

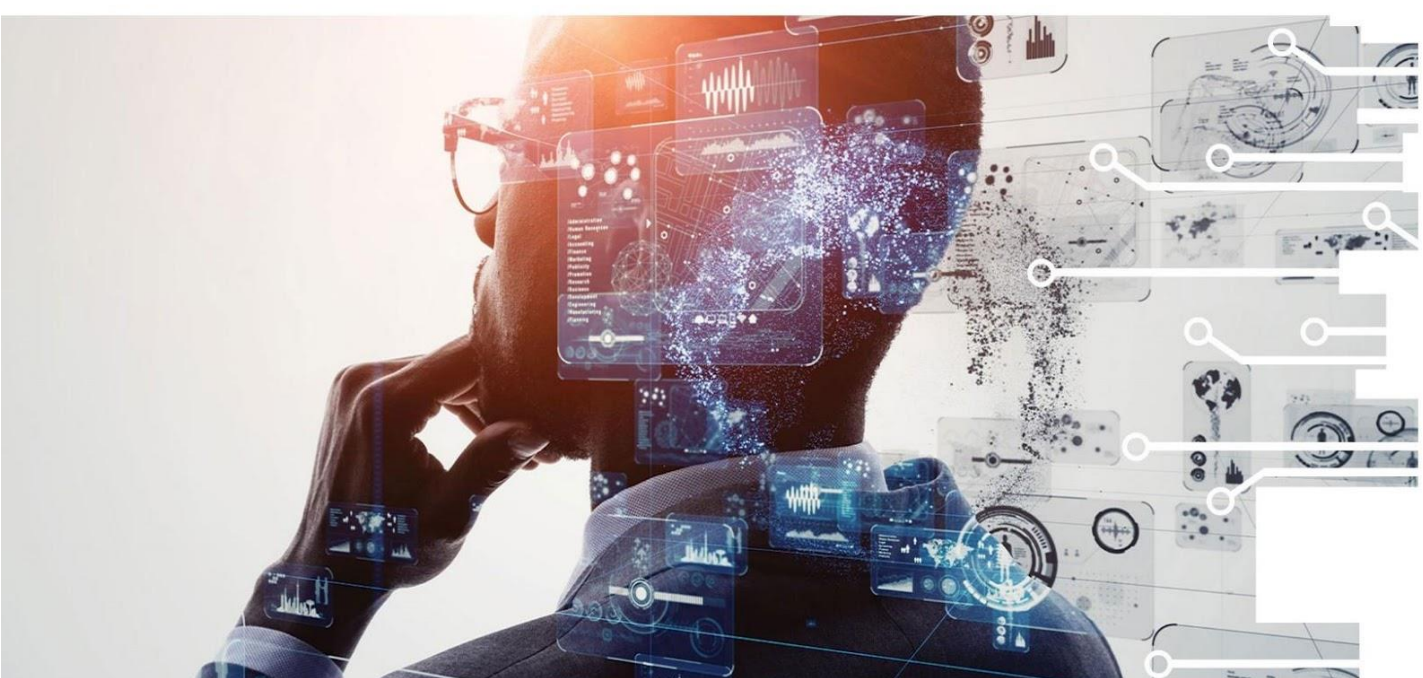


AI4VET4AI

AI-powered Next Generation of VET

AI in Market Research

CVET Teacher Training Materials



Co-funded by
the European Union

Project 101104579

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Start date of project: 15 June 2023

Duration: 48 months

TABLE OF CONTENTS

PURPOSE OF THE DOCUMENT	1
1. INTRODUCTION TO THE MOOC AND ITS RELEVANCE FOR CVET TRAINERS	2
2. TARGET LEARNERS AND PROFESSIONAL RELEVANCE	3
2.1 Target learners.....	3
2.2 Professional relevance.....	3
3. LEARNING OBJECTIVES AND COMPETENCE DEVELOPMENT.....	5
3.1 Learning objectives	5
3.2 Competence development.....	6
4. CONSTRUCTIVE ALIGNMENT	8
5. OVERVIEW OF THE MOOC STRUCTURE AND CONTENT.....	9
5.1 Modules.....	9
5.2 Units	9
5.3 Estimated completion time and difficulty level.....	10
6. KEY AI CONCEPTS EXPLAINED FOR TRAINERS	11
6.1 Machine Learning.....	11
6.2 Natural Language Processing (NLP).....	11
6.3 Chatbots.....	12
6.4 Recommendation Systems	12
6.5 Predictive Analytics.....	12
6.6 Data Mining.....	13
7. AI TOOLS AND PRACTICAL IMPLEMENTATION	14
7.1 Suggested tools	14
7.2 Example classroom applications	14
7.3 Discussing risks and limitations.....	15
7.4 Positioning AI in market research	15
8. GUIDANCE FOR FACILITATING LEARNING IN CVET CONTEXTS	16
8.1 Implementation approaches.....	16
8.2 Teaching recommendations.....	16
8.3 Examples of practice	17
9. AI USE CASES FOR PROFESSIONAL AND WORKPLACE CONTEXTS.....	18
9.1 Use Case 1: AI-powered sentiment analysis for brand reputation.....	18
9.2 Use Case 2: AI-based consumer privacy protection in market research	18
9.3 Use Case 3: AI-enabled personalised marketing and recommendations.....	19

10.	PRACTICAL TRAINING ACTIVITIES AND WORKSHOP EXERCISES.....	21
11.	ASSESSMENT AND COMPETENCE VALIDATION.....	25
11.1	Assessment principles for CVET	25
11.2	Suggested assessment formats.....	25
11.3	Example assessment structure.....	26
11.4	Rubrics and criteria	26
11.5	Recognising prior learning and workplace experience.....	27
12.	ADAPTING THE MOOC FOR DIFFERENT CVET SETTINGS.....	28
12.1	Dimensions of adaptation.....	28
12.2	Example adaptation scenarios	28
12.3	Adapting to learner profiles.....	29
12.4	Working with institutional constraints	29
12.5	Ensuring coherence with other subjects.....	29
13.	SUPPORTING LEARNERS WITH DIFFERENT BACKGROUNDS AND NEEDS	31
13.1	Understanding diversity in CVET groups.....	31
13.2	Scaffolding digital and AI-related learning.....	31
13.3	Language and literacy support.....	32
13.4	Flexible participation and assessment.....	32
13.5	Building confidence and a supportive climate	32
13.6	Using learners' experiences as a resource.....	33
14.	ADDITIONAL RESOURCES FOR TRAINERS.....	34
15.	SELF-STUDY GUIDANCE FOR CVET TRAINERS	36
15.1	Using the MOOC for your own learning.....	36
15.2	Planning a personal learning path.....	36
15.3	Learning through practice and reflection	36
15.4	Peer learning and communities of practice.....	37
15.5	Well-being and sustainable professional development	37
	APPENDIX A – BLOOM'S TAXONOMY	38
16.	APPENDIX B – EXAMPLE OF A CONSTRUCTIVE ALIGNMENT TABLE.....	39

LIST OF FIGURES

Table 1	Learning objectives.....	5
Table 2	Example assessment structure.....	26
Table 3	Example adaptation scenarios.....	28

Purpose of the document

This document supports CVET teachers, trainers, and instructors in delivering the MOOC effectively in adult learning, professional training, and lifelong learning contexts.

