AI4VET4AI

AI-powered Next Generation of VET

AI in Inventory and Logistics - AI-Driven Inventory and Logistics Automation

IVET Teacher Training Materials

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Purpose of the document

This document supports IVET teachers in integrating the MOOC into their teaching practice. It provides pedagogical guidance, classroom implementation strategies, AI use cases relevant to vocational education, and ready-to-use activities. The materials are designed to support both classroom delivery and teacher self-study.

Format: Pedagogical, practical, classroom-oriented, and self-study friendly.

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1. Introduction to the MOOC and Its Relevance for IVET Trainers

1.1 What this MOOC is about

This MOOC focuses on the use of Artificial Intelligence (AI) in inventory management and logistics automation within the wholesale and retail sectors. It introduces learners to key AI concepts such as machine learning, data pipelines, and predictive analytics, and demonstrates how these technologies are applied in real-world business processes.

Students explore how AI supports demand forecasting, stock optimization, supply chain decision-making, and fraud detection, while also gaining hands-on experience with simple AI tools and systems used in inventory and logistics operations.

1.2 Why this topic is important for IVET students

AI is increasingly transforming the wholesale, retail, and logistics sectors by improving efficiency, reducing costs, and enabling faster and more accurate decision-making. Modern workplaces rely on automated systems to manage stock levels, forecast demand, and optimize supply chain operations.

For IVET students, developing a basic understanding of AI and its practical applications is essential to remain competitive in the labour market. These skills prepare learners to work alongside AI systems, perform data-driven tasks, and adapt to digitalised work environments where automation plays a key role.

1.3 How the MOOC supports vocational competence development

The MOOC is designed with a strong practical orientation, helping students develop competencies directly relevant to vocational roles in logistics, retail, and supply chain operations. It supports:

- Understanding of AI concepts and their application in everyday work tasks
- Ability to use AI tools for basic inventory tracking, forecasting, and decision-making
- Development of digital skills such as working with data, interpreting AI outputs, and navigating digital systems
- Problem-solving and teamwork skills through practical tasks, simulations, and case-based learning

Learners are prepared for real-world professional environments by engaging with scenarios that reflect actual industry practices and challenges.

1.4 How this guide supports IVET trainers

The MOOC is designed to support trainers in introducing AI topics in an accessible and structured way, without requiring advanced technical expertise. It provides:

- Ready-to-use learning modules with clear explanations of AI concepts
- Step-by-step tutorials and practical examples that simplify complex topics
- Interactive activities, simulations, and case studies aligned with vocational teaching approaches

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- Flexible content that can be integrated into existing courses or used as standalone training

This allows trainers to confidently deliver AI-related content while focusing on practical applications relevant to their students' future professions.

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2. Target Learners and Professional Relevance

2.1 Target learner profiles

This MOOC is primarily designed for IVET students who are preparing for entry-level roles in sectors where inventory management and logistics are important. Typical target groups include:

- Logistics and supply chain students
- Retail and wholesale trade students
- Business and administration students
- Students in technical or vocational programmes related to operations and digital systems

The MOOC is especially suitable for learners who will work in environments where digital tools and automated systems are increasingly used to manage stock, orders, and supply chains.

2.2 Prior knowledge requirements

No prior knowledge of Artificial Intelligence is required to participate in this MOOC. However, the following basic competences are recommended:

- General digital literacy (e.g. using computers, basic software tools)
- Basic understanding of business or logistics processes
- Willingness to work with data and digital systems

The course is designed to introduce AI concepts gradually, making it accessible even to beginners with no technical background.

2.3 Professional relevance and career pathways

The skills developed in this MOOC are directly relevant to a wide range of vocational careers in logistics, retail, and supply chain operations. Learners gain practical competences that can be applied in real work situations, such as using AI tools for stock management, interpreting data, and supporting decision-making.

Examples of related professions and job roles include:

- Warehouse assistant or warehouse operator
- Logistics assistant or supply chain assistant
- Retail operations assistant
- Inventory controller (entry-level)
- Procurement or purchasing assistant
- E-commerce operations assistant

By completing the MOOC, students are better prepared to work in modern, technology-enhanced workplaces where AI systems support everyday tasks and decision-making processes.

