



CASE STUDY

Piloting a Microsoft AI Fluency course in schools using the Classwise system



Subject of the pilot programme

Microsoft, in collaboration with Classwise, has created a course on artificial intelligence for primary and secondary school. The course aims to help students better understand AI and how to use it wisely in their learning, daily life and future work. The course includes videos, discussion tasks, and quizzes – all available directly on the Classwise platform.



Purpose of the pilot programme

The main aim of the pilot programme was to test the prepared pilot course and the feasibility of implementing it in any classroom setting using the Classwise platform – both from a technical and didactic point of view.

The following issues were evaluated:

- whether the course format is comprehensible and attractive to students,
- whether the existing school infrastructure makes it possible to deliver this type of course,
- how teachers cope with delivering it,
- Information on obstacles and good practices was also gathered to help refine the course before scaling the programme further.

 Pilot duration: **5 weeks** (17 May - 20 June 2025)

 Method of delivery: **Computer Science classes**

Schools participating in the pilot programme

In this initial phase three schools were chosen for participation:



Primary School no. 36 in Lodz, Poland

Initiative ambassador: **Lidia Aparta**

Number of participating pupils: **89**



Primary School no. 39 in Gdynia, Poland

Initiative ambassador: **Beata Chojnowska-Gąsiorek**

Number of participating pupils: **73**



Tadeusz Kościuszko Technical School in Radom, Poland

Initiative ambassador: **Adam Rudnicki**

Number of participating pupils: **47**




209
pupils

A total of 209 pupils took part in this pilot programme. At each site, the classes were coordinated by the Initiative Ambassador from the **Microsoft Innovative Educator (MIE) Expert** community.

Implementation in classes

The course is a set of interactive activities based on the following lesson plan template:

- An introduction to a lesson – a discussion of examples from everyday life
- Explanation of key terminology and issues related to the lesson
- Watching a short (2-4 mins) video on specific AI related topic / issue
- Discussion of the video content to ensure students have understood the message and terminology.
- Revision quiz consisting of 4 questions related to the discussed topic
- A summary of the key points to keep in mind.



All the resources required to conduct these activities are **available directly on the Classwise platform**: presentations containing both static slides, video content, and interactive quizzes where children use our dedicated devices – Classpads.

Selected topics for the pilot programme

Due to time constraints and the capabilities of the schools involved, we selected **ten key topics** from the full Microsoft course. These were:

1. What is artificial intelligence?
2. Knowledge vs intelligence
3. Data everywhere
4. Artificial intelligence in action
5. What is a generative AI model?
6. Visualise with AI - from text to image
7. New opportunities with generative AI
8. Critical thinking
9. Using AI responsibly: Best practices
10. Impact of AI in job roles

The full course
contains 44
lessons

Students' results: Understanding of the presented topics

TOPIC	MEAN SCORES
What is generative artificial intelligence?	81,25%
Critical thinking	73,48%
What is artificial intelligence?	69,59%
Artificial intelligence in action	66,86%
Generative artificial intelligence opens up new possibilities	66,25%

The OECD average of the PISA tests is taken as the main benchmark – it indicates that the average academic performance of students in Europe is in a range 47-50%.

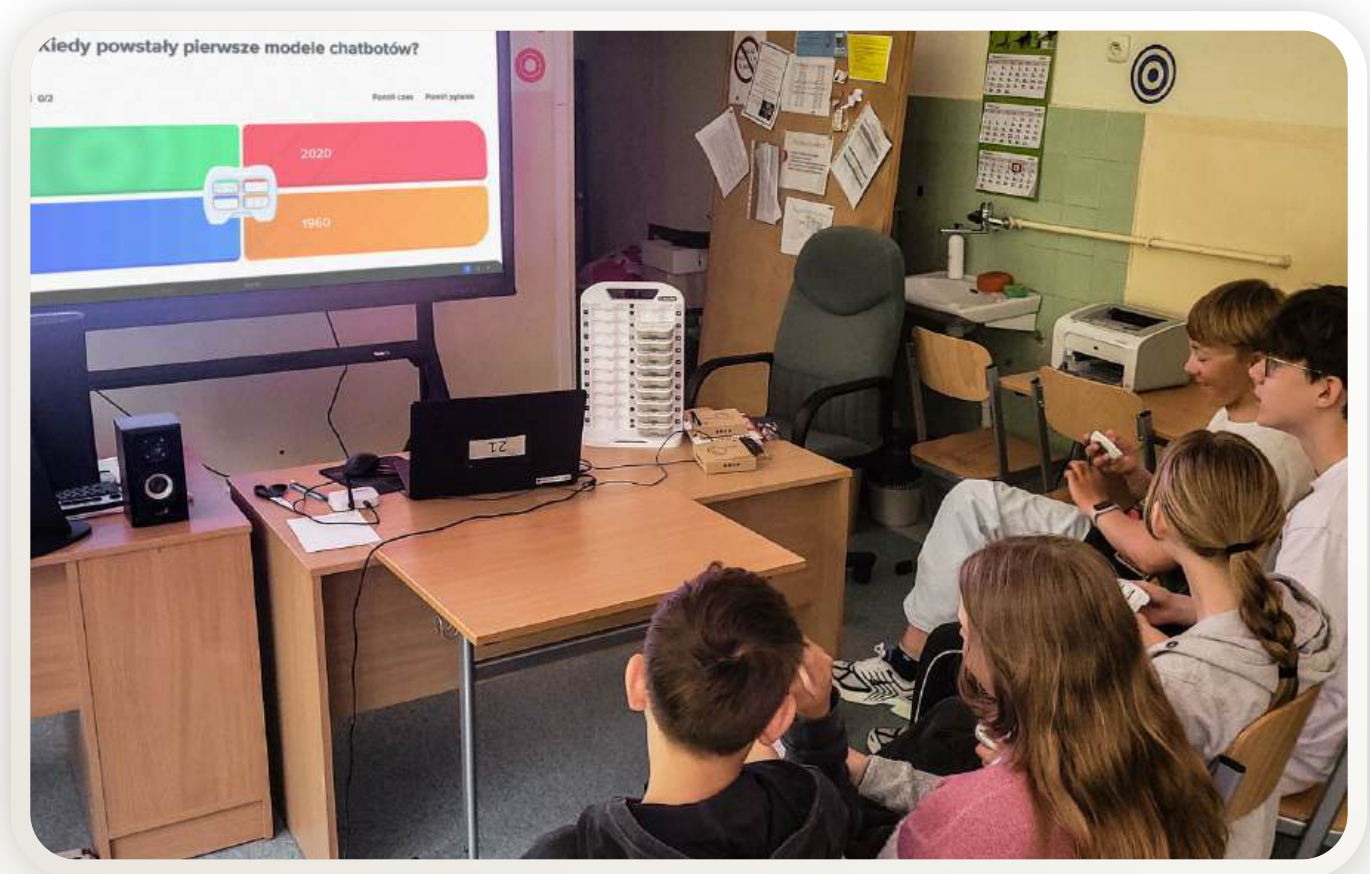
In most European countries, pupils achieve average scores between 60-80% (converted from national grading systems).

