



# Didactic guide

**How to use AI as a student teacher:  
research, planning, reflection and  
professionalism**

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# Introduction

## What is this guide and who is it for?

This guide explains how you, as a **student teacher** on the Primary Education degree, can use Artificial Intelligence (AI) to improve your university work, your teaching placement, and your professional development. AI will not do the work for you. But it can help you research faster, plan better, reflect deeper, and present yourself more professionally.

This guide is intended for:

- First and second year students who want to use AI responsibly for assignments and exams.
- Third and fourth year students preparing for teaching placement and their final portfolio.
- Recent graduates looking for their first teaching job or preparing for public examinations (*oposiciones*).
- Teacher trainers who need structured materials for workshops on AI and initial teacher education.

## Myths vs realities about AI for student teachers

Myth	Reality
<i>"Using AI is cheating. I should do everything myself"</i>	<i>Using AI as a tool (brainstorming, organising, proofreading) is smart. Copy-pasting without thinking is cheating. The difference is you.</i>
<i>"AI will make me a lazy teacher before I even start"</i>	<i>AI does not make you lazy. You decide how to use it. Used well, it frees time for what matters: thinking and caring.</i>
<i>"AI is only for tech subjects, not for education"</i>	<i>AI is exceptional for education: lesson ideas, assignment structure, reflective writing, interview preparation.</i>
<i>"My professors will think I am cheating if I use AI"</i>	<i>If you are transparent (cite AI, show your process, keep your voice), most professors will respect your professionalism.</i>

## How to use this guide (methodological proposal)

You can work with this material in three ways:

1. **Sequential reading (for initial training)** – Follow the four blocks in order: university assignments, teaching placement, portfolio, and professional future.
2. **Quick reference by function (for busy students)** – Jump directly to the prompt you need (e.g., "How do I prepare for a teaching interview?").
3. **Practical workshop (for groups or seminars)** – Use the case study at the end to practise using AI for real student situations in small groups.

# Block I. AI for university assignments and research

## (working smarter, not harder)

University assignments are not going to disappear. But AI can help you understand readings, structure your essays, paraphrase correctly, and organise your ideas – without plagiarising.

*“AI is not your ghostwriter. It is your study partner who never gets tired.”*

Function	What does AI do?	Example prompt
<b>1. Summarise academic articles or book chapters</b>	Extract key ideas from long texts	<i>"Summarise this article about 'Play-based learning in Primary Education'. Include: main argument, 3 key findings, and one limitation mentioned by the author. Max 250 words"</i>
<b>2. Generate ideas for essay topics or assignments</b>	Overcome the blank page	<i>"I need to write an essay about 'Classroom management strategies for Primary teachers'. Suggest 5 possible angles or thesis statements. Make them debatable, not obvious"</i>
<b>3. Structure an outline for an assignment</b>	Organise your ideas before writing	<i>"Create an outline for a 1500-word university essay on 'The benefits and challenges of cooperative learning in Primary schools'. Include: introduction, 3 body paragraphs (each with a main point and possible evidence), and conclusion"</i>
<b>4. Paraphrase a sentence or paragraph</b>	Rewrite in your own words (safely)	<i>"Paraphrase this sentence for my university assignment: 'Vygotsky argued that social interaction is fundamental to cognitive development.' Keep</i>

		<i>the academic tone. Change the sentence structure"</i>
<b>5. Improve your academic writing style</b>	Correct grammar, tone and clarity	<i>"Here is a paragraph from my assignment. Improve the academic tone. Correct any grammar mistakes. Make it clearer, but keep my main ideas. Do not add new content"</i>
<b>6. Generate study questions for exam preparation</b>	Test yourself before the exam	<i>"Create 10 short-answer study questions for an exam on 'Educational Psychology' (Primary Education). Focus on: Piaget, Vygotsky, and motivation theories. Include an answer key"</i>

### Three golden rules for student teachers using AI for assignments

1. Never copy-paste without understanding. If you cannot explain the AI's output in your own words, you have not learned.
2. Always cite AI. Example: "This outline was generated with ChatGPT on 08/06/2026 and then adapted by the author."
3. Keep your voice. AI can help you write better, but the ideas, the passion and the personal reflection must be yours.

#### Reflection question:

*You have a 2000-word essay due in 5 days. You are overwhelmed. You ask AI to "write the whole essay for me." The AI does it in 30 seconds. What do you lose by submitting that essay? What would your professor see (or feel) that is missing?*

## Block II. AI for teaching placement preparation (your first weeks in a real classroom)

Teaching placement (*prácticas*) is exciting and terrifying. AI can help you prepare lesson ideas, write your reflective diary, observe pupils, and even anticipate problems – so you arrive more confident.