It is designed to:

- Help trainers understand AI-related concepts in a practical, non-technical way
- Support the facilitation of **MOOC-based learning (self-paced and blended)**
- Provide **ready-to-use teaching materials, examples, and activities**
- Enable trainers to connect MOOC content to **real workplace applications**

This document is **not intended to replace institutional teaching or assessment systems**, but rather to **complement and support them flexibly**.

Format:

Self-study friendly, practical, and implementation-oriented.

1. Introduction to the MOOC and Its Relevance for CVET

Trainers

This MOOC, *AI in Market Research*, introduces you and your students to how Artificial Intelligence is used in modern market research, customer analysis, and business decision-making. It shows how AI-supported tools can help organisations understand customer behaviour, identify market trends, analyse feedback, and make more informed marketing decisions.

The MOOC presents AI in simple, accessible language and focuses on practical workplace applications rather than technical programming. Key topics include **machine learning, natural language processing, sentiment analysis, recommendation systems, predictive analytics, data mining, and data privacy, fairness, and responsible AI use.**

For many trainers and adult learners, AI may feel unfamiliar, technical, or even intimidating. The course is designed to **reduce this uncertainty by introducing AI concepts** gradually and linking them to **realistic workplace examples** from sectors such as marketing, retail, tourism, hospitality, customer service, business administration, and digital services. No background in programming, data science, or advanced mathematics is required; basic digital skills and an interest in understanding AI-supported tools in everyday work are sufficient.

As a CVET trainer, you can use this MOOC as a flexible resource that fits different teaching contexts and time frames. You may integrate the full course into a longer programme or select individual modules, units, and activities that best match your learners' needs, available time, and sector focus. The course is particularly suitable for upskilling and reskilling adults who need more than basic digital literacy and who must understand how AI tools work, how to interpret their outputs, and how to recognise their benefits, limitations, and ethical risks.

To support implementation, the MOOC is accompanied by three main elements:

- this CVET Teacher Training guide, which offers pedagogical guidance, classroom activities, and assessment ideas
- an optional project-based learning (PBL) exercise, Customer Feedback in Market Research, where students act as junior market research assistants and analyse real customer feedback for a chosen business
- a set of detailed AI in market research use-case scenarios (e.g. sentiment analysis for brand reputation, AI-based privacy protection, ethical personalised marketing) for more advanced discussions of AI applications and ethics

Together, these resources allow you to design anything from short, low-threshold classroom activities based on selected MOOC units to a full 3-ECTS offer that combines online learning, literature-based study, and a substantial project in a realistic vocational context. You are not required to implement the full structure; instead, you can combine modules, readings, activities, and the PBL elements in ways that best support your existing courses and your students' progression.

2. Target learners and professional relevance

This MOOC is intended for CVET learners and adult students who need to understand how Artificial Intelligence is changing market research, customer analysis, and business decision-making in their professional fields. It also supports you as a trainer in confidently introducing AI-related topics in an applied, workplace-oriented way.

2.1 Target learners

The course is suitable for a wide range of adult learners who are updating their skills, changing careers, or returning to education. Typical participants may include:

- employees who need to upskill due to digital transformation in their organisation
- job seekers preparing for employment in business-related sectors
- professionals moving into more digital or data-driven roles
- adults returning to education or training after a break
- trainers, workplace mentors, and staff involved in professional development

Learners may come from diverse educational and professional backgrounds. Some may already work in marketing, sales, customer service, retail, tourism, hospitality, or administration, while others may be new to these areas. To accommodate this diversity, the MOOC uses straightforward explanations, practical examples, and realistic workplace scenarios.

No prior knowledge of AI is required. Learners are not expected to have programming, data science, or advanced mathematics skills, but basic digital skills are recommended, such as:

- using a web browser and online learning platform
- reading simple charts, tables, or dashboards
- working with basic office tools (documents, spreadsheets, presentations)
- searching for information online

These expectations can be communicated at the start of the course so that learners know what is required and can seek support if needed.

2.2 Professional relevance

AI is already used in many organisations to improve efficiency, support decision-making, and automate routine tasks. In market research and related sectors, AI-supported tools help professionals analyse customer feedback, identify patterns, monitor market trends, personalise services, and support data-based business decisions.

The skills developed through this MOOC are relevant to roles and functions in areas such as:

- marketing and digital marketing
- market research and business analytics

- sales and retail
- customer service and client support
- tourism and hospitality
- business administration and office support
- entrepreneurship and small business development

The course supports both **upskilling** and **reskilling**. For upskilling, it helps professionals improve their current work by understanding AI-supported tools and data-driven decision-making in their existing roles. For reskilling, it supports learners who are preparing to enter new roles where AI awareness and digital confidence are increasingly important.

By completing the MOOC and related activities, learners become better prepared to understand and use AI in teaching and workplace contexts, interpret AI-supported outputs critically, recognise benefits and limitations, and participate in informed professional discussions about AI, data, and ethics. This makes the course a practical contribution to employability, career development, and lifelong learning in digitally transforming labour markets.

3. Learning objectives and competence development

This section helps you, as a CVET teacher or trainer, understand the expected learning outcomes of the MOOC and the competences that adult learners can develop through the course. The focus is on practical workplace understanding of AI rather than advanced technical expertise, so that learners become confident users of AI-supported tools in market research and related fields.

3.1 Learning objectives

The learning objectives are based on Bloom's taxonomy (see Appendix A). After completing the MOOC and related activities, learners should be able to:

Table 1 Learning objectives

Learning objective	Bloom's taxonomy level
Define and explain key AI concepts used in market research, such as machine learning, natural language processing, sentiment analysis, recommendation systems, and predictive analytics.	Remember
Explain how AI is used in market research, customer analysis, trend identification, and business decision-making.	Understand
Identify and justify examples of AI-supported tools and processes in their own workplace or professional sector.	Apply
Interpret simple AI-related outputs, such as customer feedback summaries, charts, dashboards, or trend data.	Apply
Analyse and explain workplace scenarios where AI is used to improve efficiency, automate routine tasks, or support decision-making.	Analyse
Compare the benefits and limitations of AI-supported market research tools, including speed, accuracy, bias, and the need for human judgement.	Analyse
Evaluate ethical issues linked to AI use, including data privacy, fairness, transparency, and responsible use of customer information.	Evaluate
Recommend practical and responsible ways AI could be used in a workplace or professional training context.	Evaluate / Create

You can use these objectives to plan lessons, select suitable MOOC units, design classroom and project activities, and choose appropriate assessment tasks. Depending on learner background, available time, sector focus, and level of professional experience, you may decide to prioritise some objectives or adapt their depth.

3.2 Competence development

The MOOC supports the development of three main competence areas: **technical competences**, **professional competences**, and **transversal competences**. You can use these areas to connect the MOOC content to workplace practice and to learners' longer-term career development.

Technical competences

Learners develop a basic, practical understanding of how AI-supported tools are used in market research and business contexts. With your support, they learn to:

- recognise common AI applications such as chatbots, recommendation systems, sentiment analysis, and trend analysis tools
- understand the role of data in AI-supported decision-making
- interpret simple outputs from dashboards, charts, customer feedback, or AI-supported analysis
- recognise that AI systems have limitations and still require human judgement

These competences do not aim to turn learners into AI developers. Instead, they help them become informed and critical users of AI-supported tools in their professional roles.

