

원광대학교



WONKWANG UNIVERSITY



Foundations of AI-Integrated Teaching

Week 3 · The UNESCO Framework

AI-Integrated Teaching · Fall 2026 · Instructor Yoobinnara Kim

Today, in one sentence: why the world built a map of teacher AI skills, what is on it, and where you stand.

Three Questions for Today

10 min

Choose one question. Think silently for one minute, then discuss it with a partner:



Question 1

What about AI reliability still feels unclear?



Question 2

Where have you seen AI help—or hinder—learning?



Question 3

What responsibility should always remain human?

Share one thought aloud. We will revisit these questions as we map teacher AI competencies.

The Hallucination Hunt: Awards Ceremony

10 min

You hunted AI mistakes this week. Time to celebrate the best catches. Volunteers, show us your screenshots!



Most Surprising Catch

The wrong "fact" nobody expected the AI to get wrong



Funniest Wrong Fact

The mistake that made you laugh out loud



Best Detective Work

The subtlest, almost-right mistake that took real expertise to spot

Could not find a mistake? That happens! Tell us what you tried. The verifying habit is the real prize.

Today's Roadmap: 3 Hours, 3 Sessions



SESSION 1 · 50 MIN

Why the World Needed a Map

A short history: how new tools kept changing teaching, and why AI forced a world-wide answer



SESSION 2 · 50 MIN

Meet the Framework

What it IS, what it is NOT (one idea at a time), then dimensions 1 to 3 in depth



SESSION 3 · 50 MIN

You on the Map

Dimensions 4 and 5, the three levels, the full matrix, and your AI Compass

Two 10-minute breaks between sessions, as always.

Today's Key Words

4 min

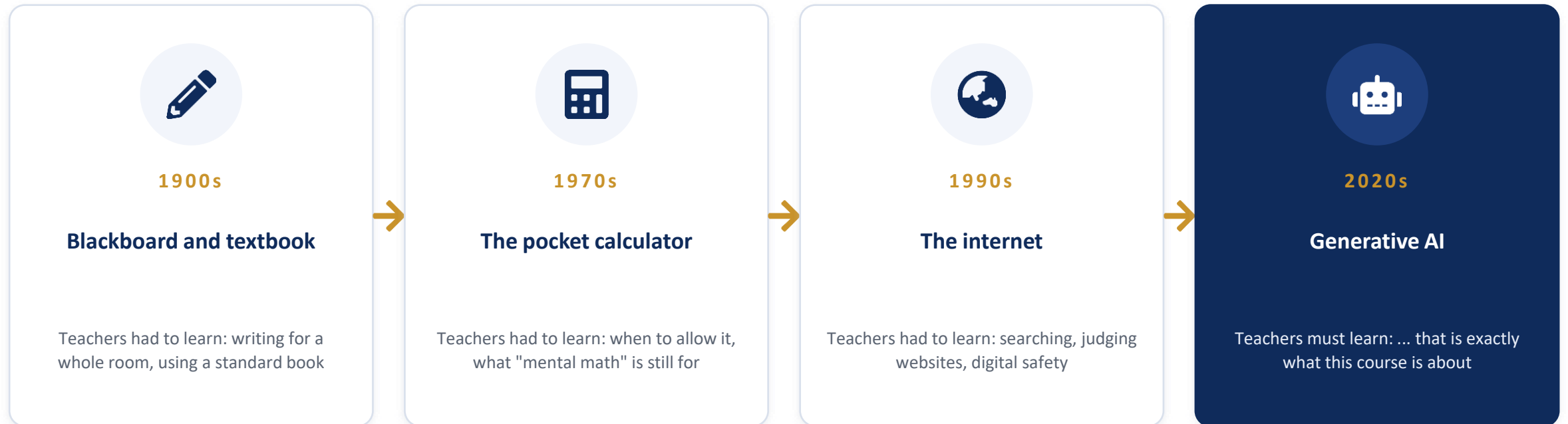
Six words carry today's whole class. Read each one, then write it in YOUR language in the empty box:

framework	an organized plan that helps people work in the same way	in your language
competency	the full ability to do something well: knowledge + skills + attitudes	
dimension	one area of growth (today we meet five of them)	
level	how deep your ability goes (today we meet three)	
ethics	rules about what is right, fair, and safe	
mindset	the basic way you think about something	

Every New Tool Changed What Teachers Must Know

6 min

AI is not the first technology to walk into a classroom. Look at the pattern:



The pattern: the tool changes, and then WHAT A GOOD TEACHER KNOWS changes with it. Every single time.