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3. Learning Objectives and Competence Development

3.1 3.1 Main learning objectives

After completing the MOOC, students will be able to:

- **Explain** basic AI concepts and their role in inventory management and logistics
- **Identify** common AI tools and systems used in supply chain and retail environments
- **Apply** simple AI-supported methods to track stock levels and support inventory decisions
- **Analyse** basic data outputs from AI systems to support forecasting and logistics tasks
- **Compare** different AI tools for inventory management at an introductory level
- **Use** AI-based tools to assist in routine logistics and supply chain operations

3.2 Competence development and career growth

1. **Vocational competences**

Students develop key vocational skills relevant to logistics, retail, and supply chain environments, including:

- Using AI tools for basic inventory tracking and demand forecasting
- Supporting stock management and replenishment decisions
- Understanding how AI improves supply chain operations and efficiency
- Recognising practical applications of AI in real business contexts

2. **Digital competences**

The MOOC strengthens essential digital skills required in modern workplaces:

- Working with data (input, processing, and interpretation)
- Navigating AI-powered systems and digital platforms
- Understanding basic principles of machine learning and automation
- Interpreting outputs from AI tools for decision support

3. **Transversal competences**

Students also develop important transferable skills, such as:

- Problem-solving using data and AI-supported insights
- Critical thinking when analysing inventory and logistics scenarios
- Teamwork and communication in collaborative tasks
- Adaptability to new technologies and digital tools
- Attention to detail when working with data and inventory systems

Contribution to employability

The competences gained through this MOOC enhance students' employability by preparing them for entry-level roles in AI-supported work environments.

Learners become capable of working with modern digital tools, supporting decision-making processes, and contributing to efficient inventory and logistics operations. These skills are increasingly required in sectors such as retail, warehousing, and supply chain management, where AI-driven systems are becoming standard.

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By combining vocational, digital, and transversal competences, the MOOC helps students transition more easily from education to the workplace and adapt to evolving job requirements.

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4. Overview of the MOOC Structure and Content

The MOOC is structured into **three main modules**, each focusing on a key area of AI-driven inventory and logistics automation. The structure gradually builds from basic concepts to practical applications:

Table 1 MOOC overview

Module	Title	Core professional focus
A	Introduction to AI Systems in Inventory Management	This module introduces the fundamental concepts of Artificial Intelligence and explains how AI is used to support inventory management and supply chain operations. Students learn how AI improves efficiency, decision-making, and forecasting.
B	Implementing AI Tools for Inventory Management	This module focuses on the practical use of AI tools. Students learn how AI systems are built and used, including data handling, machine learning basics, and system integration.
C	Enhancing Supply Chain Visibility and Efficiency with AI Systems	This module explores how AI improves overall supply chain performance, including logistics optimization, decision-making, and digital security.

Module 1: Introduction to AI Systems in Inventory Management

This module introduces the fundamental concepts of Artificial Intelligence and explains how AI is used to support inventory management and supply chain operations. Students learn how AI improves efficiency, decision-making, and forecasting.

Unit 1: Understanding AI and its role in supply chains: Introduction to AI concepts and their impact on logistics and inventory processes.

Unit 2: AI systems for inventory forecasting: How AI predicts demand and optimises stock levels using data and trends.

Unit 3: Practical applications of AI in retail and wholesale: Real-world examples such as automated inventory management and dynamic pricing.

Estimated duration: ~20–25 hours

Module 2: Implementing AI Tools for Inventory Management: This module focuses on the practical use of AI tools. Students learn how AI systems are built and used, including data handling, machine learning basics, and system integration.

Unit 4: Building and using data pipelines: Introduction to collecting, processing, and managing data for AI systems.

Unit 5: Machine learning models for stock optimisation: Basic ML techniques for predicting inventory needs and improving efficiency.

Unit 6: Integration of AI tools with inventory systems: How AI tools connect with existing software systems.

Estimated duration: ~25–30 hours

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Module 3: Enhancing Supply Chain Visibility and Efficiency with AI Systems

This module explores how AI improves overall supply chain performance, including logistics optimization, decision-making, and digital security.

Unit 7: AI-driven supply chain optimisation: Using AI to improve logistics processes, routing, and operational efficiency.

Unit 8: Digital security and transaction analysis: How AI helps detect fraud and ensure secure transactions.

Unit 9: Case studies in AI-enabled supply chains: Analysis of real-world examples of AI success in logistics.

Estimated duration: ~25–30 hours

Estimated completion time for the full MOOC

Total learning time: approximately **140 hours** (including lectures, tutorials, and individual work)

Approximate breakdown of content per hour

- The course combines different learning formats:
- **Lectures (theoretical input):** ~30 hours
- **Tutorials / practical activities:** ~40 hours
- **Independent learning (assignments, projects):** ~70 hours
- This ensures a balance between theoretical understanding and practical skill development.

Level of difficulty

- **Overall level:** Beginner to lower-intermediate
- Designed for learners with **no prior AI knowledge**
- Gradual progression from basic concepts to simple practical applications
- The MOOC is accessible and practice-oriented, making it suitable for IVET learners who are new to AI and digital technologies.