Professional competences

The MOOC helps learners connect AI concepts directly to real workplace tasks in sectors such as marketing, customer service, retail, tourism, hospitality, administration, and business support. Over the course, they develop the ability to:

- identify where AI can support workplace efficiency
- recognise opportunities for automating routine tasks
- use customer data and simple business insights to support decisions
- understand how AI can support market research and customer analysis
- communicate AI-supported findings clearly in a workplace-relevant way

These professional competences support both upskilling in current roles and reskilling towards new, more digital roles.

Transversal competences

The MOOC also strengthens broader competences that are valuable across different professions and sectors. You are encouraged to highlight and foster:

- digital literacy and confidence in using online tools
- critical thinking and the ability to question AI outputs
- problem-solving in realistic business and customer scenarios
- ethical awareness in relation to data and AI use
- communication and collaboration skills in group activities and projects
- adaptability to digital transformation and changing workplace tools

These transversal competences support learners in navigating AI-driven changes in the labour market and in participating actively in discussions about AI, data, and responsibility.

Supporting employability and career development

By completing the MOOC and related activities, learners become better prepared to understand AI in everyday professional tasks, interpret AI-supported information critically, and adapt to new technologies in their sector. They can identify upskilling or reskilling needs, apply responsible and ethical thinking when using AI tools, and participate in workplace discussions about AI, data, and customer protection.

For you as a CVET teacher or trainer, this section can support curriculum and course design by showing how the MOOC contributes to learner progression, workplace relevance, and long-term career development. You can refer back to these objectives and competences when choosing which units, activities, and assessments to implement in your own context.

4. Constructive Alignment

An example constructive alignment is shown in Appendix B.

5. Overview of the MOOC structure and content

The MOOC is organised as a structured learning pathway that progresses from basic AI concepts to applied techniques and ethical considerations in market research. It consists of three modules, each with three units, which you can use as separate lesson blocks or combine into longer teaching sessions.

5.1 Modules

- **Module 1 – Introduction to AI in Market Research**
 - Focus: basic AI concepts, key terminology, and the role of data in understanding customer behaviour and market trends.
 - Approximate duration: **300 minutes** (5 hours).
- **Module 2 – AI Techniques for Market Analysis**
 - Focus: practical AI-related techniques used in market research, including identifying market trends, sentiment analysis, and real-world applications of AI tools.
 - Approximate duration: **300 minutes** (5 hours).
- **Module 3 – Ethical and Practical Considerations in AI-driven Market Research**
 - Focus: ethical issues, data privacy and protection (e.g. GDPR), responsible AI use, and practical implementation challenges in organisations.
 - Approximate duration: **300 minutes** (5 hours).

The **total estimated MOOC time is 900 minutes (15 hours)**, including video content, MOOC readings, and embedded online activities. The additional pre-reading package and short written tasks linked to each module increase the overall workload to approximately **75–90 hours (3 ECTS)**, depending on how many optional tasks you assign.

5.2 Units

Each module is divided into three units that can be used flexibly in CVET settings.

- **Module 1**
 - Unit 1.1: Introduction to AI Concepts for Market Research
 - Unit 1.2: Key Terminology and Tools in AI-Driven Market Research
 - Unit 1.3: Understanding Data in Market Research
- **Module 2**
 - Unit 2.1: Basic Techniques – Identifying Market Trends
 - Unit 2.2: Advanced Techniques – Sentiment Analysis and Customer Perception
 - Unit 2.3: Case Studies – AI Applications in Market Research

- **Module 3**

- Unit 3.1: Case Studies in Ethical AI Implementation
- Unit 3.2: Privacy and Data Protection Case Studies
- Unit 3.3: Challenges and Opportunities in AI-driven Market Research

For CVET implementation, you can:

- use individual units as stand-alone lessons
- group units into larger blocks (for example, two units in a 90-minute session)
- complement selected units with classroom activities, the project-based learning task *Customer Feedback in Market Research*, or the detailed AI use-case scenarios

The optional project-based learning (PBL) exercise fits particularly well after Modules 1 and 2, when students already understand core AI concepts and basic techniques for analysing customer feedback and trends. If you cannot allocate the full 3 ECTS to the MOOC, you may still select specific modules or units and link them to a shortened or adapted version of the project.

5.3 Estimated completion time and difficulty level

The estimated completion time for the **MOOC itself** is **15 hours**, assuming students watch all videos, engage with embedded activities, and complete the main online tasks. Pre-readings and written assignments extend this to the full 3 ECTS workload.

Each unit is designed for approximately **1 hour and 40 minutes** of MOOC work, which can be split or combined to fit standard CVET lesson blocks. You can extend selected units with additional classroom activities, depending on lesson duration and learning objectives.

Difficulty level: Beginner to intermediate

The content is designed for learners with no prior knowledge of AI and gradually introduces more applied and analytical elements, making it suitable for CVET students in business and marketing-related programmes.

6. Key AI concepts explained for trainers

To support confident classroom delivery, this section explains key AI concepts in simple, non-technical language. The aim is to help teachers understand the basics and feel comfortable explaining them to students using relatable examples from business and marketing contexts.

6.1 Machine Learning

Plain-language definition:

Machine learning is a type of AI that allows computers to learn from data and improve their performance without being explicitly programmed.

Simple explanation and analogy:

It is like teaching a student by showing examples instead of giving exact instructions. Over time, the student recognises patterns and can make decisions independently. Similarly, a machine learning system learns from data and uses that knowledge to make predictions.

Real-world vocational example:

A company analyses past customer purchases to predict which products are likely to sell well in the future.

Relevance to the sector:

In market research, machine learning helps businesses analyse large amounts of customer data, identify patterns, and support decision-making in marketing and sales.

6.2 Natural Language Processing (NLP)

Plain-language definition:

Natural Language Processing (NLP) enables computers to understand and interpret human language, such as text or speech.

Simple explanation and analogy:

It is like teaching a computer to “read” and “understand” language the way people do. Just as a person can understand whether a review is positive or negative, NLP allows a computer to do the same.

Real-world vocational example:

A business analyses customer reviews on social media to understand how people feel about a product.

Relevance to the sector:

NLP is widely used in market research to analyse feedback, detect customer sentiment, and identify trends in opinions and preferences.

6.3 Chatbots

Plain-language definition:

Chatbots are AI systems that can communicate with users through text or voice, often used in customer service.

Simple explanation and analogy:

A chatbot is like a digital assistant that answers questions automatically. Similar to a shop assistant helping customers, a chatbot provides information or support without human intervention.

Real-world vocational example:

An online store uses a chatbot to answer customer questions about products, delivery, or returns.

Relevance to the sector:

Chatbots help businesses collect customer data, improve service efficiency, and gain insights into common customer needs and questions.

6.4 Recommendation Systems

Plain-language definition:

Recommendation systems suggest products, services, or content to users based on their behaviour and preferences.

Simple explanation and analogy:

It is like a salesperson who remembers what a customer liked before and suggests similar products. The system learns from past choices to offer personalised recommendations.

Real-world vocational example:

An e-commerce website recommends products based on what a customer has previously viewed or purchased.

Relevance to the sector:

In market research and marketing, recommendation systems help businesses personalise offers and better understand customer preferences.

6.5 Predictive Analytics

Plain-language definition:

Predictive analytics uses data and AI to forecast future outcomes or trends.

Simple explanation and analogy:

It is similar to predicting the weather based on past data. By analysing patterns, the system estimates what is likely to happen next.

Real-world vocational example:

A company predicts future sales based on previous campaigns and customer behaviour.

Relevance to the sector:

Predictive analytics helps businesses make informed decisions, plan marketing strategies, and anticipate customer demand.

