



Artificial Intelligence

as VET Teacher Assistant

2024-2027

WP3 – A1 FINAL REPORT EVALUATION OF AI TOOLS AND PLATFORMS

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1. INTRODUCTION

1.1 PROJECT BACKGROUND: VETASSIST AND ITS AIMS

The rapid advancement of AI is reshaping education systems across the globe, offering new opportunities for personalized learning, efficiency, and creativity. Within this dynamic landscape, the VETAssIst project, Artificial Intelligence as VET Teacher Assistant, aims to support VET teachers in understanding and integrating AI tools into their pedagogical practice. The project is funded by the Erasmus+ Cooperation Partnerships in VET (Project No. 2024-1-HU01-KA220-VET-000253387).

The central goal of VETAssIst is to empower teachers to use AI as a digital assistant, not to replace them, but to assist in routine and creative teaching tasks such as lesson planning, content generation, assessment, student engagement, and classroom management. AI tools can also contribute to inclusive education by providing differentiated support for students with diverse needs and learning styles.

Within this broader framework, the project's work package 3 (WP3) focuses on AI in practice, aiming to explore how AI tools can be realistically and responsibly applied in VET settings, in a pedagogically meaningful way. Specifically, Activity A1 of WP3 involved the collection, review, and evaluation of existing AI tools and platforms with the potential to assist VET educators in their day-to-day work.

This report presents the results of WP3–A1 and lays the foundation for future project activities, including the development of a training course (WP4) and the creation of a multilingual eBook (WP5). The collected tools, evaluation findings, and key insights will help guide teacher training materials and practical recommendations on AI usage in VET.

1.2 FOCUS OF WP3-A1

The focus of WP3–A1 is to provide a practical foundation for understanding how existing AI tools and platforms can support the daily work of VET teachers. Rather than developing new technologies, this activity concentrated on identifying and evaluating freely available or low-cost AI resources that educators can realistically integrate into their practice.

Key emphasis was placed on tools that:

- Assist with lesson planning, content creation, and assessment
- Facilitate student engagement and classroom interaction
- Support collaboration among teachers and learners
- Are accessible, user-friendly, and relevant also to vocational subjects (e.g., informatics, electronics, mechanics, services)
- Raise awareness of ethical and privacy considerations in AI use

WP3–A1 builds a bridge between emerging technologies and the everyday classroom reality of VET educators, taking into account the diversity of digital skills, infrastructure, and teaching styles across different national contexts. The collected tools and evaluations aim to support pedagogical innovation without requiring high levels of technical expertise.

1.3 Objectives of this activity within WP3

Within the broader scope of WP3, which explores the practical implementation of AI in VET, Activity A1 was designed with the following specific objectives:

- To identify a wide range of AI tools and platforms that are freely available or low-cost and can be applied in VET
- To evaluate these tools systematically
- To categorize the tools according to their primary educational functions (e.g., content creation, assessment, collaboration, chatbots), making it easier for teachers to find suitable options
- To highlight practical use cases and examples demonstrating how these tools can be applied in real classroom or training scenarios
- To create a curated resource base that supports the later development of the VETAssIst online training course (WP4) and contributes to the multilingual eBook (WP5)

These objectives ensure that WP3–A1 not only supports innovation in teaching practice but also aligns closely with the overall mission of VETAssIst: helping VET teachers become confident and competent users of AI-based digital tools.

2. METHODOLOGY

To achieve the goals of WP3–A1, the project partners followed a structured and collaborative approach to identify, categorise, and evaluate AI tools with potential use in vocational education and training. The methodology combined systematic online research with a shared evaluation form to ensure consistency across partner contributions. This section outlines the steps taken to collect and assess the tools, as well as the criteria used to guide the evaluation process.

2.1 Desk research approach

The desk research for WP3–A1 was primarily conducted by the Budapest University of Technology and Economics (BME) as part of their role in leading this activity. The aim was to identify AI tools and platforms that could be realistically integrated into the daily practice of VET teachers. The research involved a systematic exploration of:

- Educational technology websites and blogs
- Curated repositories, such as the Erasmus+ project AI Pioneers Toolkit
- Online directories and app databases
- Social media and professional communities focused on EdTech and AI in education

BME focused on collecting tools that:

- Provide a free version or freemium access
- Are easily accessible via a web browser
- Serve a clear pedagogical or administrative purpose
- Could be useful across different VET subject areas and national contexts

Each identified tool was recorded along with basic information such as name, link, type, and a short description of its potential use in VET. This initial collection served as the foundation for the shared evaluation process carried out by all project partners.