What Actually Happened with Calculators

7 min



1 • The fear (1970s)

"Students will stop thinking! Math is finished!"
Some schools banned calculators completely.



2 • The confusing middle (1980s)

Every school decided alone. Chaos: allowed in one classroom, banned in the next room. Teachers had no shared guidance.



3 • The framework era (1990s on)

Education systems wrote shared rules: what mental math still matters, when calculators help, how to test fairly. Calm returned.

Why this story matters: the technology never decided anything. PEOPLE with shared frameworks did. Sound familiar? AI is at step 2 right now.

Turn and talk (2 min): where is YOUR country with AI in schools right now: step 1, 2, or 3?

Why AI Is a Bigger Wave Than the Calculator

8 min



It touches language and thinking

Calculators did arithmetic. AI writes, explains, argues, and answers: the core activities of every single subject, not just math.



It arrived overnight

Calculators spread over 20 years. ChatGPT reached 100 million users in about 2 months. Schools had no time to prepare.



It sounds right even when wrong

A broken calculator shows an obvious error. A hallucinating AI sounds perfectly confident. Judging it needs NEW skills.

7

countries in the whole world had an AI framework
or training programme for teachers by 2022

(UNESCO, 2024)

In short: a bigger wave, arriving faster, harder to judge, and almost no country was ready. That is why UNESCO acted.

What Is a "Competency," Exactly?

7 min

The framework's full name is the AI COMPETENCY Framework for Teachers. That word has a precise meaning:



KNOWLEDGE

What you understand

Knowing THAT: what AI is, how it learns, where it fails



SKILLS

What you can do

Knowing HOW: writing prompts, checking outputs, adapting materials



ATTITUDES

What you value and choose

Knowing WHY and WHEN: putting students first, staying responsible, staying curious



The driving example: knowing traffic rules is knowledge. Parking the car is a skill. Choosing not to speed when late is an attitude. A "competent" driver has all three. A competent AI-era teacher: exactly the same idea.



Break Time!

10 minutes. We restart at __ : __

Stretch, grab a coffee, compare hallucination stories.

Coming up: what the framework IS, what it is NOT, and dimensions 1 to 3.

It IS a Shared Map

3 min



THE CLAIM

The first global answer to the question: what should teachers learn about AI?



IN PLAIN WORDS

Before 2024, every country, school, and teacher guessed alone. UNESCO collected the world's best knowledge, organized it, and gave every skill a name and a place. Like a city map: it does not walk for you, but you always know where things are.



A TINY STORY

A teacher in Seoul and a teacher in Nairobi both wonder: "What should I learn first?" Today they open the SAME free document and find the same starting point. Neither has to guess alone anymore.

Why it matters to you: when you feel lost about AI (everyone does sometimes), there is now an official place to look.

It IS a Common Language

3 min



THE CLAIM

Teachers everywhere can now use the same words for the same skills.



IN PLAIN WORDS

When people share words, they can share help. "Dimension 4 at Acquire level" means exactly the same thing in Korea, Brazil, and Nigeria. Shared vocabulary is what turns individual struggles into a global conversation.



A TINY STORY

At a workshop, a teacher says: "I am strong in AI pedagogy but weak in ethics." Colleagues from three countries instantly understand and hand her exactly the right resources. Ten years ago that sentence was impossible.

Why it matters to you: your future job interviews and teacher meetings just got a precise professional vocabulary. Use it.

It IS a Growth Tool (a Mirror)

3 min



THE CLAIM

It exists to show you where you are and help you choose your next step.



IN PLAIN WORDS

The framework describes stages, so you can find your own place honestly, without shame. A mirror shows you; it never judges you. Find your place, choose one next step, grow, repeat. That cycle is the whole plan.



A TINY STORY

Ms. Park reads the ethics row, thinks honestly, and realizes: "I am at Acquire."
She picks ONE Deepen habit to try this semester. Done. She used the framework exactly as designed, in fifteen minutes.