6.6 Data Mining

Plain-language definition:

Data mining is the process of finding useful patterns and insights in large amounts of data.

Simple explanation and analogy:

It is like searching for hidden patterns in a large collection of information, similar to finding trends in customer shopping habits.

Real-world vocational example:

A retailer identifies which products are often bought together to improve product placement or promotions.

Relevance to the sector:

Data mining supports market research by helping businesses discover trends, segment customers, and improve decision-making. Together, these concepts provide a foundation for understanding how AI supports decision-making in market research contexts.

For teachers who are new to AI concepts, the following resources provide clear and accessible introductions:

- [Elements of AI](#) – a free introductory course explaining AI basics in simple terms
- [Google AI](#) – beginner-friendly explanations and examples of AI applications
- [IBM SkillsBuild](#) – practical courses and materials for understanding AI in business contexts
- [Coursera](#) – introductory courses on AI and data analysis

7. AI tools and practical implementation

This section helps you introduce both general digital tools for teaching and learning and sector-specific AI tools used in market research. The aim is to help learners understand how AI can support classroom activities, data interpretation, customer insight generation, and decision-making in realistic professional contexts. In this way, trainers can use accessible tools to support learning, while also showing how AI is applied more directly in market research practice.

7.1 Suggested tools

You do not need advanced software to teach this MOOC effectively, but it is useful to distinguish between two types of tools: general digital and AI tools for learning, and industry-relevant tools for market research practice.

General digital and AI tools for teaching and learning

- [Microsoft 365](#) – including Word, Excel, and PowerPoint, for worksheets, simple datasets, charts, presentations, and structured classroom tasks.microsoft+1
- [ChatGPT](#) or similar AI assistants – for explaining concepts, generating examples, drafting discussion questions, summarising learner input, and supporting reflection on AI-generated outputs.openai+1
- [Google Slides](#), [Mentimeter](#), or [Padlet](#) – for collaborative presentations, quick polls, brainstorming, and group reflection.workspace.google+2

Sector-specific AI and analytics tools relevant to market research

- [Google Trends](#) – for exploring search interest over time, comparing products or topics, and discussing trend signals relevant to market behaviour.trends.google+2
- [Power BI](#) or [Google Looker Studio](#) – for visualising customer data, dashboards, and simple business insights.microsoft
- [Canva](#), [Adobe Firefly](#), or [DALL-E](#) – for generating concept visuals, campaign drafts, or marketing-related creative materials that can be analysed critically in class.canva+2
- AI-supported text and feedback analysis tools, such as large language models used for summarising comments, identifying recurring themes, or generating draft classifications of customer feedback, can also be discussed as examples of how market research work is changing.

Before using any tool, check whether a free version, education licence, or institutional account is available. Review account requirements, learner access conditions, and data protection rules, and follow your institution's AI and privacy policies. Where direct learner access is limited, you can demonstrate tools on screen and use screenshots, prepared outputs, or printed examples instead

7.2 Example classroom applications

To keep implementation practical and relevant, you can combine simple learning activities with examples of sector-specific AI use in market research.

- Ask learners to use [ChatGPT](#) to rewrite a complex AI concept from the MOOC in simpler language, then discuss where the explanation is useful and where teacher clarification is still needed.[openai](#)
- Use [Excel](#) or [Power BI](#) to show a small customer feedback dataset and ask learners to interpret patterns, identify issues, and suggest actions.[microsoft+1](#)
- Use [Google Trends](#) to compare interest in products, brands, or services over time and discuss what this might suggest for demand, seasonality, or market attention.[support.google+1](#)
- Ask students to examine a set of customer reviews and discuss how AI tools could support sentiment analysis, theme identification, or trend detection, while also identifying cases where human interpretation remains essential.
- Use [Canva](#), [Adobe Firefly](#), or [DALL·E](#) to generate a sample campaign visual, then discuss how AI-generated marketing content should be reviewed for relevance, bias, accuracy, and brand fit.[adobe+2](#)
- Use [Mentimeter](#) or [Padlet](#) to collect learners' views on where AI is already used in customer analysis, personalised marketing, or brand monitoring.[mentimeter+1](#)

These activities can be adapted to different sectors such as retail, tourism, hospitality, customer service, or small business. For learners with lower digital confidence, trainers can provide templates, screenshots, partial datasets, or pre-generated outputs instead of requiring hands-on use of every tool.

7.3 Discussing risks and limitations

It is important to present AI tools as useful supports, but not as neutral or error-free systems. Learners should understand that AI-generated outputs may be biased, incomplete, misleading, or overly confident, especially when interpreting customer language, classifying sentiment, or generating recommendations.

You should also remind learners that public AI tools should not be used to enter personal, confidential, or commercially sensitive data unless there is a clear legal and institutional basis for doing so. This is particularly important in market research, where customer feedback, behavioural data, and demographic information may raise privacy and compliance concerns.

Use the MOOC's ethics content, especially Module 3, to connect tool use with data privacy, fairness, transparency, accountability, and responsible AI use. Encourage learners to compare AI outputs with human judgement, question surprising results, and reflect on who remains responsible for decisions supported by AI.

7.4 Positioning AI in market research

Throughout the course, AI should be presented as a tool that can support market research work, but not replace professional judgement. In practice, AI can help organisations process large volumes of customer feedback, detect patterns, visualise trends, and generate first-draft insights more quickly than manual methods alone, but people are still needed to interpret context, validate findings, and make final decisions.[trends](#).

For CVET learners, this balanced view is important. It helps them understand both the opportunities and the limits of AI in market research, while building confidence in using digital tools critically, responsibly, and in ways that remain relevant to real workplace tasks.

8. Guidance for facilitating learning in CVET contexts

This section offers practical guidance to help you integrate the MOOC into CVET teaching in a structured but flexible way. It explains how the **MOOC + pre-readings** and the optional **project-based learning (PBL) task** can be used together or separately, depending on curriculum needs, lesson time, and student level.

8.1 Implementation approaches

You can choose among several implementation approaches, depending on available time, curriculum requirements, and your students' prior knowledge.

- **MOOC-centred approach** - You use selected modules and units from the MOOC as the main resource, supported by short pre-reading texts and simple classroom activities. This suits situations with limited time for project work or where the focus is on introducing AI concepts and applications in an accessible way.
- **Project-based approach** - You use the PBL task *Customer Feedback in Market Research* as the central activity. The MOOC provides the conceptual background (e.g. AI in market research, sentiment, trends, ethics), while classroom time is used to introduce the project, support planning and analysis, and host presentations.
- **Combined approach** - You combine both elements: students first work through key MOOC units (for example, from Modules 1 and 2) and then complete the PBL project as a capstone. This allows them to build understanding of concepts and methods and then apply them to real customer feedback from a chosen business.
- **Case-study and discussion approach** - You focus on short MOOC units and the detailed AI in market research use-case scenarios (sentiment analysis, privacy protection, personalised marketing) as reading and discussion material, without running a full project. This is suitable when the goal is to raise awareness of AI in business and ethics rather than to conduct full research tasks.

You are encouraged to select the combination that best fits your timetable, existing subjects, and students' prior knowledge.

8.2 Teaching recommendations

To support effective learning, consider the following principles when facilitating the MOOC in CVET contexts.