*“AI cannot hold the register or calm a crying child. But it can help you arrive prepared – and preparation is half the battle”*

Function	What does AI do?	Example prompt
<b>7. Generate ideas for a short lesson or activity</b>	Quick planning for your first sessions	"I am a student teacher on placement in Year 2. I need to teach a 20-minute maths activity about 'Counting in 2s, 5s and 10s'. Suggest 3 different activity ideas. Each should be active, low-prep, and inclusive"
<b>8. Prepare questions to ask your mentor teacher</b>	Show initiative and curiosity	<i>"I am starting my teaching placement next week. Generate 10 good questions I could ask my mentor teacher during the first week. Include questions about routines, behaviour management, differentiation, and assessment"</i>
<b>9. Write reflective diary entries (structure, not content)</b>	Overcome the blank page for your reflections	<i>"Help me structure a reflective diary entry for my teaching placement. I taught a 30-minute Science lesson about 'Materials'. Some pupils were engaged, others were distracted. Create 4 subheadings for my reflection: what went well, what was difficult, what I learned, what I will try next time"</i>

<b>10. Create observation templates for the classroom</b>	Know what to look for when observing	<i>"Create a simple observation template for a student teacher observing a Year 3 Literacy lesson. Include: time stamps, what the teacher is doing, what pupils are doing, classroom management strategies I notice, and a space for questions I would like to ask afterwards"</i>
<b>11. Anticipate problems and solutions</b>	Prepare for difficult moments	<i>"I am a student teacher in a Year 4 class. I am going to lead a group work activity for the first time. What are 3 things that could go wrong? For each, suggest a simple solution I can try in the moment"</i>
<b>12. Generate icebreakers or community-building activities</b>	Build relationships with pupils	<i>"Create 5 short icebreaker activities for a student teacher to use in the first week of placement in a Year 5 class. Each activity should take 5-10 minutes. Help pupils learn my name and feel comfortable with me"</i>

 **Reflection question:**

You are writing your reflective diary and you feel stuck. You have nothing "interesting" to say. You ask AI to write a reflective diary entry for you. It generates a beautiful, thoughtful text. But it is not about your lesson, your pupils, or your mistakes. What is the value of writing your own reflection, even if it is messy and imperfect?

## Block III. AI for developing your teaching portfolio (evidence of your growth)

Your teaching portfolio (*portfolio docente*) is your chance to show who you are as a teacher. AI can help you organise your evidence, write reflections, and present your achievements professionally – but the evidence must be yours.

***“AI can polish your words. But it cannot polish your experience.  
That is yours alone”***

Function	What does AI do?	Example prompt
<b>13. Organise your evidence by competence</b>	Group your work into logical categories	<i>"I have these pieces of evidence from my teaching placement: 3 lesson plans, 2 photos of displays, 1 reflective diary, 1 feedback form from my mentor, and 2 examples of pupil work. Suggest how to organise these under 5 standard teaching competences (classroom management, planning, assessment, inclusion, communication with families)"</i>
<b>14. Write a reflective caption for an evidence item</b>	Explain what the evidence shows	<i>"I am including a lesson plan I taught about 'Fractions' in Year 3. Write a short reflective caption (max 100 words) explaining: what this lesson plan shows about my teaching, what went well, and what I would improve next time. Use first person: 'I planned...'"</i>

<b>15. Generate a strengths and areas for development summary</b>	Prepare for portfolio conversations	<i>"Based on my teaching placement evidence (lesson plans, mentor feedback, pupil work), help me write a balanced summary of my strengths and areas for development. Strengths: 3 items. Areas to develop: 2 items. Be honest and specific"</i>
<b>16. Create a professional portfolio structure</b>	Design a clear, easy-to-follow portfolio	<i>"Suggest a structure for a teaching portfolio for a final-year Primary Education student. Include sections: personal statement, teaching philosophy, evidence by competence, reflections on placement, and professional development plan. For each section, suggest 2-3 subheadings"</i>
<b>17. Write or refine your teaching philosophy statement</b>	Articulate your beliefs about teaching	<i>"Here is my draft teaching philosophy statement. Refine it to make it clearer and more professional. Keep my main ideas: I believe in inclusion, active learning, and building relationships with families. Make it one paragraph (max 200 words)"</i>

 **Reflection question:**

*You ask AI to write your teaching philosophy statement. It generates something beautiful, inspiring, and completely generic – it could belong to any teacher. What would you add to make it yours? What specific experience, story or example could only you write?*

## Block IV. AI for professional identity and job seeking (your future as a teacher)

Soon you will be looking for your first teaching job, preparing for public examinations (*oposiciones*), or applying to international schools. AI can help you prepare, practise and present yourself – but the interview is yours.