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5. Key AI Concepts Explained for Trainers

This section aims to support IVET trainers in confidently understanding and explaining the core Artificial Intelligence (AI) concepts embedded within the MOOC **AI-Driven Inventory and Logistics Automation**. Given that many vocational educators may not have a technical background, the explanations below are intentionally non-technical, practical, and directly linked to real-world applications in the wholesale and retail trade sector.

Artificial Intelligence can be broadly understood as the ability of computer systems to perform tasks that typically require human intelligence, such as recognizing patterns, making decisions, or predicting future outcomes. In the context of inventory and logistics, AI enables systems to process large amounts of operational data and support more efficient, accurate, and timely decision-making.

A foundational concept within AI is **machine learning**. Machine learning refers to systems that learn from data and improve their performance over time without being explicitly programmed for every scenario. A useful analogy is that of an apprentice learning from experience: instead of being told exactly what to do in every situation, the system identifies patterns from past data and applies them to new situations. In wholesale and retail environments, machine learning is commonly used for demand forecasting, allowing businesses to predict which products will be needed and when. This directly contributes to reducing stock shortages and avoiding overstocking.

Another important concept is **predictive analytics**, which builds on machine learning by focusing on forecasting future outcomes based on historical data. Teachers may think of predictive analytics as a more advanced form of trend analysis. For example, a retailer can analyse past sales data, seasonal patterns, and external factors (such as holidays or promotions) to predict future demand. In vocational practice, this enables more efficient inventory planning and better alignment between supply and customer needs.

Data pipelines are also central to AI-driven systems. A data pipeline refers to the process of collecting, processing, and transforming data so that it can be used for analysis or decision-making. An analogy that may help learners understand this concept is a production line: raw materials (data) are collected, processed through different stages, and transformed into a final product (useful insights). In inventory management, data pipelines connect sources such as sales systems, warehouse databases, and supplier information, ensuring that AI systems operate with up-to-date and accurate data.

In addition, **automation and robotics** play a key role in modern logistics systems. Automation refers to the use of technology to perform tasks with minimal human intervention, while robotics involves physical machines carrying out these tasks. In warehouses, robots can be used for picking, sorting, and transporting goods. This improves efficiency, reduces human error, and allows workers to focus on more complex activities. Teachers can relate this to automated checkout systems or warehouse robots already used by major retailers.

Another relevant concept is **anomaly detection**, which involves identifying unusual patterns or behaviours in data. This is particularly important in detecting fraud, errors, or disruptions in supply chains. For example, an unexpected spike in transactions or unusual inventory movements could indicate fraudulent activity or system errors. In practice, this supports more secure and reliable operations.

Finally, **system integration** is a critical concept in AI adoption. AI tools rarely operate in isolation; instead, they must be integrated with existing inventory management systems, enterprise software, and data platforms. Teachers can think of this as connecting different tools within a workplace so they can “communicate” and work together efficiently. In vocational settings, this ensures that AI solutions are practical and usable within real business environments.

For educators seeking to deepen their understanding, a number of accessible resources are recommended. Introductory materials from organizations such as European Commission (on AI and digital skills), IBM (AI explainers), and Google Cloud (AI learning resources) provide clear, non-technical explanations tailored for beginners.

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6. Pedagogical guidance for classroom implementation

This section provides practical guidance for IVET trainers on how to **effectively integrate the MOOC into classroom-based teaching**. The flexibility of the MOOC allows it to be used in different ways depending on institutional context, learner needs, and available teaching time.

1. One possible approach is **full MOOC integration**, where the entire course is embedded into an existing training programme. In this model, learners complete the MOOC modules as part of their regular coursework, either in a blended format or as guided self-study. Trainers can facilitate this process by scheduling sessions for discussion, clarification, and application of concepts. This approach works particularly well in structured vocational programmes where AI skills are being formally introduced.
2. Alternatively, trainers may choose **partial integration**, selecting specific modules or units that align with their curriculum. For example, a trainer focusing on warehouse operations might use only the modules related to inventory optimization and data pipelines. This approach allows for flexibility and ensures that the MOOC content directly supports existing learning objectives without overloading learners.
3. A third and highly recommended approach is **project-based integration**, where learners use the MOOC as a foundation for practical assignments or projects. In this case, the MOOC provides the theoretical background, while classroom time is used for applying knowledge to real-world scenarios. For instance, students may analyse a retail inventory system and propose AI-based improvements. This approach is particularly effective in vocational education, as it emphasizes applied learning and problem-solving.

In all implementation approaches, it is important for trainers to actively facilitate learning rather than relying solely on self-paced content. This includes encouraging classroom discussions, guiding reflection, and helping learners connect theoretical concepts to workplace practice. For example, after completing a MOOC unit on demand forecasting, trainers can initiate discussions on how forecasting is currently handled in local businesses or during student internships.