- **Combine MOOC content with interaction** - After students complete a unit or video, use short questions, pair discussions, or quick quizzes to check understanding and link concepts to vocational examples (e.g. local shops, hotels, online stores).
- **Link theory and practice explicitly** - When students analyse reviews or work on the project, refer back to specific MOOC content (for example, units on data types, sentiment analysis, or ethics) so that they see how theory supports their practical work.
- **Adjust depth and difficulty** - For less experienced groups, use simpler texts, smaller datasets, and more guided worksheets; for more advanced groups, include more of the recommended readings, require more detailed analysis, and use the detailed AI use-case scenarios for deeper ethical or organisational discussions.

- **Use low-tech or high-tech options as appropriate** - All activities can be carried out with basic tools (printed reviews, paper tables, simple spreadsheets). Where possible, you may also show simple online dashboards or tools, but the focus should remain on understanding and interpretation rather than on software skills.

8.3 Examples of practice

The following examples illustrate how teachers can use the materials in different CVET settings.

- **Example 1 – Vocational business school (marketing focus)** - The teacher selected units from Modules 1 and 2 and combined them with a small classroom activity on customer reviews. Students worked in pairs to classify reviews by sentiment and identify recurring themes, then presented one slide linking their findings to concepts from the MOOC. This approach fitted into a few lessons and helped students connect AI concepts to familiar products and services.
- **Example 2 – Retail programme (customer service focus)** - With limited time for project work, the teacher adapted the PBL task into a mini-project. Groups received a small dataset of reviews from local shops, classified sentiment, identified main problems, and wrote short recommendations. This gave students a taste of research and evidence-based improvement without a large workload.
- **Example 3 – Business and digital skills course** - The teacher used all three MOOC modules and then implemented the full *Customer Feedback in Market Research* project as a capstone. Students selected real businesses, collected data from at least two sources, analysed patterns and sentiment, and presented their findings and ethical reflections. This supported gradual learning from concepts to real-world application.
- **Example 4 – Ethics and digital citizenship focus** - In a cross-curricular setting, a teacher used selected short MOOC videos from Module 3 together with the detailed AI use-case scenarios on sentiment systems, privacy protection, and personalised marketing. Students analysed stakeholders, risks, and open issues in small groups and discussed how responsible AI use should look in their own vocational sectors, without doing their own data collection.

These examples show that the same materials can support short topic blocks, mini-projects, or more extensive project-based learning, depending on local needs and available teaching time.

9. AI use cases for professional and workplace contexts

AI is already part of everyday business practice, especially in marketing, customer service, and sales. This section presents classroom-ready use cases that show how AI is used in market research and related functions and how learners can critically interpret these applications in their own vocational sectors.

9.1 Use Case 1: AI-powered sentiment analysis for brand reputation

Relevant modules: Modules 1–2 (AI concepts, data, sentiment analysis)

Description

Many companies use AI-powered sentiment analysis to monitor what customers say about their brand on social media, review sites, and online forums. These systems use natural language processing to classify feedback as positive, negative, or neutral, detect trends over time, and alert managers to issues that may affect reputation.

Trainer guidance

You can briefly introduce the role of a Brand Manager and outline a simplified process (collect data → clean data → classify sentiment → detect trends → take action). Students work individually or in pairs to:

- examine a small set of example comments or reviews (prepared by you)
- decide whether each is positive, negative, or neutral and identify the main issue (e.g. price, quality, service)
- discuss what an AI system would do automatically and where human input is still needed (e.g. understanding sarcasm, making final decisions)

Optionally, you can show a screenshot of a sentiment dashboard (real or mock-up) and ask students to describe what is happening over time and what actions a company might take.

Discussion prompts

- How can sentiment analysis help protect and improve brand reputation (e.g. spotting repeated complaints about delivery times or product quality)?
- In which situations might an AI system misinterpret customer feedback (sarcasm, mixed reviews, cultural expressions)?
- Which job roles might use sentiment analysis outputs in practice (brand managers, marketing specialists, customer support managers, market researchers)?
- Where should human judgement remain central, even if AI can classify large volumes of reviews quickly?

9.2 Use Case 2: AI-based consumer privacy protection in market research

Relevant modules: Module 3 (ethics, privacy, data protection)

Description

Market research organisations handle large amounts of consumer data from surveys, behavioural tracking, and demographic information. AI-based privacy protection systems can automatically anonymise or pseudonymise personal data, check compliance with regulations such as GDPR, and monitor for potential privacy breaches. This allows researchers to analyse data while better protecting individuals' privacy.

Trainer guidance

Introduce the role of a Data Protection Officer or Privacy Officer and explain that their job is to ensure data is handled legally and ethically. Students work in small groups to:

- list examples of personal data that might appear in a market research dataset
- decide which information should be anonymised or removed before analysis
- discuss how an AI system could help automate this process and what checks humans still need to perform (e.g. spotting indirect identifiers)

You can provide a short case description where a company mishandles customer data and ask students to suggest how AI-based privacy tools and better procedures could have prevented the problem.

Discussion prompts

- What counts as "personal data" in market research, and why does it matter?
- How can AI support compliance with GDPR and similar regulations, and where are its limits?
- How should companies balance the benefits of detailed customer insights with the need to protect privacy (personalisation–privacy trade-offs)?
- Which roles in an organisation should be responsible for monitoring privacy risks and deciding when to override or adjust AI-generated recommendations?

9.3 Use Case 3: AI-enabled personalised marketing and recommendations

Relevant modules: Modules 2–3 (recommendation systems, ethics, bias)

Description

Many businesses use AI-driven recommendation systems to suggest products, services, or content to customers based on their behaviour and preferences. These systems analyse purchase history, browsing behaviour, and feedback to personalise offers, increase sales, and improve customer experience.

Trainer guidance

Introduce a familiar scenario, such as an online shop, streaming service, or travel platform that "recommends for you". Ask students to:

- describe examples of recommendations they receive (e.g. "Customers who bought X also bought Y")
- identify potential data sources behind these recommendations (past purchases, searches, ratings)

- discuss the advantages for customers and businesses, and possible risks (filter bubbles, intrusive targeting, unfair exclusion)

You can provide a simple dataset or description of customer segments and ask students to sketch how a recommendation system might work and where ethical questions arise.

Discussion prompts

- How can AI-driven recommendations improve customer experience and business performance in sectors like retail, tourism, or hospitality?
- In what situations might personalisation feel “too much” or invasive to customers, and why?
- How can companies make their use of recommendation systems more transparent and respectful of privacy and fairness?
- What skills do workers need to interpret recommendation outputs and decide how to use them responsibly in their job?

10. Practical training activities and workshop exercises

This section provides ready-to-use activities and workshop exercises that you can combine with MOOC units, pre-readings, and the optional PBL project. Each activity focuses on short, practical tasks that help learners apply AI concepts to realistic market research and customer-related situations.

For each activity, you will find: objective, estimated time, group format, materials, teacher steps, and suggested follow-up.

For each activity, you will find: **objective, estimated time, group format, materials, teacher steps, and suggested follow-up.**

Activity 1 – Classifying customer reviews by sentiment

Objective

Learners practice classifying customer comments as positive, negative, or neutral and link their decisions to basic AI sentiment analysis.

Estimated time

30–45 minutes

Group format

Pairs or small groups

Materials

- Printed or digital set of 12–20 short customer reviews (from an online shop, hotel, restaurant, etc.)
- Simple worksheet or table for recording sentiment and main issues

Teacher steps

1. Briefly recap what “sentiment analysis” means and how AI tools classify text as positive, negative, or neutral.
2. Distribute the reviews and ask learners to assign a sentiment label and identify the main issue (e.g. price, quality, staff attitude).
3. Compare results across groups: highlight where learners disagreed and why.
4. Discuss where an AI system might misclassify reviews (sarcasm, mixed comments, cultural expressions).