Why it matters to you: in one hour you will do precisely what Ms. Park did, with your own star chart.

It Is NOT a Test

3 min



THE CLAIM

There is no score, no pass or fail, and no certificate exam attached to it.



IN PLAIN WORDS

UNESCO designed this for self-reflection and for planning teacher training, not for ranking people. Nobody on Earth "fails the UNESCO framework." If anyone ever turns it into a ranking, they are misusing the document.



A TINY STORY

Imagine a principal saying: "You scored 4 out of 15 competencies. You fail."
That sentence cannot happen: no such score exists. Your star chart today stays YOUR private information, forever.

Why it matters to you: you can be completely honest in the self-check today. Honest answers help you; trying to look perfect helps nobody.

It Is NOT a Law

3 min



THE CLAIM

It forces nobody. Countries, schools, and teachers change it to fit their own situation.



IN PLAIN WORDS

UNESCO gives advice; it cannot make laws. Every country translates it, changes it, and chooses what to focus on. Same map, different roads. Changing it is not cheating: it is the plan.



A TINY STORY

Korea and Finland may implement the same framework very differently: different subjects emphasized, different timelines, different school cultures. Both are using it correctly.

Why it matters to you: you will adapt it to YOUR classroom and YOUR culture too. That is expected, encouraged, and exactly the point.

It Is NOT About Loving AI

3 min



THE CLAIM

It asks for careful judgment, not love. Doubters are welcome, and needed.



IN PLAIN WORDS

Nothing in the framework says you must like AI. It says: understand it, judge it, and protect your students, whether you use it or not. A careful doubter who checks everything is a PERFECT user of this framework.



A TINY STORY

In a teacher training, the strongest participant is often the one who asks: "Should we even use AI here at all?" That question is not resistance. It is dimension 1 and dimension 2 competence, working perfectly.

Why it matters to you: your doubts are not a problem in this course. They are useful tools. Bring them to every class.

The Whole Document, on One Slide

3 min



It IS a shared map

The first GLOBAL answer to "what should teachers learn about AI?"
Published 2024, free for every country.



It IS a common language

A teacher in Korea, Nigeria, and Brazil can now name the same 15 competencies and share ideas.



It IS a growth tool

Written to help you SEE where you are and choose what to grow next. A mirror, not a judge.



It is NOT a test

Nobody gets a framework score. There is no pass or fail, no certificate exam attached.



It is NOT a law

It binds no one. Countries and schools adapt it to their own culture and rules.



It is NOT about loving AI

Critical, careful, even skeptical teachers are exactly who it was written for.

You own it: the full PDF is free and already in your hands. Today we learn to read it in 90 minutes instead of 90 pages.

The 5 Dimensions, at a Glance

4 min

A teacher in the AI era grows in five areas. First the big picture, then one slide for each:

1



Human-centred mindset

People first, always

2



Ethics of AI

Safe, fair, honest use

3



AI foundations & applications

Know how it works, use it well

4



AI pedagogy

Bring it into real lessons wisely

5



AI for professional development

Keep growing, your whole career

Not five separate boxes: they support each other, like fingers on one hand.

1 · Human-centred Mindset

7 min



IN ONE SENTENCE

Technology serves people. In every AI decision, human needs and human judgment come first.



WHAT IT MEANS

AI is a tool with no goals of its own. The teacher sets the purpose, monitors the effect on real students, and takes over whenever it matters. UNESCO calls the strongest version of this "human accountability."



IN A REAL CLASSROOM

An AI flags 5 students as "falling behind." Ms. Kim does not just accept the list: she talks to each student first, because a label is not a person. The data informs her; it never replaces her.



COMMON MISCONCEPTION

"Mindset means being positive about AI."

Reality: it means keeping HUMANS in control, whether you love AI or doubt it. A careful doubter can be stronger here than an excited user.

Say it back: how would YOU explain "Human-centred Mindset" to a colleague in one sentence?

2 · Ethics of AI

7 min



IN ONE SENTENCE

Use AI in ways that are safe, fair, honest, and protective of every student.



