclose where AI has been used in their work.

AI ranger

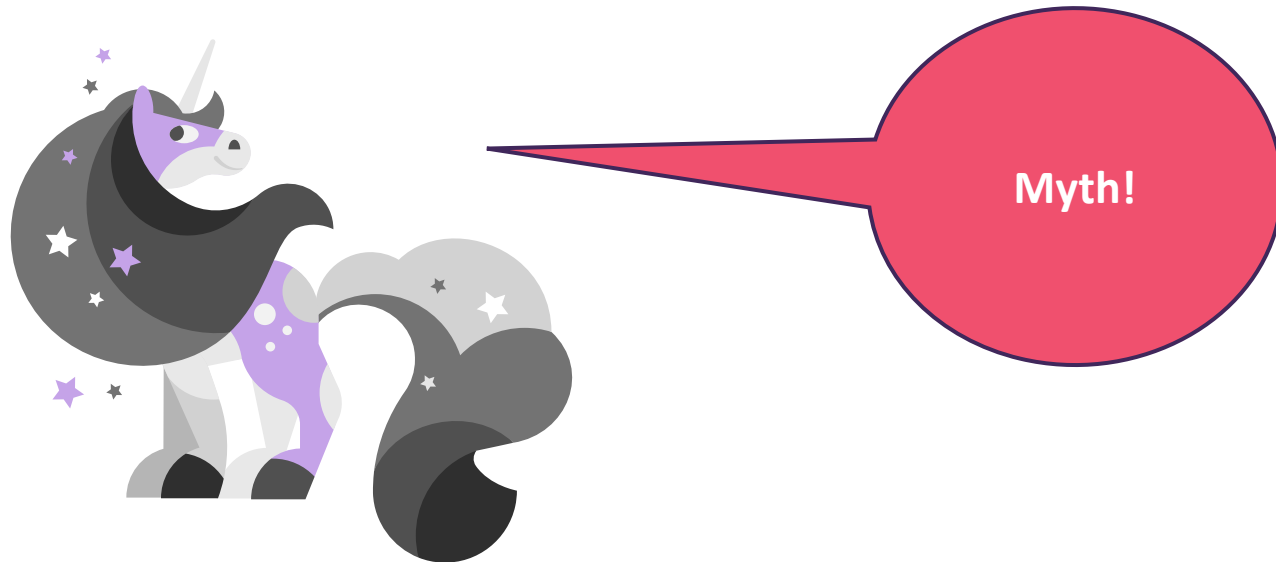


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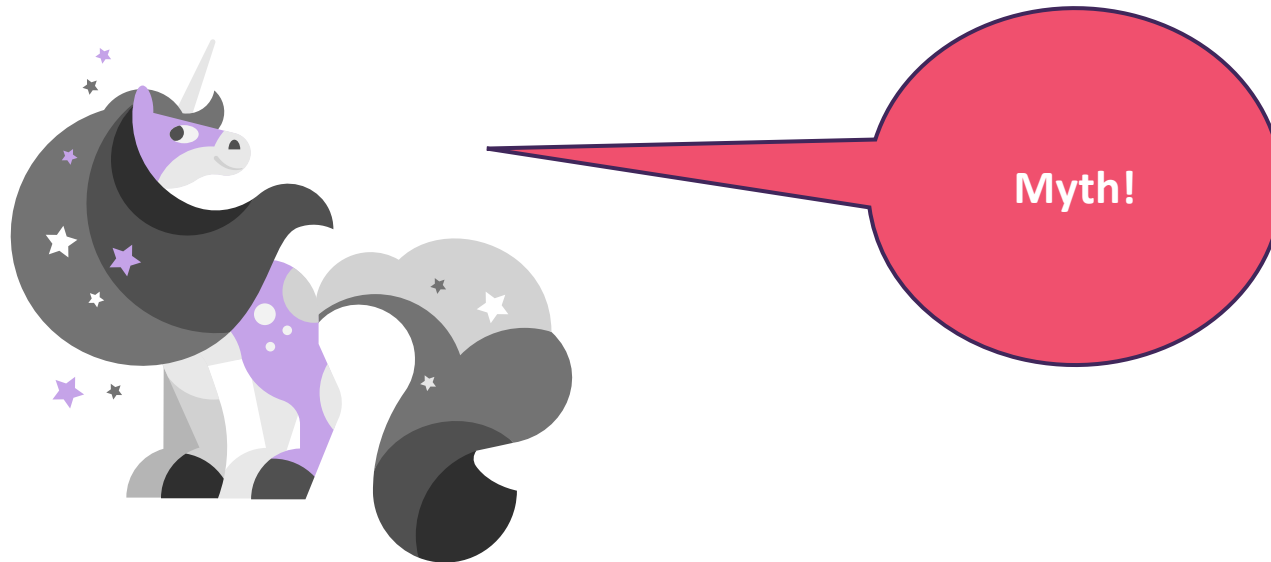
AI Myth or Fact? (Quick Knowledge Check)