Effective teaching also involves creating opportunities for reflection. Trainers may ask learners to consider questions such as how AI could change their future job roles or what challenges might arise when implementing AI systems in real workplaces. This helps learners develop critical thinking and a deeper understanding of the implications of AI.

Good practice examples show that blended approaches tend to be the most successful. In one typical vocational training context, trainers combined MOOC-based self-study with weekly classroom sessions. What worked well was the use of real case discussions and group activities, which helped learners translate abstract concepts into practical understanding. A common challenge, however, was varying levels of digital competence among learners. This was addressed by providing additional support materials and allowing peer collaboration.

Another example involves integrating the MOOC into apprenticeship programmes, where learners applied AI concepts directly in their workplace settings. This approach proved highly motivating but required coordination with employers to ensure relevance and feasibility.

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7. AI Use Cases for Professional and Workplace Contexts

To support the practical application of MOOC content, this section presents selected use cases that trainers can directly incorporate into classroom activities. These examples are aligned with the modules of the course and reflect real-world practices in wholesale and retail trade.

7.1 Use Case 1: AI-Driven Demand Forecasting in Retail

One key use case is **AI-driven demand forecasting in retail chains**. In this scenario, a retail company uses machine learning models to predict customer demand based on historical sales data, seasonal trends, and external factors. Trainers can use this example to demonstrate how AI improves inventory planning and reduces waste. In the classroom, students can analyse simplified datasets and discuss how forecasting accuracy affects business performance. Trainers may guide discussions around questions such as how forecasting improves efficiency, what risks exist if predictions are incorrect, and how human decision-making complements AI outputs.

Description:

A retail chain uses AI-based predictive analytics to forecast product demand based on historical sales, seasonal patterns, and external factors (e.g., holidays, promotions).

How to use in training

- Present students with a simplified sales dataset or scenario.
- Ask learners to identify patterns (e.g., peak seasons, popular products).
- Facilitate a discussion on how AI could improve forecasting compared to manual estimation.
- Optional: students create a simple forecasting logic using Excel or visual tools.

How does AI improve efficiency?

- Reduces stock shortages and overstocking
- Improves planning accuracy
- Enables faster decision-making

What are the risks?

- Poor data quality may lead to inaccurate predictions
- Over-reliance on automated forecasts
- Difficulty adapting to unexpected events (e.g., sudden market changes)

What role do humans still play?

- Interpreting AI outputs and validating predictions
- Adjusting decisions based on contextual knowledge
- Managing exceptions and unexpected demand shifts

7.2 Use Case 2: Automated Warehouse Operations

A second use case focuses on automated warehouse operations. Modern warehouses increasingly rely on robotics and AI systems to manage inventory movement. Trainers can present a scenario where robots handle picking and packing tasks, while AI systems optimize storage locations. This use case allows students to explore the relationship between automation and workforce roles. Classroom discussions may address questions such as what tasks are best suited for automation, what skills workers need in AI-supported environments, and how safety and efficiency are balanced.

Description:

A logistics company uses robotics and AI systems to automate warehouse operations such as picking, packing, and inventory tracking.

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How to use in training

- Show a short video or diagram of an automated warehouse.
- Ask students to map out which tasks are performed by humans vs machines.
- Organize a classroom debate on automation vs human labour.
- Optional group activity: redesign a warehouse process using AI tools.

How does AI improve efficiency?

- Speeds up order processing
- Reduces human error in picking and packing
- Optimizes storage and movement of goods

What are the risks?

- High implementation and maintenance costs
- System failures disrupting operations
- Workforce displacement concerns

What role do humans still play?

- Supervising and maintaining systems
- Managing complex or non-standard tasks
- Ensuring safety and handling exceptions

7.3 Use Case 3: Fraud Detection and Anomaly Detection in Retail

A third relevant use case is fraud detection and anomaly detection in retail transactions. AI systems can identify unusual purchasing patterns or inventory discrepancies, helping to prevent financial losses. In a classroom setting, trainers can present examples of suspicious transactions and ask students to identify potential anomalies. This encourages analytical thinking and highlights the importance of data security in modern retail operations.

Description:

Retailers use AI systems to detect unusual transaction patterns, helping identify fraud or operational errors.

How to use in training

- Provide students with sample transaction scenarios (normal vs suspicious).
- Ask learners to identify anomalies.
- Discuss how AI systems detect patterns and flag unusual behaviour.
- Optional: role-play exercise where students act as analysts reviewing flagged transactions.

How does AI improve efficiency?

- Detects fraud faster than manual checks
- Reduces financial losses
- Improves security and trust in transactions

What are the risks?

