TEMPLATE FOR THE GOOD PRACTICE

What is a good practice?

> A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

Please follow the instructions included to fill in the template. You can replace the guiding questions for each element with your description.
Mandatory fields are defined by *

Element	Description
Title*	***Didactic Application of Artificial Intelligence in Vocational Education through comprehensive teacher training seminars***
Name of the VET Provider	*IES HOTEL ESCUELA – MADRID - SPAIN*
Thematic domain	What is the thematic domain covered by this good practice? More than one domain can be indicated Digital
Introduction*	**Introduction** **Context & challenge** In the rapidly evolving educational landscape, artificial intelligence has emerged as a transformative tool offering unprecedented opportunities for enhancing teaching and learning processes. However, many vocational education teachers lack adequate training and practical experience with AI tools applicable to their educational practice. IES Hotel Escuela identified the need to bridge this digital competence gap among its teaching staff, recognizing that effective AI integration requires not only technical knowledge but also pedagogical reflection on ethical considerations and practical classroom applications. **Period** • Initial implementation: January-March 2025 (two parallel seminars) • Continuation planned: January-April 2026 (two additional seminars)

	Problem addressed • Limited familiarity with AI tools among teaching staff • Need for ethical framework discussions around AI use in education • Lack of practical, ready-to-use AI-generated educational materials • Gap between AI potential and actual classroom integration
Stakeholders and Partners	**Direct Beneficiaries and Partners** • Teachers from IES Hotel Escuela (primary target group) • Students who benefit from AI-enhanced learning materials **Implementing Team** • Virginia Espinosa Berrocal (Coordinator and Presenter) • Maria del Mar Hernando Cruz (Coordinator) • Active seminar participants (collaborative learning approach) **Supporting Partners** • ISMIE (Instituto Superior Madrileño de Innovación Educativa): Advisory support and institutional backing • EducaMadrid: Platform for resource sharing and publication **Nature of Involvement** • ISMIE: Quality assurance, advisory support • Participants: Platform exploration, practice, material creation Coordinators: Planning, facilitation, content curation, documentation
Impact*	**Positive Impacts on Beneficiaries** **Teacher Competence Development:** • Explored 27 AI tools (80% more than the 15 initially planned) • Developed practical skills for AI integration in educational contexts • Created concrete teaching materials, assessment • activities, and didactic units • Enhanced digital literacy and AI competency **Pedagogical Innovation:** • Generated reusable educational resources published on Padlet • Designed assessment activities using Quizizz • Created complete didactic units leveraging AI capabilities • Fostered ethical reflection through debates in every session **Institutional Impact:** • Materials published on school website and EducaMadrid Mediateca • Established sustainable resource repositories (Wakelet, Symbaloo) • Created model for ongoing professional development • High participant satisfaction leading to demand for extended training **Social Impact:** • Knowledge sharing beyond immediate participants through published resources • Model replicable for other educational institutions • Contribution to broader digital transformation in vocational education

	Regional Impact: Positions IES Hotel Escuela as a reference point for AI integration in VET within the Madrid region, contributing to digital readiness of the educational community. **Evidence:** • All six initial objectives achieved • Comprehensive documentation in final reports • Public resource repositories with practical materials • Demand for continuation and extended duration seminars • Near-perfect advisor attendance and participant engagement
Innovation and Success Factors *	**Innovative Elements:** 1. Comprehensive Tool Exploration: 27 diverse AI tools across five categories: chatbots, presentation tools, generation/editing tools, specialized applications, and management platforms 2. Hands-on Practical Approach: Each session included platform exploration, individual practice, collaborative exercises, and material creation 3. Ethical Integration: Systematic inclusion of ethical discussions in every session 4. Resource Sustainability: Creation of permanent, accessible resource hubs (Wakelet, Symbaloo, Padlet) 5. Dual Seminar Model: Morning and afternoon sessions accommodated different teacher schedules **Critical Success Factors:** **Institutional Conditions:** • Administrative support and scheduling flexibility • Adequate physical resources (interactive display, projector, laptops) • Time allocation within teacher schedules **Economic Conditions:** • Access to AI tools (many free or freemium versions) • Available technology infrastructure • Minimal additional investment required **Social Conditions:** • Teacher motivation and openness to innovation • Collaborative learning culture • Support from educational advisors **Pedagogical Conditions:** • Experienced coordinator/facilitator • Structured yet flexible curriculum • Balance between exploration and practical application • Continuous documentation and resource curation