1) *"AI can completely replace human trainers in vocational education."*



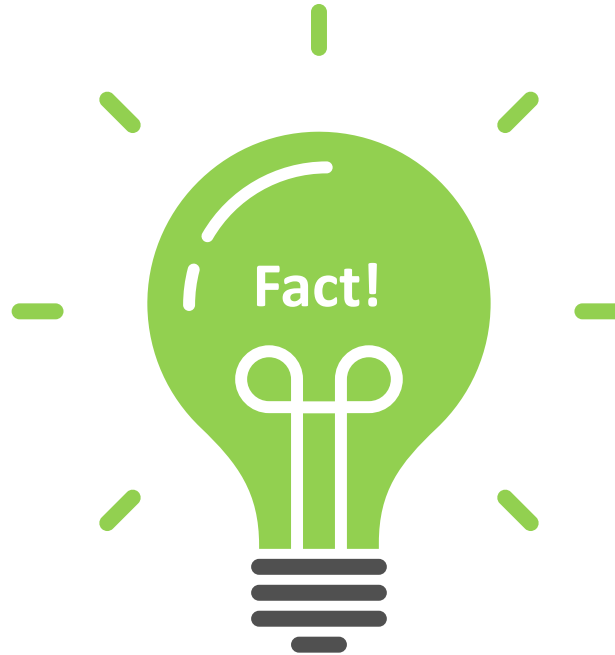
AI Myth or Fact? (Quick Knowledge Check)

- 2) *"AI in training is only useful for technical fields, not social or creative professions."*



AI Myth or Fact? (Quick Knowledge Check)

- 3) *"AI-driven assessments can provide instant feedback and improve learning outcomes."*



Wrap up



OR:

[menti.com](https://www.menti.com)

Code: **3860 0247**

Thanks for your
attention and
contributions!



Key messages of Workshop 1: *“Perspectives on AI (em)powered Training and Practice”*





Guiding questions

- *How can AI empower trainers and learners rather than replace them?*
- *What are the opportunities and ethical considerations of AI in training?*
- *How can we ensure that AI is integrated in ways that truly benefit users, practitioners and learners?*

“Empowering Training with AI: From Concepts to Implementation”

Dr. Oliver Nahm, BIBB

- **Basics of AI:** Introduction to neural networks and large language models; opportunities and limitations (e.g., bias, hallucinations, ethical considerations).
- **Practical Applications:** Examples of AI-powered tools in vocational education, such as customized GPT models or adaptive learning platforms.
- **Activities of the Federal Institute for Vocational Education and Training:** Support for trainers through the Leando platform and the upcoming launch of a research project on AI applications in vocational education and training.
- **Challenges and Solutions:** the evolving role of AI in transforming vocational training.
- **Future Perspectives:** The transformative potential of AI in education and training and the importance of lifelong learning in the age of AI.