Follow-up

- Link the discussion to a MOOC unit on sentiment analysis or dashboards, or show a simple screenshot of an AI sentiment tool and ask learners to critique it.

Activity 2 – Designing prompts for AI-generated customer service replies

Objective

Learners explore how to formulate effective prompts for AI tools and evaluate AI-generated replies to customer complaints.

Estimated time

45–60 minutes

Group format

Pairs or small groups

Materials

- 3–4 short customer complaint scenarios (e.g. late delivery, damaged product, rude staff)
- Access to an AI text tool (e.g. ChatGPT, Microsoft Copilot) or teacher-provided AI outputs

Teacher steps

1. Present the complaint scenarios and ask each group to draft a **human** reply first.
2. Ask groups to create a clear prompt asking an AI tool to generate a professional reply (e.g. “Write a polite response to this customer complaint...”).
3. Compare AI-generated replies to the human replies: what is good, what is missing, what might be risky?
4. Invite groups to improve the AI reply (edit tone, add missing information, adapt to company policy).

Follow-up

- Discuss when AI can save time in customer service and when a human should handle the situation personally.
- Connect to MOOC content on responsible AI use and customer trust.

Activity 3 – Exploring market trends with Google Trends

Objective

Learners interpret simple trend data and link it to market research and business decisions.

Estimated time

30–45 minutes

Group format

Pairs or small groups

Materials

- Internet access and projector, or printed screenshots from **Google Trends**
- 2–3 example search terms related to learners’ sector (e.g. “eco hotel”, “online grocery”, “vegan burger”)

Teacher steps

1. Show how Google Trends displays search interest over time and by region.
2. Ask groups to choose one or two terms and describe what they see: rising, stable, or declining interest; seasonal patterns; differences between regions.
3. Ask: “If you were a marketing manager in this sector, what decisions might you consider based on this data?”
4. Highlight that AI-enhanced tools can automate trend monitoring, but human interpretation and context knowledge are still essential.

Follow-up

- Connect to MOOC units on data-driven decision-making and predictive analytics.

Activity 4 – Mini-project on customer feedback and improvements

Objective

Learners carry out a small-scale analysis of customer feedback and suggest improvements, preparing them for the larger PBL project.

Estimated time

90–120 minutes (can be split across lessons)

Group format

Small groups (3–4 learners)

Materials

- A small dataset of 20–40 customer reviews or comments (prepared by the teacher, ideally from a local or familiar business)
- Simple analysis template (sentiment, key issues, suggestions)

Teacher steps

1. Introduce the mini-project and explain that this is a simplified version of the larger PBL task.
2. Ask groups to classify each review by sentiment and identify 3–5 recurring themes (e.g. “slow service”, “helpful staff”, “clean rooms”).
3. Ask each group to prepare 3–4 concrete recommendations for improving services or communication based on their analysis.
4. Groups share their findings in short presentations or posters.

Follow-up

- Discuss how AI tools could help with parts of this process (automatic sentiment classification, topic clustering) and where human insight remains necessary.
- Link directly to the MOOC’s PBL project instructions if you plan to use the full project later.

Activity 5 – Ethical dilemmas in AI-driven marketing

Objective

Learners identify ethical issues in AI-enabled marketing and discuss responsible solutions.

Estimated time

45–60 minutes

Group format

Small groups followed by whole-class discussion

Materials

- 3–4 short scenarios describing ethical dilemmas (e.g. aggressive retargeting, use of sensitive data for personalisation, excluding certain customer groups)

Teacher steps

1. Assign a different scenario to each group.
2. Ask groups to identify the main ethical issues (privacy, fairness, transparency, consent) and the stakeholders involved (customers, company, employees, regulators).
3. Ask groups to propose guidelines or actions for responsible AI use in that scenario.
4. Facilitate a whole-class discussion comparing solutions and linking them to existing regulations and company codes of conduct.

Follow-up

- Connect to Module 3 content on data privacy, fairness, and responsible AI.
- Ask learners to reflect individually (short written reflection) on how these issues appear in their own vocational area.

11. Assessment and competence validation

This section supports you in planning and implementing assessment for the MOOC *AI in Market Research* in CVET contexts. It offers suggestions for assessing learning outcomes, validating competences, and aligning assessment with workplace-relevant tasks and national or institutional requirements.

11.1 Assessment principles for CVET

Assessment in CVET should help you judge whether learners can apply AI-related knowledge and skills in realistic professional situations, not just recall definitions. When designing assessment, consider the following principles:

- **Validity** – assessment tasks should reflect the intended learning objectives and competences (e.g. interpreting AI outputs, discussing ethics), not only general ICT skills.
- **Reliability** – similar performance should lead to similar results, for example by using clear criteria and rubrics for projects and presentations.
- **Authenticity** – evidence should come from the learners' own work and, where possible, resemble real workplace tasks (e.g. analysing customer feedback, drafting recommendations).
- **Sufficiency** – there should be enough evidence over time (e.g. small tasks plus a project) to make a fair judgement about competence.
- **Fairness and flexibility** – assessments should be transparent, accessible, and allow reasonable adaptations for different learner needs and CVET settings.

You can apply these principles whether you choose quizzes, written assignments, projects, presentations, or combinations of methods.

11.2 Suggested assessment formats

You can combine several assessment types to cover the range of learning objectives and competence areas described in Section 4. The following formats are particularly suitable for this MOOC:

- **Short quizzes and concept checks**
 - Used to assess understanding of key terms, basic AI concepts, and ethical principles (Bloom levels Remember/Understand). These can be implemented in the MOOC platform or as in-class quick tests.
- **Applied mini-assignments**
 - Short tasks such as interpreting a simple dashboard, classifying reviews by sentiment, or critiquing an AI-generated customer reply. These target Apply and Analyse levels and can be completed individually or in pairs.
- **Project-based assessment (PBL task)**

- The *Customer Feedback in Market Research* project can serve as the main summative assessment when you use the full 3-ECTS workload. Learners collect or work with real or realistic customer feedback, analyse patterns and sentiment, and propose improvements and ethical considerations (Analyse, Evaluate, Create).
- **Presentations and reflective reports**
- Oral presentations, short reports, or reflective essays allow learners to explain how AI is used in their sector, discuss ethical issues, and reflect on their own learning. These are well suited for evaluating transversal competences such as communication, critical thinking, and ethical awareness.

You can choose and combine these formats depending on lesson time, institutional requirements, and whether you use the MOOC as a short module or a full 3-ECTS course.

11.3 Example assessment structure

The table below provides an example of how assessment components can be combined for a full 3-ECTS implementation. You can adjust the weightings for shorter or more focused versions.

Table 2 Example assessment structure

Component	Purpose	Indicative weight
Online quizzes (per module)	Check understanding of key concepts and terminology.	20%
Applied mini-assignments	Assess ability to interpret data, AI outputs, and scenarios.	20%
PBL project: Customer Feedback in Market Research	Assess applied analysis, use of AI concepts, and practical recommendations.	40%
Presentation and short reflection	Assess communication, ethical awareness, and self-evaluation of learning.	20%

This structure ensures that both knowledge and application are assessed and that learners provide multiple forms of evidence.