In this pilot programme, pupils achieved high average scores, over 65% answers were correct, indicating a good understanding of the presented topics. The highest scores were achieved on the topic "What is generative artificial intelligence?" (81.25%), closely followed by "Critical thinking" (73.48%) and "What is artificial intelligence?" (69,59%).

These results confirm that the course is well organised and effective in conveying information about AI and developing students' cognitive competencies.

Challenges and observations

- **Most students had little to no prior exposure to the basics of AI**, and had little to no knowledge of how it works or its practical applications in everyday life. Older students were familiar with ChatGPT, identifying it as a modern type of internet search engine.
- **There is a need to vary the level of difficulty** for different school years. The current version was well received, but it was felt that two levels of difficulty should be introduced: a standard level for secondary schools and a simplified level for primary schools.
- **Higher student engagement** than during traditional activities was observed. The methodology adopted to deliver the activities was very well received by the students. The short videos and interactive quizzes with gamification elements increased students' motivation to compete, focus on the content and authentic engagement during the activities.



Students repeatedly expressed their desire to repeat this type of activity in future. Using Classpads evoked strong associations with playing games, which made the activities seem more attractive.

Teachers are highly satisfied with Classwise: Teachers who participated in the pilot emphasised that the tool had significantly improved lesson organisation, saved time and made lessons more engaging. They particularly appreciated how quickly they could connect and launch the devices, the ready-made scenarios, and how the results were automatically counted and summarised, eliminating the need for manual marking.



From a teaching perspective: teachers noted the high level of student engagement and the immediate feedback, which enables them to respond to the class's needs in real time. Some schools also reported improvements in their students' discipline and focus during lessons, due to their full engagement in interactive exercises.

The feedback emphasised that Classpads have successfully replaced phones and computers, which often distract students during lessons. Unlike smartphone apps, Classpads allow you to focus fully on the task at hand by eliminating the temptation to switch between apps or browse the Internet.



- **Strongly differentiated school infrastructure:** Two schools conducted pilot classes in modern computer labs equipped with interactive whiteboards and a computer station for each student. In contrast, one school held classes in an unmodernised classroom with no access to modern technology.



Despite this, the teacher carried out the lessons without any issues – using an overhead projector connected to the computer. There was no difference in the performance of students from other school environments.



Final conclusions and future plans

MAIN CONCLUSION:

The pilot confirmed the urgent need for fundamental AI education at primary and secondary school level.

ISSUES EVALUATED

EVALUATION

Is the course format easy for students to understand and appealing to them?

Yes. Student performance indicates that the course was both accessible and highly comprehensible.

The activities conducted using gamification, quick feedback and simple devices proved to be highly engaging and attractive to students. The course generates a high level of interest, offering promise for the development of digital competence and critical thinking.

Is the school infrastructure suitable for this type of course?

Yes. Despite the varied and sometimes outdated equipment, all the schools managed to carry out classes without any problems and achieved similar results.

How did teachers manage to deliver the pilot programme?

Very good. No presenters identified any significant barriers, whether technological or pedagogical.

They rated the quality of the provided resources highly and found the system easy to set up.

Information on barriers and good practices to help refine the course before expanding the programme.

Barriers to be addressed: There are different levels of school equipment; Different stages of education require different approaches.

Good practices: The use of short videos combined with gamification, such as quizzes. There are ready-made scenarios for teachers.



Action items based on the outcome of the pilot programme:

1

Due to the need to differentiate the content according to the age and educational level of the students, two course paths are advised. The plan is to implement a simplified pathway for primary school pupils in Years 5–8, based on the standard pathway for secondary schools.

2

Quizzes should be prepared for all topics to test students' knowledge.

3

It is recommended that a summary of the individual thematic stages is implemented for each path in the form of a quiz or educational game.

4

The aim is to maintain a low technological threshold so that all schools are able to carry out the activities without problems, despite very different school infrastructure. One of the key objectives for further development will be to ensure compatibility with outdated equipment.