“Empowering Training with AI: From Concepts to Implementation”

Dr. Oliver Nahm, BIBB

- Weaknesses/Limitations of Large Language Models (LLMs):
 - Hallucinations
 - Prejudices (inequalities of the real world are reflected -
 - Limited knowledge (depending on model)
 - Token limit (can only keep in mind a certain amount of info at one time, e.g. ChatGPT)
 - Math (counting does not work e.g.), orientation in the real world does not work

Key Messages – Dr. Oliver Nahm, BIBB



- AI won't replace humans - but humans with AI will replace humans without AI (Karim Lakhani)
- AI competencies are relevant: Thinking critically towards AI

“AI Agents for Education in Health Care” enhancing vocational education and training” Rune Gråbæk and Lars Reng, Zealand Business College, Denmark

Building personas for patient simulation robots/mannequins in health care training

- Step 1: Creation of 4 personas of patients
- Step 2: Training of trainers
- Step 3: AI meets mannequin
- Step 4: Further developments, e.g. creating personas who are not fluent in one language and mix 2 languages

“AI Agents for Education in Health Care” enhancing vocational education and training” Rune Gråbæk and Lars Reng, Zealand Business College, Denmark

Further examples in training:

- leadership training to practice difficult conversations (e.g. employer and employee) - create personas of employees
- Personas for training of psychologists/coaches
- Master craftsman e.g. dealing with students always being late
- Help facilitate group work of students (e.g. 1 persona can be part of group discussion, 1 persona can be the moderator)

Key message



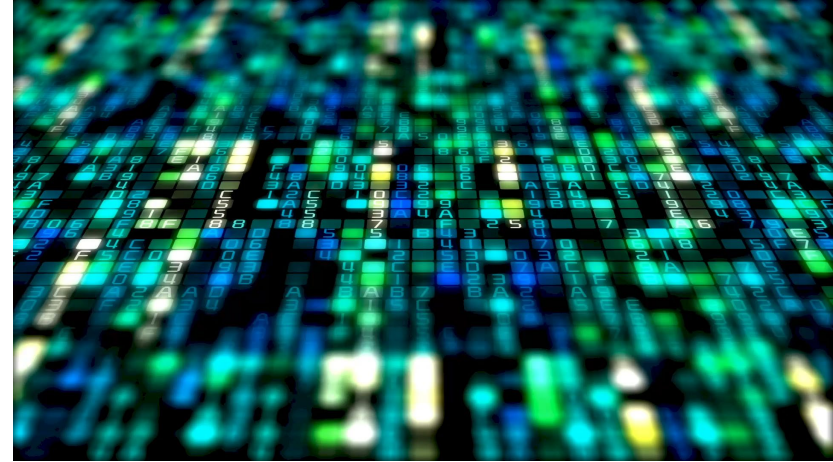
- By giving the skills of persona building to everyone, they will bring ideas far beyond what we can imagine
- „Humans before AI” (*Human Rights Approach to AI*)
- Advantage of AI personas (feedback from students/training participants): more realistic than role play between student/teacher or trainer/participants

“Comparison of training programs with an AI platform” Migration & TVET Programme of GIZ Tunisia

The project aims at facilitating diploma recognition for Tunisian students seeking equivalence with German training programs.

1. Automated Extraction of Educational Program Structures
2. AI Based Translation (German → French)
3. AI-Powered Comparison – Identifying Similarities & Gaps
4. Expert Review & Continuous Model Improvement
5. Intelligent Assistant (clarifying key terms/concepts, guiding platform users, providing information on selected Tunisian & German training programmes)

Key message



- The projects revolutionizes **diploma recognition** by combining AI automation with expert validation to create a faster, fairer, and scalable academic equivalency process

*What is one **insight, question, or idea** from today's workshop that you will take with you?*

AI cannot replace but enhance and empower human.

Use personas to make self study more interesting

Looking into AI for data analysis

No one seems to consider the ethics concerning the AI

Power of personas for trainings

I am very interested in developing personas for TVET training. This could be easily adaptable and implementable in my country.

Levels of AI allowance are very cool

Multitude of options to cleverly use AI for TVET. Speed of change.

*What is one **insight, question, or idea** from today's workshop that you will take with you?*

I'm very interest about developing personas for training

Exploring the possibility of flipping personas upside down.

Using AI personas for interpersonal skills

Inspiring

AI is a powerful tool.

Inspiration where AI can be applied but also better understanding how it works

How can we be more effective in AI implementation without exploiting the market dynamics?

AI personas ✨

Thank you!

Keep calm and stay tuned.