- False positives affecting legitimate customers
- Privacy and data protection concerns
- Dependence on accurate and unbiased data

What role do humans still play?

- Reviewing flagged cases and making final decisions
- Ensuring ethical use of data
- Adjusting detection rules and improving system performance

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For each use case, trainers are encouraged to guide learners through structured reflection, ensuring that students not only understand how AI works but also consider its broader implications for efficiency, ethics, and employment.

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8. Classroom activities and practical exercises

The following activities are designed to support IVET teachers in delivering practical, engaging, and applied learning experiences. The activities are aligned with the MOOC content and reflect real-world tasks in inventory management and logistics environments.

Table 2 Practical Training Activities and Workshop Exercises

Activity	Objective	Duration and size group	Description / trainer instructions	Expected learning outcomes	Adaptation tips for different student profiles
Activity 1: Forecasting Demand Using Real Data Objective	To help students understand how demand patterns influence inventory decisions.	45-60 minutes Individual or pairs	Students analyse a simple dataset of product sales over time and identify trends such as seasonality and demand fluctuations. Provide students with a basic dataset (e.g. weekly sales of a small number of products in Excel). Ask learners to: • identify patterns (increasing, decreasing, seasonal peaks) • suggest how stock levels should be adjusted based on these patterns • facilitate a discussion on how an AI system might analyse the same data and generate forecasts.	Students will be able to: • recognise basic demand patterns • explain how forecasting supports inventory decisions • understand the role of AI in analysing data	For less confident learners: provide a visual chart instead of raw data For more advanced learners: ask students to compare two products with different demand patterns
Activity 2: Warehouse Process Optimisation Exercise	To understand how AI can improve warehouse efficiency and operations.	45 minutes Small groups	Students analyse a simplified warehouse layout and identify inefficiencies in product placement and movement.	Students will be able to: • describe common	For less experienced groups: guide with prompts and examples

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		(3–4 students)	Provide a basic diagram of a warehouse (aisles, storage locations, picking areas). Ask students to: • identify potential bottlenecks or inefficiencies • suggest improvements (e.g. relocating fast-moving items closer to picking areas) • introduce the concept of AI-driven optimisation (slotting, route optimisation) and compare with student suggestions.	• warehouse inefficiencies • explain how layout impacts operational performance understand how AI can support optimisation	For stronger groups: ask them to redesign the warehouse layout
Activity 3: Managing Supply Chain Alerts Objective	To develop decision-making skills when responding to supply chain disruptions.	30-45 minutes Pairs or small groups	Students are presented with a set of alerts (e.g. delayed shipment, low stock, supplier issue) and must decide how to respond. Provide a list of scenarios or alerts (can be in a worksheet or simple digital format). For each alert, students: • assess the importance of the issue • decide whether immediate action is required • suggest an appropriate response Facilitate a discussion on how AI systems generate alerts and the importance of prioritisation.	Students will be able to: • evaluate supply chain issues • prioritise actions based on impact • understand how AI supports monitoring and alerts	For beginners: include clear examples with guidance For more advanced learners: include ambiguous situations where decisions are less obvious
Activity 4: AI vs Human	To explore the relationship	45 minutes	Students role-play a scenario where an AI	Students will be able to:	Use simpler scenarios for beginners

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Decision-Making Role Play	between AI systems and human judgement	Groups of 3-4	system provides recommendations and a human must decide whether to accept or override them. Divide the class into groups. Assign roles: ● AI system (provides recommendations) ● planner/operator (makes decision) ● observer (evaluates outcome) Provide a scenario (e.g. forecast suggests reducing stock, but manager expects demand increase). Students discuss and decide how to proceed.		Introduce more complex or conflicting data for advanced learners
Activity 5: Identifying AI Opportunities in a Business Context	To help students connect AI concepts to real workplace applications.	45-60 minutes Small groups (3–4 students)	Students analyse a simple business scenario and identify where AI could be used to improve performance. Provide a short case description (e.g. retail store with stock issues, warehouse with slow operations). Ask learners to: • identify key problems • suggest how AI could be applied • explain expected benefits	Students will be able to: • link AI concepts to real-world problems • propose basic AI-supported solutions • explain business benefits of AI	Provide structured templates for less experienced learners Encourage more detailed proposals for advanced groups

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			Encourage students to present their ideas to the class.		
Activity 6: Exploring AI Tools in Practice	To familiarise students with basic AI tools used in business environments.	30-45 minutes Individual or pairs	Students interact with a simple AI tool (e.g. chatbot, forecasting template, or data tool) and reflect on its usefulness. Introduce a simple tool (e.g. Excel with trends, chatbot, or basic analytics dashboard). Ask students to: ● complete a short task using the tool ● evaluate its usefulness ● identify strengths and limitations Facilitate a discussion on responsible use and limitations of AI tools.	Students will be able to: ● use a simple AI-supported tool ● interpret outputs ● critically assess its usefulness	Provide step-by-step guidance for beginners Allow independent exploration for more confident learners

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9. Assessment and evaluation validation

Assessment within this MOOC context should focus on evaluating learners' understanding of AI concepts and their ability to apply these concepts in vocational scenarios, rather than on technical programming skills. A variety of assessment methods can be used to capture different aspects of learning.