WHAT IT MEANS

Four everyday territories: PRIVACY (student data stays protected), FAIRNESS (tools must not disadvantage some learners), HONESTY (be transparent about AI use), SAFETY (age rules and wellbeing come first).



IN A REAL CLASSROOM

Mr. Park wants AI feedback on essays. Before pasting, he removes every student name. Two minutes of work; a whole class of privacy protected. Small habits ARE the ethics.



COMMON MISCONCEPTION

"Ethics is mostly about saying NO to AI."

Reality: ethics is the skill of saying YES safely. Knowing how to use AI while protecting students lets you use MORE of it, with confidence.

Say it back: how would YOU explain "Ethics of AI" to a colleague in one sentence?

3 · AI Foundations and Applications

7 min



IN ONE SENTENCE

Understand what AI is and how it works, well enough to use it skillfully and judge it wisely.



WHAT IT MEANS

Two halves: FOUNDATIONS (concepts: learning from data, prediction, hallucination, bias) and APPLICATIONS (hands-on skill: choosing tools, writing prompts, checking outputs). No coding, no math required.



IN A REAL CLASSROOM

A student asks: "Teacher, how does ChatGPT actually work?" Ms. Lee explains next-word prediction with the autocomplete game from our Week 2. The class instantly understands why it can be confidently wrong.



COMMON MISCONCEPTION

"This dimension is for computer science teachers."

Reality: it is for EVERY teacher, at the concept level. If you followed Weeks 1 and 2 of this course, you are already building it.

Say it back: how would YOU explain "AI Foundations and Applications" to a colleague in one sentence?



Break Time, Round 2!

10 minutes. We restart at __ : __

Walk, stretch, hydrate. Three dimensions down, two to go.

Coming up: dimensions 4 and 5, the levels, and YOUR place on the map.

4 • AI Pedagogy

7 min



IN ONE SENTENCE

Weave AI into actual teaching: lesson design, materials, activities, and assessment, always serving a learning goal.



WHAT IT MEANS

Pedagogy is the craft of teaching. This dimension asks: WHERE in my lesson does AI genuinely help learning, and where would it quietly replace the thinking my students need to do?



IN A REAL CLASSROOM

For a debate class, Ms. Chen has AI generate arguments FOR both sides. Students must then attack those arguments and find weaknesses. AI provides raw material; students do the critical thinking.



COMMON MISCONCEPTION

"Using AI a lot means strong AI pedagogy."

Reality: purpose beats quantity. One well-chosen 10-minute AI activity that serves the goal is worth more than a full lesson of impressive but empty AI use.

Say it back: how would YOU explain "AI Pedagogy" to a colleague in one sentence?

5 · AI for Professional Development

6 min



IN ONE SENTENCE

Use AI to keep learning and growing as a teacher, across your entire career.



WHAT IT MEANS

Two directions: learning ABOUT AI (staying current as tools change) and learning WITH AI (using it as your own study partner, translator, and idea generator for your professional growth).



IN A REAL CLASSROOM

Mr. Diallo reads about a new teaching method, asks AI to explain it simply and to suggest how it might work in his subject, then tries it in class and thinks about the result. Now he grows a little every week, not once a year.



COMMON MISCONCEPTION

"One AI training course and I am done."