	Requirements for Successful Replication: • Minimum 10-hour format (15-20 hours recommended) • Access to computers and internet • Facilitator with broad AI tool knowledge • Institutional commitment to implementation • Platforms for resource sharing and collaboration
Constraints*	**Challenges Encountered:** **1. Time Limitation:** • 10 hours insufficient to comprehensively cover 27 tools • Gap between tools discovered and tools thoroughly practiced **2. Participant Attrition:** Total 3 dropouts due to personal reasons (1 in morning group, 2 in afternoon group) **3. Tool Proliferation:** Rapid AI evolution created challenges in selecting most relevant tools **How Challenges Were Addressed:** **Time constraints:** • Prioritized most versatile tools. • Created comprehensive repositories for self-directed learning; proposed extended 2026 seminars. **Dropouts:** Proper documentation in final reports maintaining group cohesion with remaining participants. **Tool selection:** Focused on practical, immediately applicable tools. Organized by category in a *Symbaloo* hub for easy navigation
Lessons learned *	**Key Messages:** **1. Time Investment is Essential:** While 10 hours achieved objectives, it proved insufficient for comprehensive AI literacy. Future seminars should allocate 15-20 hours minimum. **2. Ethical Reflection Cannot Be Rushed:** Integrating ethical discussions in every session was crucial and valued by participants. **3. Practical Application Drives Engagement:** Hands-on material creation kept participants engaged and produced immediately usable resources. **4. Resource Curation is as Important as Learning:** Creating organized, accessible repositories ensures sustainability beyond the seminar. **5. Collaborative Learning Enhances Outcomes:** Combining individual and group practices enriched the experience and created a supportive community.

	6.Quality Support Matters: Continuous advisor involvement significantly contributed to success and satisfaction. **7. Flexibility in Delivery Increases Accessibility:** Parallel morning/afternoon seminars accommodated different schedules.
Replicability and/or up-scaling	**Extension Possibilities:** **Within Institution (2026):** • Two additional seminars planned January-April 2026 • Extended duration (15-20 hours recommended) • Potential advanced-level seminar for 2025 participants **Regional Level:** • Model transferable to other Madrid educational institutions • ISMIE network provides natural dissemination channel • Published resources serve as starting point **National Level:** • Framework adaptable to any Spanish VET context • Documentation provides replication roadmap **International Level:** • Most AI tools available globally • Methodological approach culturally adaptable • Model for European VET institutions • Alignment with EU digital competence frameworks **Scale-Up Strategy:** • Phase 1 (Local): Refine through 2026 seminars • Phase 2 (Regional): Share through ISMIE networks • Phase 3 (National): Present at VET conferences • Phase 4 (International): Contribute to European VET networks
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URL of the practice	School website EducaMadrid Mediateca **Resource Repositories:** • Wakelet collection • Symbaloo (AI tools hub) • Padlet (created materials)

Related resources that have been developed	**Documentation:** • Final reports for both seminars (morning and afternoon sessions) • Session plans and objectives documentation • Participant attendance records **Training Materials:** • Comprehensive tool exploration guides • Practice exercises for individual and collaborative work • Ethical discussion frameworks **Educational Resources Created:** • Wakelet collection • Symbaloo (AI tools hub) • Padlet (created materials) **Access:** All materials publicly accessible through URLs, organized by session number, tool category, learning objective, and subject area applicability.