Formative assessment can include **quizzes** embedded within the MOOC, allowing learners to check their understanding of key concepts such as machine learning, predictive analytics, and data pipelines. These quizzes should emphasize comprehension and application rather than memorization. Example:

Example tasks (Used to check understanding of key AI concepts)**:**

- Multiple choice:
  Which of the following best describes predictive analytics?
- Matching:
  Match AI tools with their function (e.g., ML → forecasting, NLP → customer feedback).

Assessment criteria:

- Accuracy of answers
- Understanding of key concepts

In addition to quizzes, trainers may assign **practical tasks** such as analysing a simple inventory scenario and proposing AI-based improvements. These assignments encourage learners to apply their knowledge in realistic contexts. Group work can also be effective, particularly for discussing case studies or developing project proposals.

Project-based assessment is particularly suitable for this MOOC. Learners may be asked to complete a small project in which they identify an inventory challenge and propose an AI-driven solution. The focus should be on the logic and relevance of the proposal rather than technical implementation. Example:

Example task (Students complete a small project applying MOOC knowledge):

- Identify an inventory problem (e.g., stockouts) and propose an AI-based solution.
- Include a simple diagram or explanation of how the solution works.

Assessment criteria:

- Understanding of the problem
- Appropriateness of proposed AI solution
- Ability to connect theory with practice

Presentations provide another valuable assessment method, allowing learners to communicate their ideas and demonstrate their understanding. These can be conducted individually or in groups and may include visual aids such as diagrams or simple data representations. Example:

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Example task (Students present their findings or project outcomes)**:**

- Present an AI solution for improving supply chain efficiency in a chosen sector.

Assessment criteria:

- Clarity and structure
- Ability to explain concepts
- Use of examples and visuals

To support consistent evaluation, trainers are encouraged to use clear assessment criteria. These may include the clarity of explanation, relevance of the proposed solution, understanding of AI concepts, and ability to connect theory with practice. A simple rubric can help standardize assessment across different contexts. For example, evaluation criteria may consider the depth of analysis, practical applicability, and quality of reflection.

Finally, reflection activities play an important role in assessment. Learners may be asked to reflect on what they have learned, the challenges they encountered, and how they see AI impacting their future work. This supports deeper learning and helps trainers assess not only knowledge acquisition but also critical thinking and professional awareness.

Last but not least, some more examples may be found below:

9.1 Diverse Student Assignments

Assignments allow learners to apply knowledge in practical contexts.

Example task:

- Analyse a simple retail scenario and identify where AI could improve inventory management.

Assessment criteria:

- Clarity of analysis
- Relevance of AI application
- Logical reasoning

9.2 Group Work

Collaborative activities encourage discussion and problem-solving.

Example task:

- In groups, analyse a case study and propose AI-driven improvements.

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Assessment criteria:

- Participation and collaboration
- Quality of group output
- Ability to justify decisions

9.3 Example assessment tasks

- Identify one inventory management problem in a retail scenario and explain how AI could solve it.
- Compare manual vs AI-driven forecasting methods.
- Design a simple AI workflow for inventory optimization (diagram-based).
- Analyse a case study and identify risks and benefits of AI implementation.

Table 3 Example rubric

Criteria	Excellent (5)	Good (4)	Satisfactory (3)	Needs Improvement (2)
Understanding of AI concepts	Clearly explains concepts and applies them correctly	Minor gaps in explanation	Basic understanding shown	Limited or incorrect understanding
Application to vocational context	Highly relevant and realistic application	Mostly relevant	Some relevance	Weak or unclear application
Problem analysis	Insightful and well-structured	Clear but limited depth	Basic identification of problem	Poor or unclear analysis
Communication	Clear, structured, and well-presented	Mostly clear	Some clarity issues	Difficult to understand
Critical thinking	Strong evaluation of risks and implications	Some evaluation	Limited reflection	No critical analysis

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10. Adapting the MOOC for Different IVET Settings

10.1 Using the MOOC across different vocational programmes

The MOOC can be flexibly integrated into various IVET study programmes, depending on the learning objectives and vocational focus:

Business courses

- Use the MOOC to introduce students to **data-driven decision-making** in inventory and retail operations
- Connect AI concepts to topics such as **procurement, operations management, and e-commerce**
- Apply case studies to analyse how AI improves business efficiency and profitability

IT courses

- Integrate the MOOC as an **introductory application-focused module** on AI
- Use it to demonstrate **real-world use of machine learning, data pipelines, and system integration**
- Complement technical learning with **practical logistics and inventory scenarios**

Healthcare training

- Use selected parts of the MOOC (e.g. inventory and logistics concepts) to explain **management of medical supplies and equipment**
- Highlight how AI can help **optimize stock levels and ensure availability of critical resources**
- Connect concepts to **hospital logistics and supply chain efficiency**

Tourism training

- Integrate the MOOC in topics such as **operations management and service delivery**
- Show how AI can support **inventory tracking (e.g. food, equipment) and logistics in hospitality environments**
- Use examples of **automation improving customer service and operational efficiency**

10.2 Suggested implementation models

IVET teachers can integrate the MOOC in several ways depending on curriculum structure and available time:

- **Full course integration**: The MOOC is used as a complete module or course within the curriculum, replacing or complementing existing content on logistics or digital skills.
- **Supplementary material**: Selected modules or units are used to enrich existing courses, providing additional digital and AI-related content.
- **Project-based learning**: Students use MOOC content as a basis for **projects and practical assignments**, such as analysing inventory scenarios or proposing AI-based solutions to logistics problems.

10.3 Steps for institutional integration

To successfully integrate the MOOC into IVET programmes, institutions and teachers can follow these steps:

1. **Review institutional policies**
    - Check guidelines on the use of **external learning platforms and AI-related tools**
    - Ensure compliance with digital learning and data protection requirements

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2. **Identify curriculum alignment**
    - Map MOOC modules to existing subjects (e.g. logistics, business operations, IT)
    - Identify overlaps with learning outcomes and competence frameworks
3. **Communicate with students**
    - Clearly explain how the MOOC contributes to their **learning outcomes and assessment**
    - Provide guidance on expectations for independent study
4. **Plan blended learning activities**
    - Combine self-paced MOOC learning with **classroom discussions, exercises, and practical tasks**
    - Use classroom time to reinforce key concepts and support students where needed

Table 4 Adaptation examples

IVET setting	Adaptation focus	Suggested activity
Short CPD workshop for hotel staff	Guest sentiment, service recovery, energy, water, food waste and demand forecasting.	Guest Sentiment case discussion + Hospitality Resource Audit.
Destination management training	Visitor flows, overtourism, resident sentiment, impact assessment and local business balance.	FLOWS case + Destination Under Pressure.
Heritage-site or cultural tourism training	Monument protection, visitor privacy, surveillance ethics, authenticity and local representation.	AI surveillance case or VR authenticity case + Responsible AI Risk Clinic.
Travel agency or tour-operator upskilling	Chatbots, travel assistants, itinerary recommendations, escalation and ethical use of customer data.	Travel Assistant case + AI Tool Reality Check.
Tourism marketing / destination promotion	Immersive tours, expectations management, accessibility, sustainability and community voice.	Virtual Tour case + transparency checklist activity.
Tourism SME support programme	Affordable AI opportunities, risk management, implementation steps and staff acceptance.	Workplace Implementation Pitch based on one selected case.
Online adult learning course	Self-paced concepts with reflective professional application.	Case Study Carousel using breakout rooms or shared online worksheets.

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11. Supporting students with different backgrounds and needs

Every vocational classroom is different. It brings together learners with a wide range of experiences and aspirations. Some learners are confident using digital tools and would like to try new ones, while others may have little experience with technology and they are reluctant. Artificial Intelligence might seem really complex to them. When introducing Artificial Intelligence concepts, teachers should therefore aim to create an inclusive learning environment where all students can participate and feel confident exploring new ideas. In this way, effective AI education will take place.

Before introducing Artificial Intelligence to the students, it is best to assess existing knowledge and perceptions on its use. A good starting point is to connect AI concepts to situations learners already know from everyday life or from their vocational field. For example, students may already use recommendation systems on streaming platforms, navigation apps, chatbots, or online shopping websites without realising that these systems are powered by AI. Explaining and making AI into familiar experiences makes the topic less intimidating and easier to understand.

Another useful approach is for the teachers to avoid introducing too many technical terms at once. Instead, complex concepts can be broken down into smaller, manageable parts and explained using real-world examples. Visual materials, videos, diagrams, demonstrations, and practical activities can help students understand ideas that might otherwise seem abstract. More concrete examples can be infographics and the use of the use case scenarios, already presented in this programme.