3. OVERVIEW OF COLLECTED TOOLS AND PLATFORMS

3.1 SUMMARY OF TOOLS CATEGORISED BY TYPE

The evaluated AI tools and platforms have been categorised into key functional types based on their primary educational application. This classification provides a clear overview of their potential uses in VET contexts:

- 1. Chatbots
 - Pi
 - Google's board Gemini
 - chatGPT
 - Perplexity
 - Claude
 - Microsoft's Copilot
 - Grok AI
 - DeepSeek
- 2. Collaboration Tools
 - Miro
 - Padlet
 - Jambot in Figma
 - Canva for Education
- 3. Lesson Design & Content Creation Tools
 - Fobizz
 - SchoolAl
 - TeachAid
 - Curipod
 - MagicSchool
 - Twee
 - Eduaide
 - Diffit
 - Socrat
 - Chat2Course
 - Roshi
 - Curri Al
- 4. Lesson, Practice Set and Formative Creation
 - Formative Al
- 5. Presentation Website Music Creators (design tool)
 - Gamma
 - SlidesAl
 - Slides Go
 - Canva
 - Easiest AI Music Generator
 - Freepik
 - Microsoft Designer
 - Adobe Firefly
 - AutoDraw
- 6. Quiz/Assessment Generators

- Quizizz
- Conker Al
- 7. Others
 - Quick, Draw!

4. EVALUATION OF TOOLS

4.1 Synthesis of evaluations

The evaluation of 37 AI tools and platforms revealed a diverse landscape of functionalities, pedagogical applications, and usability factors, particularly within the context of VET. The tools were assessed using a detailed framework that included criteria such as accessibility, language support, integration potential, training availability, and specific use cases relevant to educators.

4.1.1 TOOL CATEGORIES AND POPULARITY

The collected tools spanned a range of categories, with the highest concentration found in chatbots and content generation tools, followed by platforms focusing on language support, data analysis, and collaborative environments. Chatbots such as ChatGPT, Perplexity, and Microsoft Copilot were among the most commonly evaluated in our sample, reflecting their current visibility and use in educational discussions. While a clear general trend toward the use of natural language processing tools in VET cannot be fully confirmed from our data alone, the presence of these tools suggests growing interest in supporting communication, inquiry-based learning, and personalised assistance.

4.1.2 Accessibility and Registration

Most evaluated tools required user registration, although a significant number offered basic functionalities without the need for an account. Tools such as Pi and some open-source platforms permit immediate access, which supports ease of experimentation and adoption in less formal educational settings. However, tools with more robust features and higher integration capacities typically require account creation and subscription tiers, potentially limiting accessibility for under-resourced institutions.

4.1.3 Free Usage and Credit Systems

Nearly all evaluated tools provided a free version, although these often came with limitations such as restricted output length, reduced processing power, or limited daily usage. In some cases, platforms offered ways to extend free access through non-monetary methods (e.g. referral programs, course completions), but such options were not consistently available or prominently promoted. This variation affects the scalability and sustainability of tool adoption within VET institutions.

4.1.4 MULTILINGUAL AND TRANSLATION SUPPORT

A key concern for VET institutions operating in the project partner countries is the linguistic adaptability of AI tools. Most tools demonstrated basic to moderate support for non-English inputs. However, the accuracy of tools when accessed through Google Translate or other automated translation services was uneven. Based on self-reported scores and qualitative feedback, only a minority of tools achieved high fidelity translation and functional parity across languages. This underscores a need for careful testing and possibly additional training or localization before deploying these tools in non-English classrooms.

4.1.5 PLATFORM INTEGRATION

Integration capabilities varied widely. Tools developed by major technology providers (e.g., Microsoft, Google) were typically well-integrated with learning management systems (LMSs), productivity suites, or APIs. In contrast, standalone platforms or newer start-ups offered fewer integration points, reducing their potential for seamless inclusion in existing digital ecosystems. For (VET) teachers, this factor is especially critical, as integrated tools streamline lesson planning, resource sharing, and data collection.

4.1.6 TRAINING RESOURCES AND SUPPORT

Most tools provided some form of user support, including tutorials, written guides, FAQs, or video walkthroughs. Nevertheless, the depth and quality of these materials varied considerably. A smaller subset of tools offered structured training modules or interactive webinars, which were positively received by evaluators. The lack of comprehensive training materials may hinder tool adoption among teachers with limited digital confidence or prior AI exposure, reinforcing the importance of curated training paths within VET-focused professional development.

