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ROAD2EU SUMMER SCHOOL 2026 — LECTURE 6

Implementation Lab: Evidence-First Lesson Design, AI-Assisted Drafting with Citations, Stackability and QA Cycles

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WHAT THIS LECTURE COVERS

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01 Evidence-first lesson design

02 Responsible AI use

03 Micro-credentials for adult learners

04 Stackability

05 QA and review

QUALITY, RESPONSIBILITY, AND MODULARITY IN DIGITAL EDUCATION

- The EU promotes **high-quality, inclusive digital education** through the Digital Education Action Plan and related frameworks.
- It also supports **ethical AI use** in education, requiring transparency, human oversight, and source accountability.
- Flexible **lifelong-learning routes** — including micro-credentials and stackable qualifications — are a core EU policy priority for 2025–2030.

THREE PILLARS

Quality, responsibility, and modularity are not separate agendas. They converge in the evidence-first, AI-assisted, stackable lesson design model this lecture presents.

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WHAT EVIDENCE-FIRST MEANS: START FROM SOURCES, DEFINE OUTCOMES, THEN USE AI

- **Start from reliable sources and datasets** — peer-reviewed literature, official policy documents, and validated institutional data.
- **Define learning outcomes before drafting** any content — outcomes drive evidence selection, not the other way around.
- Use AI tools **only after an evidence base is established** — AI assists drafting, it does not replace source-based reasoning.

THE ROAD2EU WORKING MODEL

Evidence-first design is a professional discipline: it separates the intellectual work of source selection and outcome definition from the mechanical work of drafting, where AI can legitimately assist.

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THE POLICY BACKBONE: DEAP, CONTENT FRAMEWORK, AI GUIDANCE, ADULT LEARNING, MICRO-CREDENTIALS

FRAMEWORK 1

Digital Education Action Plan

EU strategic framework for digital education 2021–2027, including quality, inclusion, and AI use priorities.

FRAMEWORK 2

Digital Education Content Framework

EU framework for safe, trustworthy, inclusive, and pedagogically sound digital educational content.

FRAMEWORK 3

AI Guidance for Educators

European Commission guidance on responsible, transparent, and human-centred AI use in education.

FRAMEWORKS 4 & 5

Adult Learning & Micro-Credentials

EU Adult Learning Action Plan and European Approach to Micro-Credentials supporting flexible, recognised short-form learning.

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QUALITY DIGITAL CONTENT MUST BE SAFE, TRUSTWORTHY, INCLUSIVE, AND PEDAGOGICALLY SOUND

- **Safe**: content must not expose learners to harmful, biased, or misleading information.
- **Trustworthy**: claims must be traceable to verifiable sources; AI-generated text without citations is not trustworthy.
- **Inclusive and pedagogically sound**: content must be accessible, appropriately levelled, and aligned with defined learning outcomes.

WHY EVIDENCE MATTERS

Responsible AI use in education is impossible without critical source handling. AI tools can generate fluent text, but only human educators can verify its accuracy, appropriateness, and pedagogical value.

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A SUGGESTED EVIDENCE HIERARCHY FOR LESSON DESIGN

1 **Peer-Reviewed Literature**
Highest epistemic authority; use for theoretical foundations and empirical claims.

2 **Official Policy Sources**
EU regulations, directives, communications, and recommendations.

3 **Official Datasets**
Eurostat, OECD, national statistics offices, and validated institutional data.

4 **Validated Corpora or Institutional Evidence**
Institutional reports, validated case studies, and sector-specific evidence bases.

5 **AI-Assisted Drafting**
Lowest in the hierarchy — used only after the evidence base is established. Never a source itself.

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A SIMPLE SEVEN-STEP LESSON-DESIGN WORKFLOW

1

Define Outcomes

Specify what learners will know, understand, or be able to do.

2

Select Evidence

Identify sources that support each outcome using the evidence hierarchy.

3

Design Tasks

Create learning activities aligned with outcomes and evidence.

4

Use AI for Support

Use AI tools for drafting, simplification, and examples — not for sourcing.

5

Insert Citations

Add full, accurate citations for all factual claims and evidence used.