Teachers should use a variety of teaching methods to accommodate different learning preferences. Group activities are particularly effective when teaching AI concepts. Learners can share different perspectives, support one another, and develop teamwork and communication skills while exploring AI applications. Discussions about how AI might affect future jobs can also help learners see the relevance of the topic to their own career paths.

Teachers should encourage questions and create opportunities for reflection. Some learners may be excited about AI, while others may have concerns about privacy, job displacement, or ethical issues. Open discussions allow students to explore both the opportunities and challenges of AI in a safe and supportive environment.

Most importantly, learners should understand that they do not need to become AI experts.The objective of AI education in vocational settings is not to transform students into AI engineers or data scientists. Instead, learners should develop sufficient knowledge to understand how AI affects their profession, evaluate benefits and limitations, use the tools responsibly, and adapt to technological changes in the workplace.

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12. Additional resources for teachers

Teachers who would like to deepen their understanding of Artificial Intelligence can benefit from a variety of free online resources. The following materials are publicly available and suitable for educators who are new to AI as well as those looking to expand their knowledge.

12.1 Introductory AI Courses

AI for Everyone
A free course by Andrew Ng that explains AI concepts, applications, opportunities, and limitations in accessible language.

https://www.deeplearning.ai/courses/ai-for-everyone

12.2 European Resources

European Commission – Artificial Intelligence
Information about European AI policies, regulations, and initiatives.

https://digital-strategy.ec.europa.eu/en/policies/artificial-intelligence

European Digital Education Action Plan
Resources and policy information related to digital transformation in education.

https://education.ec.europa.eu/focus-topics/digital-education/action-plan

12.3 Educational Resources

UNESCO – Artificial Intelligence and Education
Reports, guidance documents, and resources on the responsible use of AI in education.

https://www.unesco.org/en/artificial-intelligence/education

European School Education Platform
Practical examples, articles, webinars, and professional development opportunities related to digital education and AI.

https://school-education.ec.europa.eu

12.4 AI Tools for Exploration

Teachers may also wish to explore commonly used AI tools in order to better understand their capabilities and limitations:

- ChatGPT
- Microsoft Copilot
- Google Gemini
- Canva AI Tools
- DeepL Translator

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When exploring these tools, teachers are encouraged to discuss with students' issues such as accuracy, bias, privacy, transparency, and responsible use.

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13. Self-study guidance for IVET trainers

AI is a rapidly evolving field, and even experienced professionals continue learning as new tools and applications emerge. This MOOC is to help you build confidence and discover practical ways to introduce AI concepts into your teaching.

A good approach is to work through the MOOC at your own pace. Focus first on understanding the basic concepts and examples presented in the course. As you progress, think about how the topics relate to your own vocational area and the industries your learners are preparing to enter.

When reviewing AI use cases, ask yourself simple questions.

A reflective journal can be useful during your learning journey. Note down interesting examples, classroom ideas or concerns that you would like to explore further.

Another approach is also to experiment with one or two AI tools yourself. Consider the strengths and limitations. This hands-on experience will help you guide learners more effectively.

As a next step, identify a lesson or activity within your existing curriculum where AI could naturally be introduced. Start small. A discussion, a short case study, or a simple classroom activity is often enough to begin building learners' AI awareness.

Overall, certainly AI literacy is becoming an important skill across all sectors. Develop your understanding and confidence. As a result, you can help learners become informed and responsible users of AI in their future careers.

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14. Appendices - Ready-to-Use Workplace Templates

14.1 Appendix A: Bloom's Taxonomy

Level	Key question answered	Example action verbs
1 — Remember	Can students recall information?	define, identify, list, name, recall, recognise
2 — Understand	Can students explain ideas?	describe, explain, summarise, classify, paraphrase
3 — Apply	Can students use knowledge?	use, demonstrate, implement, solve, illustrate
4 — Analyse	Can students break down concepts?	compare, differentiate, examine, organise, deconstruct
5 — Evaluate	Can students judge or critique?	assess, justify, critique, defend, recommend
6 — Create	Can students produce something new?	design, develop, construct, compose, produce

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14.2 Appendix B: Example of a Constructive Alignment Table

Learning Objective	Classroom Activity	Assessment Method
Explain key AI concepts in the sector	Discussion / Q&A	Quiz / oral check
Identify relevant AI tools	Use-case analysis	Assignment / report
Analyse an AI-supported scenario	Group exercise	Group project / rubric
Evaluate ethical implications	Role-play / debate	Presentation / peer review
Design a simple AI-assisted workflow	Project work	Portfolio / demonstration
Environmental cost	Does the system add energy or resource burdens?	Use proportionate tools and include sustainability criteria.

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