11.4 Rubrics and criteria

To support transparent and consistent assessment, you can use simple rubrics with clear criteria aligned to the learning objectives. For example, a rubric for the PBL project might include criteria such as:

- clarity and correctness of AI-related concepts
- quality and accuracy of data analysis (e.g. patterns, sentiment, trends)
- relevance and feasibility of recommendations for the chosen business
- identification and discussion of ethical issues (privacy, fairness, transparency)

- structure, clarity, and professionalism of the report or presentation

Each criterion can be rated on a small scale (e.g. 1–4) with short descriptors. Rubrics can be shared with learners in advance so they know what is expected and can self-assess their work.

11.5 Recognising prior learning and workplace experience

CVET learners often bring prior experience from work or previous training. Where appropriate, you may recognise this by:

- allowing learners to use examples from their own workplace in assignments or projects
- adapting project topics to fit real tasks they perform or would like to perform
- considering evidence from workplace projects, reports, or portfolios as part of assessment, in line with your institution's rules on recognition of prior learning (RPL)

This can increase motivation, strengthen the link between the MOOC and real jobs, and support validation of competences that learners have developed outside the classroom.

12. Adapting the MOOC for different CVET settings

This section supports you in adapting the *AI in Market Research* MOOC to different CVET programmes, teaching loads, and learner groups. It offers practical options for shortening, extending, or tailoring the course while keeping its core learning objectives and workplace relevance.

12.1 Dimensions of adaptation

When adapting the MOOC, you can adjust three main dimensions:

- **Scope** – how many modules and units you include (for example, focusing only on Modules 1–2 or using all three).
- **Depth** – how demanding the tasks are, how much background reading you require, and how advanced the analysis becomes.
- **Mode of delivery** – how you combine online study, classroom activities, and project work (self-paced, blended, or classroom-centred).

The combinations you choose will depend on your curriculum, the time available, learners' prior knowledge, and institutional assessment requirements.

12.2 Example adaptation scenarios

The table below illustrates how you might adapt the MOOC for different CVET contexts. You can adjust titles, hours, and assessment forms to match your local situation.

Table 3 Example adaptation scenarios

Scenario	Typical context	Scope and focus	Suggested assessment
Short awareness module (6–8 hours)	Introductory unit in a business or digital skills course	Selected units from Modules 1 and 3; focus on basic AI concepts, examples, and ethics.	1–2 quizzes, short reflection or small group presentation.
Applied skills block (15–20 hours)	CVET course in marketing, retail, or customer service	Core units from Modules 1 and 2 plus 1–2 ethics units from Module 3; emphasis on sentiment, trends, and practical examples.	Quizzes, mini-assignments, small-scale feedback analysis task.
Full 3-ECTS offer (75–90 hours)	Stand-alone CVET course or larger module in a programme	All three modules, pre-readings, and full PBL project <i>Customer Feedback in Market Research</i> .	Quizzes, applied tasks, full PBL project, presentation and reflection.

These scenarios show how you can move from a short awareness-raising block to a full course without redesigning the MOOC from scratch.

12.3 Adapting to learner profiles

CVET groups are often heterogeneous in age, experience, and digital skills. You can adapt the same MOOC units to different learner profiles by adjusting:

- **Complexity of materials** – for less experienced learners, use shorter texts, smaller datasets, and more structured worksheets; for more advanced learners, include more readings and ask for deeper analysis and independent data collection.
- **Pace and support** – provide more guidance, scaffolding, and in-class practice for learners with lower digital confidence; allow faster or more autonomous work for advanced groups.
- **Sector examples** – choose case studies and examples that match learners' vocational areas (e.g. tourism, hospitality, retail, small business) to increase relevance and motivation.

You can also offer optional “challenge tasks” or extended readings for learners who want to go further, without making them compulsory for everyone.

12.4 Working with institutional constraints

Different CVET providers **have** different constraints regarding timetables, assessment rules, and access to online tools. When adapting the MOOC, consider:

- **Time slots and lesson lengths** – group units into 45-, 60-, or 90-minute blocks by combining online study with short in-class activities.
- **Assessment policies** – align the proposed assessment formats (quizzes, assignments, projects) with your institution's grading and certification requirements.
- **Digital infrastructure** – if learners have limited access to computers or the internet, rely more on printed materials, teacher-guided demonstrations, and offline activities that mirror the MOOC tasks.

Small adaptations to scheduling and tools can make the MOOC feasible even in settings with modest resources, while still preserving its focus on AI in market research.

12.5 Ensuring coherence with other subjects

Finally, you can increase the impact of the MOOC by linking it with other subjects or modules in your programme. For example:

- integrate AI in Market Research with marketing, entrepreneurship, or customer service courses by using shared case studies or joint projects
- coordinate with teachers of ICT or data skills to align spreadsheets, dashboards, or basic statistics activities with MOOC tasks

- embed ethics content from Module 3 in broader themes such as digital citizenship, data protection, or workplace rights

This kind of cross-subject alignment helps learners see AI in Market Research not as an isolated topic but as part of a wider set of skills for modern work and lifelong learning.

13. Supporting learners with different backgrounds and needs

CVET groups often include learners with diverse educational backgrounds, work experience, ages, languages, and digital skills. This section offers practical strategies to help you make the MOOC *AI in Market Research* accessible, engaging, and supportive for all learners, including those who may be less confident with technology or theoretical content.

13.1 Understanding diversity in CVET groups

Learners may differ in several ways that affect how they engage with AI-related content:

- prior experience with digital tools and online learning
- familiarity with business, marketing, or customer service concepts
- level of formal education and study skills
- language skills and literacy (especially for non-native speakers of the course language)
- personal circumstances (work schedules, care responsibilities, health issues)

Recognising this diversity at the start of the course helps you plan realistic expectations, select appropriate activities, and offer targeted support where needed.

13.2 Scaffolding digital and AI-related learning

Some learners may have strong workplace experience but limited digital or theoretical background. You can support them by:

- **Starting from familiar examples** – use local shops, hotels, or services as examples before moving to more abstract AI concepts.
- **Breaking tasks into clear steps** – for example, first reading customer reviews, then classifying sentiment, then discussing how AI might perform the same task.
- **Providing guided worksheets** – offer templates with prompts (e.g. “What is the main issue?” “What could AI misunderstand here?”) to structure thinking.
- **Modelling tool use** – demonstrate tools live (AI text tools, Google Trends, dashboards) before asking learners to use them independently.

These strategies make it easier for learners with lower digital confidence to participate and build skills gradually.

13.3 Language and literacy support

AI and market research concepts can involve new terminology, which may be challenging for learners with lower literacy or for those studying in a second language. You can help by:

- introducing key terms with simple definitions and concrete examples
- using glossaries or vocabulary lists linked to MOOC units
- encouraging pair or small-group discussions where learners can explain concepts to each other in their own words
- allowing learners to use dictionaries or translation tools where appropriate and permitted by institutional policies

You can also model how to summarise complex explanations into short, practical statements relevant to vocational contexts.

13.4 Flexible participation and assessment

Adult learners often combine study with work and family responsibilities. To support participation and completion, you can:

- offer flexibility in how and when MOOC units are completed (e.g. blended learning, self-paced windows within clear deadlines)
- allow different ways of demonstrating learning (e.g. short video or audio reflections instead of only written tasks, where rules permit)
- provide clear timelines and check-in points so learners can plan their workload
- break larger tasks (such as the PBL project) into milestones with interim feedback
- Where institutional rules allow, you can also consider adaptations for learners with specific **needs (e.g. more time for assessments, alternative formats)**.