6

Verify Claims

Check all factual claims against original sources; correct any AI-generated errors.

7

Review Bias & Clarity

Check for bias, accessibility, and clarity before publishing or delivering.

Reusable for any lesson, module, or micro-credential

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RESPONSIBLE AI-ASSISTED DRAFTING: HUMAN CONTROL OVER SOURCES, FACTS, AND FINAL WORDING

- Use AI for **outlining, simplification, neutral examples, and revision support** — tasks where fluency matters more than accuracy.
- Keep **source selection, fact verification, and final wording** under human control — these are the tasks where accuracy and accountability are non-negotiable.
- Accountability for educational content cannot be outsourced to AI: the educator remains responsible for everything published under their name.

ACCOUNTABILITY CANNOT BE OUTSOURCED

AI tools are powerful assistants for drafting and revision. They are not reliable sources of factual accuracy, pedagogical judgement, or professional accountability.

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MICRO-CREDENTIALS OFFER FLEXIBLE, TARGETED, SHORT-FORM LEARNING FOR ADULT LEARNERS

- **Micro-credentials** are short, targeted learning units with defined outcomes, workload, assessment, and quality assurance.
- They are especially suitable for **adult learners** who need flexible, focused skills development without committing to full programmes.
- Evidence-first lesson design is directly applicable to micro-credential development: each unit requires a clear evidence base and defined outcomes.

FLEXIBLE RECOGNITION

Micro-credentials are the most agile format for delivering evidence-based, quality-assured learning to adult learners who need rapid, targeted skills development.

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STACKABILITY: MODULAR MICRO-CREDENTIALS COMBINABLE INTO RECOGNISED LEARNING PATHWAYS

- **Stackable micro-credentials** can be combined into larger recognised qualifications, allowing learners to build credentials incrementally.
- **Clear documentation** of learning outcomes, credit values, and recognition rules is essential for stackability to work in practice.
- Institutional recognition policies must explicitly address how micro-credentials can be stacked, transferred, and counted toward formal qualifications.

MODULARITY IN PRACTICE

Stackability transforms micro-credentials from isolated certificates into building blocks of a coherent, flexible learning pathway. Documentation and recognition rules are the foundation.

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A SIX-STEP QA CYCLE: PLAN, PILOT, COLLECT, REVIEW, REVISE, RELAUNCH

1

Plan

Define QA criteria, success indicators, and the review schedule before delivery begins.

2

Pilot

Deliver to a small cohort first; treat the pilot as a structured learning opportunity.

3

Collect Feedback

Gather structured learner feedback and completion data immediately after the pilot.

4

Review Evidence

Analyse feedback and completion data against the QA criteria defined in the plan.

5

Revise

Update content, tasks, and delivery based on evidence; document all changes made.

6

Relaunch or Scale

Deliver the revised version to a wider cohort or scale to additional departments.

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WHY THIS MATTERS IN POLAND: REAL IMPLEMENTATION NEED, NOT JUST PEDAGOGICAL PREFERENCE

- Poland faces significant **digital-skills gaps** among adult workers, particularly in SMEs and regions outside major urban centres.
- **Adult-learning participation rates** in Poland remain below the EU average, making flexible, short-form provision especially relevant.
- Evidence-based, AI-assisted, stackable micro-credential design is not a theoretical preference — it is a practical response to a documented national skills challenge.

THE POLISH CONTEXT

The Education and Training Monitor 2025 identifies digital skills and adult learning as priority areas for Poland. Evidence-first, stackable micro-credential design directly addresses these documented needs.

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SELECTED REFERENCES

- **European Commission.** *Digital Education Action Plan 2021–2027*. COM(2020) 624 final.
- **European Commission / JRC.** *Digital Education Content Framework*. 2022.
- **European Commission.** *AI in Education: Guidance for Educators*. 2023.
- **European Commission.** *European Approach to Micro-Credentials*. 2022.
- **European Commission.** *Graduate Tracking: EU Transparency and Accountability Framework*. 2023.
- **European Commission.** *Education and Training Monitor 2025: Poland*. 2025.

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Questions & Discussion

Should your department start with an evidence-first template, an AI-use protocol, or a modular micro-credential design?

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