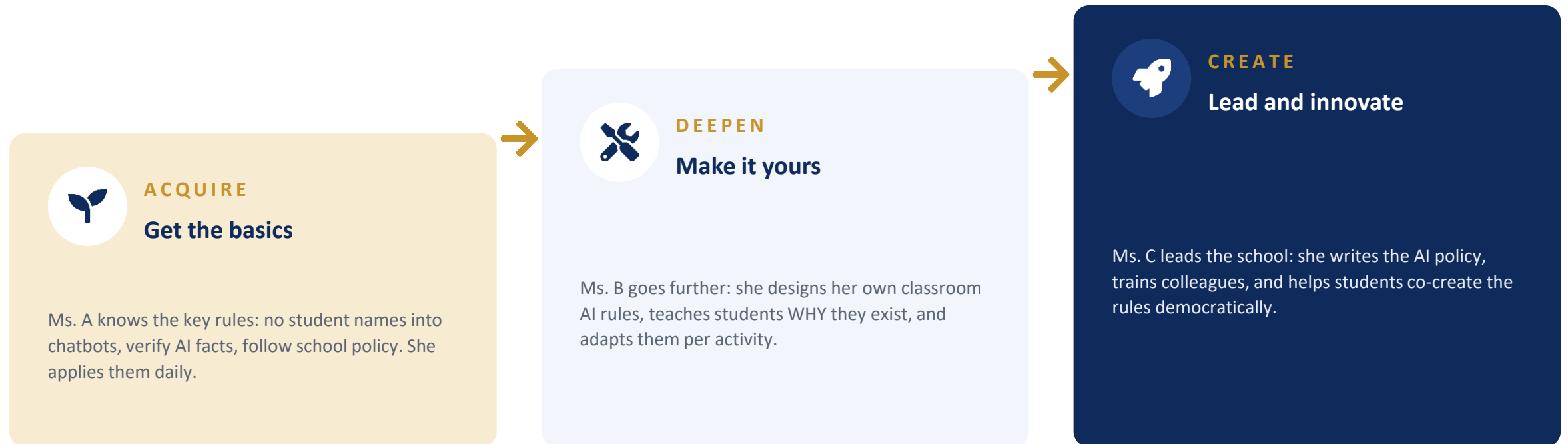
Reality: the tools you master today will change within a few years. The real competency is the HABIT of continuous learning, and sitting in this course proves you have started it.

Say it back: how would YOU explain "AI for Professional Development" to a colleague in one sentence?

The 3 Levels: One Skill, Three Depths

8 min

Each dimension grows through three levels. Watch ONE competency (ethics) climb all three:



This course: strong ACQUIRE in all five dimensions, first taste of DEEPEN in micro-teaching. Ms. C is a career goal, not a deadline.

The Full Map: 5 Dimensions x 3 Levels

4 min

	ACQUIRE	DEEPEN	CREATE
Human-centred mindset	Human agency	Human accountability	Social responsibility
Ethics of AI	Ethical principles	Safe & responsible use	Co-creating ethical rules
AI foundations & applications	Basic techniques & tools	Application skills	Creating with AI
AI pedagogy	AI-assisted teaching	AI-pedagogy integration	Pedagogical transformation
Professional development	Lifelong learning	Organizational learning	Professional transformation

15 blocks total. Do not memorize them. You know every row and every column now; each block is simply a row meeting a column.

Where This Course Lives on the Map

3 min



Weeks 1 to 3

Foundations, literacy, this map

ACQUIRE: dimensions 1, 3, 5



Weeks 4 to 8

Designing lessons, materials, assessment

ACQUIRE plus first DEEPEN: dimension 4



Weeks 9 to 11

Ethics, bias, multilingual learners

ACQUIRE: dimension 2, in depth



Weeks 12 to 15

Cases, projects, YOUR micro-teaching

DEEPEN: you integrate AI yourself

In simple words: by December, solid AI literacy plus real experience using AI in your own subject.

My AI Compass: A Friendly Self-Check

12 min



Step 1 • Answer 5 questions (5 min)

On the worksheet, one simple question per dimension. Choose: Not yet / Getting there / Yes. Honest answers only; nobody grades this.



Step 2 • Draw your star (3 min)

Plot the five answers on the star chart: center = Not yet, tip = Yes. Connect the dots. That shape is YOU, today, Week 3.



Step 3 • Compare with a partner (4 min)

Show each other your stars. Where do you differ? Every star in this room has a different shape, and that is the point.

A compass, not a grade. There is no bad shape.

THE 5 QUESTIONS

1

When AI gives me an answer, I remember a human (me!) stays in charge.

2

I know at least 3 ethical risks of AI, like privacy or bias.

3

I can explain in simple words how generative AI produces text.

4

I can imagine one concrete way to use AI in a lesson I teach.

5

I have used AI to learn something new for myself this month.

Keep Your Compass Safe!

2 min



Write your name and today's date on your star, then keep it.

In Week 15, after your micro-teaching, we draw the star again and place the two side by side. Watching your own shape grow is the best part of this course.



Strong dimension?

Great. You can help classmates there, starting today.



Weak dimension?

Perfect. Now you know exactly what to watch for in the coming weeks.

Which Dimension Is It?