***“AI can write your cover letter. AI can practise interview questions with you. But AI cannot sit in the chair and be you. That courage is yours.”***

Function	What does AI do?	Example prompt
<b>18. Prepare for job interviews (general questions)</b>	Anticipate common questions	<i>"Generate 10 common interview questions for a primary school teaching position (early career teacher). Include questions about classroom management, inclusion, working with families, and professional development"</i>
<b>19. Practise your answers to interview questions</b>	Use AI as a mock interviewer	<i>"Act as a headteacher interviewing a recent Primary Education graduate. Ask me one question at a time. After I answer, give me feedback on my answer: one thing I did well and one thing I could improve. First question: 'Why do you want to be a primary teacher?'"</i>
<b>20. Draft a cover letter for a teaching job</b>	Start from a professional template	<i>"Write a draft cover letter for a recent Primary Education graduate applying for a Year 2 teaching position in a state school. Mention: teaching placement experience (Year 3 and Year 5), interest in inclusive education, and willingness to learn. Leave spaces for me to add specific details about the school"</i>

<b>21. Prepare for public examinations (oposiciones)</b>	Structure your study and practice	<i>"I am preparing for the Spanish oposiciones for Primary teachers. Create a 3-month study plan. Include: topic review (assume 25 topics), practical case practice, and time for reviewing legislation. Suggest 2 strategies to practise the oral presentation under time pressure"</i>
<b>22. Generate professional development ideas for early career teachers</b>	Plan your first years as a teacher	<i>"I am about to start my first teaching job. Suggest 5 areas of professional development I should focus on in my first 2 years. For each area, suggest one free or low-cost resource (course, book, website, podcast)"</i>
<b>23. Write a professional LinkedIn summary or academic CV</b>	Present yourself online	<i>"Write a professional LinkedIn summary for a recent Primary Education graduate. Include: degree from university, teaching placement experience (mention year groups), passion for inclusive education, and openness to opportunities. Use a warm, professional tone. Max 200 words"</i>

 **Reflection question:**

*You have an interview for your dream school in two days. You have used AI to prepare answers to every possible question. On the day, the headteacher asks you: "Tell us about a time a lesson went wrong and what you learned." Your AI-prepared answer is perfect – but it is not about a real lesson. What is the risk of over-preparing with AI? What does a human interviewer really want to see?*

*“The student teacher is not the one who knows the most about AI.*

*The student teacher is the one who uses AI to become a more organised, more reflective, and more prepared teacher.*

*AI helps you start. You help pupils grow”*



## Short case study (for seminars or group work)

### Situation:

Laura is a third-year Primary Education student. She is about to start her first long teaching placement (6 weeks in a Year 3 class). She feels nervous. She also has two university assignments due during the placement. She has heard about AI but does not know how to use it without "cheating."

She has three main concerns:

1. Assignments: How to research and write her essays without spending all her free time.
2. Placement: How to plan activities, observe the class, and write her reflective diary.
3. Future: She wants to start preparing her portfolio and thinking about job applications.

### Task for trainees (in groups of 3–4):

Identify at least 6 functions from the four blocks and apply them specifically to Laura's situation. Write the exact prompts Laura could use.

### Possible answer (do not show immediately):

For her assignments (Block 1):

- Function 2 (essay ideas): *"I need to write an essay about 'The role of play in Primary Education'. Suggest 5 possible thesis statements. Make them arguable, not obvious"*
- Function 5 (improve writing): *"Here is a paragraph from my essay. Improve the academic tone. Correct grammar. Keep my ideas. Do not add new content"*



For her placement (Block II):

- Function 7 (activity ideas): "I am a student teacher in Year 3. I need to teach a 20-minute maths activity about 'Measuring in centimetres'. Suggest 3 active, low-prep activities. Use classroom objects only"
- Function 8 (questions for mentor): *"Generate 8 questions I can ask my mentor teacher during my first week of placement. Include questions about routines, behaviour, differentiation, and assessment"*
- Function 9 (reflective diary structure): *"Help me structure a reflective diary entry for my teaching placement. Create 4 subheadings: what I planned, what actually happened, what I learned, what I will try next time"*

For her future (Block IV):

- Function 20 (cover letter draft): "Write a draft cover letter for a recent Primary Education graduate applying for a teaching position. Mention: placement experience in Year 3, interest in active methodologies, and willingness to learn. Leave spaces for me to add school-specific details"

#### **Bonus reflection for the seminar:**

Laura asks you: *"Is it cheating if I use AI to write my reflective diary?"* How would you respond? Where is the line between using AI as a tool and using AI to avoid thinking?



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