13.5 Building confidence and a supportive climate

Motivation and confidence are crucial when learners are dealing with a new and sometimes intimidating topic like AI. You can create a supportive learning climate by:

- acknowledging that AI may feel unfamiliar and that it is normal to have questions or concerns
- emphasising that the goal is to become informed **users** of AI-supported tools, not programmers or AI engineers
- encouraging questions and peer support, for example through pair work, small groups, or online forums
- highlighting learners' progress and achievements (e.g. successfully interpreting a dashboard, explaining a concept to peers)

Small successes, recognised regularly, can help learners with lower confidence stay engaged and see AI as relevant and manageable.

13.6 Using learners' experiences as a resource

Many CVET learners bring valuable workplace experience that can enrich discussions and activities. You can invite them to:

- share examples of where they already encounter AI-related tools (e.g. chatbots, recommendations, automated emails)
- compare practices between sectors (e.g. tourism vs. retail vs. small business)
- suggest realistic scenarios for projects or use-case discussions based on their work contexts

This not only validates learners' backgrounds but also makes the MOOC content more grounded and directly connected to real jobs and career paths.

14. Additional resources for trainers

A variety of practical resources can support lesson preparation and help teachers bring AI concepts into the classroom in a simple and engaging way. The focus here is on tools and materials that can be directly used or adapted for CVET teaching.

Videos and visual explanations

Short, visual materials are useful for introducing or reinforcing key concepts:

- explainer videos on topics such as “How recommendation systems work” or “What is machine learning?”
- short case-based videos showing how businesses use AI in marketing or customer service
- animations that illustrate how data is collected and analysed

These can be used at the start of a lesson to introduce a topic or at the end to support revision. Teachers can also use [NotebookLM](#) to generate simple, customised video-style explanations or summaries based on selected materials, which can be adapted to the level of their students.

These resources can be used at the start of a lesson to introduce a topic or at the end to support revision.

AI tools and platforms to explore

Teachers can use simple, accessible tools to demonstrate how AI works in practice:

- [ChatGPT](#) – for generating example customer responses, summaries, or ideas
- [Google Trends](#) – for exploring real-time interest in products or topics
- [Mentimeter](#) – for collecting live student responses and opinions
- [Padlet](#) – for sharing ideas, examples, or reflections in group activities

These tools support interactive teaching and help students engage with content in a practical way.

Practical classroom materials

Teachers can create or adapt simple materials to support learning:

- worksheets for analysing customer reviews or identifying trends
- guided questions for discussions or reflection tasks
- simple datasets for classroom exercises
- scenario cards for role-play activities

Such materials help structure activities and make abstract concepts easier to understand.

Policy and framework resources

Introducing AI also requires awareness of responsible and ethical use:

- European Commission – resources on digital skills, AI strategy, and regulation
- [GDPR \(General Data Protection Regulation\)](#) – key principles of data protection
- [EU AI Act](#) – emerging framework for regulating AI systems

These references support discussions on privacy, ethics, and responsible AI use.

Ready-to-use presentation tools

Teachers can quickly prepare or adapt materials using:

- [Canva](#) – templates for presentations, worksheets, and visuals
- Microsoft PowerPoint – ready-made slide templates and lesson structures
- [Google Slides](#) – collaborative presentation creation
- AI-assisted tools such as [NotebookLM](#) or similar AI “slide builders”, which can help draft outlines or speaker notes based on course materials (to be reviewed and adapted by the teacher).

These tools help save preparation time and support visually engaging lessons.

15. Self-study guidance for CVET trainers

This section supports you in using the *AI in Market Research* MOOC and this Teacher Training guide as part of your own professional development. It offers suggestions for structuring self-study, deepening your understanding of AI and market research, and building confidence to teach these topics in CVET settings.

15.1 Using the MOOC for your own learning

Before or alongside teaching the course, you may want to complete selected MOOC units yourself. This allows you to:

- experience the learning pathway from a learner's perspective
- identify which concepts or activities might be challenging for your students
- collect your own examples, notes, and adaptations for classroom use

You do not need to complete all units in detail. You can prioritise core units (e.g. Module 1 for concepts, key units from Module 2 for techniques, and selected units from Module 3 for ethics) and then focus more deeply on those you plan to emphasise in your teaching.

15.2 Planning a personal learning path

You can treat this MOOC and guide as a starting point for your own AI-related upskilling. A simple personal learning plan might include:

- **Goals** – for example, “feel confident explaining basic AI concepts”, “be able to guide students through a sentiment analysis activity”, or “integrate at least one AI ethics case study into my teaching”.
- **Resources** – specific MOOC units, sections of this guide, and 1–2 external resources (e.g. an introductory AI course or article on AI in marketing).
- **Timeline** – realistic dates for working through selected units and trying out one or two activities in your classroom.
- **Reflection** – short notes after key steps (e.g. after teaching a unit or activity) on what worked well and what you would change.

Keeping this plan simple and manageable increases the chances that you can integrate it into a busy teaching schedule.

15.3 Learning through practice and reflection

Much professional learning for trainers takes place through their own teaching practice and reflection rather than only in formal courses. You can use this MOOC as a “laboratory” to experiment with:

- new forms of blended learning (combining online units with classroom activities)
- project-based learning approaches (using the PBL task)

- group work, discussions, and assessment methods that are aligned with competence-based CVET

After each cycle (e.g. after completing a module or project with a group), set aside time to reflect on:

- what seemed to engage learners most (examples, tools, discussions)
- which explanations or activities you might simplify or extend
- how well the assessment tasks captured the intended competences

Short, regular reflections can be recorded in a notebook, digital document, or teaching journal.

15.4 Peer learning and communities of practice

Self-study does not need to be solitary. You can strengthen your learning by:

- collaborating with colleagues to co-plan or co-teach selected MOOC units
- sharing experiences and materials (e.g. adapted activities, assessment ideas) within your department or institution
- participating in professional networks or communities of practice on digitalisation, AI, or CVET teaching (for example, local VET networks or online forums)

Peer discussions can help you see different ways of implementing the MOOC, address challenges (e.g. limited time or infrastructure), and stay informed about new tools and policy developments related to AI in VET.

15.5 Well-being and sustainable professional development

Introducing new content such as AI and new teaching methods can be demanding. It is helpful to:

- set realistic expectations about how much you can change at once
- focus on a small number of new elements each year (e.g. one MOOC module and one project) rather than trying to overhaul everything
- seek institutional support where possible (time allocation, technical help, professional development opportunities)

Sustainable professional development balances innovation with your own well-being and workload, so that the use of AI in Market Research becomes a long-term asset rather than an additional burden.

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

16. Appendix B – Example of a Constructive Alignment Table

Learning Objective	Classroom Activity	Assessment Method
Explain key AI concepts in market research	Teacher-led explanation + class discussion	Quiz / short oral check
Identify AI tools used in market research	Use-case analysis (e.g. analysing customer reviews)	Short assignment / worksheet
Analyse AI-supported market research scenarios	Group work on case study (e.g. trend identification)	Group presentation / rubric
Evaluate ethical implications of AI use	Debate or role-play (e.g. data privacy scenario)	Presentation / peer feedback
Apply AI concepts to simple tasks	Guided practical exercise (e.g. interpreting sample data)	Practical task / portfolio