8 min

I read a scene, you vote with your fingers: dimension 1, 2, 3, 4, or 5? Discuss with your neighbor first!

A

A teacher explains to students why the class chatbot sometimes invents facts.

B

A teacher refuses to let AI decide final grades: "That decision is mine."

C

A teacher asks AI to suggest three fun warm-up activities for tomorrow.

D

A teacher joins an online course about AI in education (like this one!).

Reminder: 1 Mindset · 2 Ethics · 3 Foundations · 4 Pedagogy · 5 Professional development

Some scenes touch two dimensions. If you can defend your answer, it counts!

Which Dimension? The Answers

in game

A

Explaining why AI invents facts

3 • Foundations

Knowing how AI works, and teaching that understanding. (Also touches 4!)

B

"Final grades are MY decision"

1 • Mindset

Human accountability: high-stakes decisions stay with the human. (Also touches 2!)

C

AI suggests warm-up activities

4 • Pedagogy

Using AI for lesson preparation, with the teacher choosing what fits.

D

Taking a course about AI

5 • Development

Lifelong professional learning. You are literally doing it right now.

Notice: real teaching moments usually mix dimensions. The map has five rows; life happens across all of them.

Today's 3 Big Ideas

2 min

If you remember only three things from today, remember these:



Frameworks make tools safe

From calculators to AI: panic becomes calm when teachers share a map. UNESCO gave the world its first AI map for teachers in 2024.



5 dimensions x 3 levels

Mindset, ethics, foundations, pedagogy, development. Each grows from Acquire to Deepen to Create. Competency = knowledge + skills + attitudes.



Your star, your start

Your compass shows where you stand in Week 3. We redraw it in Week 15 and watch the shape grow.

One-minute paper: write ONE question you still have, on a sticky note, and hand it in on your way out. I answer them next week.

Before Next Week

2 min

SMALL HOMEWORK (15 MIN, GRADED: EFFORT ONLY)

My Growth Goal

- ✓ Look at your star chart from today
- ✓ Pick ONE dimension you want to grow this semester
- ✓ Write 3 to 4 sentences: why this one, and what would "one step up" look like for you?
- ✓ Bring a topic from YOUR subject next week: one lesson or unit you teach (or plan to teach)

That topic becomes your working material for Weeks 4 to 7!

NEXT WEEK

Week 4

Integrating AI into a Subject: YOUR Subject



Dimension 4 begins: where AI fits in real lessons, in your field



Hands-on: first AI ideas for the topic you bring



Note: Chuseok holiday on Sep 24 and 25, adjusted schedule

Extra Round: Harder Scenarios

spare

Same game, higher difficulty: these scenes mix TWO dimensions. Name both, and say which is primary.

E

A teacher uses AI to translate a parent letter, then asks a bilingual colleague to check the tone before sending.

F

A teacher notices the AI image tool draws "a doctor" as a man every time, and turns it into a class discussion.

G

A teacher asks AI to summarize new research on reading instruction, then verifies the studies actually exist.

H

A school asks teachers to vote on which AI tools to allow next year, and one teacher prepares a pros-and-cons brief.

Suggested answers: E = 3+2 (skills with ethical care) · F = 2+4 (ethics turned into pedagogy) · G = 5+3 · H = 1+2 at CREATE level

Teach-Back: 60 Seconds per Dimension

The strongest way to remember new knowledge: teach it right away. In pairs:



1 • Pair up, assign numbers

Partner A takes dimensions 1, 3, 5. Partner B takes 2 and 4 plus the three levels.



2 • Sixty seconds each

Explain your dimension from memory: what it means plus one example. No notes, no slides. Partner listens, then adds ONE thing you missed.



3 • The final challenge

Together, out loud, from memory: name all five dimensions in order. First pair to do it perfectly wins the applause.

Why this works: explaining from memory is retrieval practice, the single most effective study technique we know.



You can read the map now!

Next stop: walking it, with your own subject.

Keep your star chart safe · Growth Goal due Week 4 · Bring one topic from your subject

Sources, Changes & Licenses

OPEN ACCESS

UNESCO SOURCE

AI competency framework for teachers

- ✓ UNESCO / AI competency framework for teachers / ISBN 978-92-3-100707-1 — licensed under CC BY-SA 3.0 IGO.
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