4.1.7 EDUCATIONAL USE CASES

We identified a broad range of use cases, with the most prominent being lesson planning assistance, quiz or content creation, real-time language support, and enhanced student feedback. In many instances, tools were valued for their ability to reduce workload, personalise instruction, and facilitate student engagement. Particularly noteworthy were tools that allowed scenario-based simulations or skill-based training, applications that align closely with the hands-on nature of VET.

4.1.8 COLLABORATION FEATURES

Only a minority of tools explicitly supported teacher-teacher collaboration. Where this was present, it typically involved shared project spaces, co-authoring tools, or integration with collaborative platforms like Google Docs or Microsoft Teams. This limitation may restrict opportunities for peer learning and interdisciplinary planning among VET staff and should be considered when selecting tools for institutional use.

The detailed evaluations of all 37 AI tools and platforms have been compiled into individual information sheets, which are included in the annex of this report (Full LIST OF EVALUATED TOOLS).

App Name	Link	Category	Free Version & Credits	Translatio n Accuracy	Non-English Input	Training Available	Use Cases
Microsoft' s Copilot	<u>https://copilot.microso</u> <u>ft.com/</u>	Chatbots	Microsoft Copilot offers both free and subscription-based access, each with specific features and limitations	2	Yes	Yes	lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap tc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting administration tasks (e.g. automating emails re absence etc.)
ChatGPT	https://chatgpt.com/	Chatbots	Free users can use the GPT-3.5 model by default, while GPT-4o is available to them with limitations.	5	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification), assisting administration tasks (e.g. automating emails re absence etc.)

Perplexity	<u>https://www.perplexit</u> <u>y.ai/</u>	Chatbots	Perplexity AI offers a free version with unlimited basic searches, allowing users to perform simple queries using a standard AI model.	3	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting administration tasks (e.g. automating emails re absence etc.)
Pi	https://pi.ai/	Chatbots	It's totally free	4	Yes	No	anything, but it is not at the level provided by ChatGPT
Claude	<u>https://claude.ai</u>	Chatbots	Claude AI offers a free version with certain usage limitations.	3	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot)
Gemini	<u>https://gemini.google.</u> <u>com/</u>	Chatbots	The free version is similar to chatgpt.	5	Yes	No	lesson content development (e.g. research and document analysis, summarization etc.), assisting student learning (e.g. student queries, content-specific chatbot)

Grok Al	https://grok.com/	Chatbots	Chatbot is free of charge.	5	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification), assisting administration tasks (e.g. automating emails re absence etc.), student data mining and report
DeepSeek	<u>https://www.deepseek</u> .com/	Chatbots	There is no paid version.	5	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification), assisting administration tasks (e.g. automating emails re absence etc.), student data mining and report

Padlet	<u>https://padlet.com/</u>	Collaboratio n Tools	Padlet's free plan allows you to create up to three boards.	5	Yes	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), Padlet supports collaborative brainstorming, so it can help with planning, lesson content development, teaching/learning material development, and assisting classroom management/collaboration. It's less suited for automated student assessment or data mining, but can facilitate peer feedback and interactive engagement.
Miro	<u>https://miro.com/</u>	Collaboratio n Tools	Miro offers a free plan that provides core functionalities, including a collaborative whiteboard and access to many basic features.	3	Yes	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), assisting classroom management and collaboration with students (including tools for gamification)
Canva for Education	https://www.canva.co m/education/	Collaboratio n Tools	Canva for Education is a free offering tailored for K-12 (primary and secondary) teachers and their students.	3	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification)

Jambot in Figma	<u>https://www.figma.co</u> <u>m/</u>	Collaboratio n Tools	Free version available via Figma's Starter plan that is limited to basic features.	4	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification), assisting administration tasks (e.g. automating emails re absence etc.)
Slides Go	https://slidesgo.com/	Creating Slides	In the free version it is only possible to make and download 3 presentations (there is a chance that the number resets every month).	5	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting classroom management and collaboration with students (including tools for gamification)
Slides Al	https://www.slidesai.io 	Creating Slides	SlidesAl offers a Basic (free) plan that allows users to create up to 12 presentations per year, with a character input limit of 2,500 characters per presentation.	4	Yes	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), Other categories, such as lesson content development or planning, might seem relevant but are not the primary function of the tool.

SchoolAl	<u>https://schoolai.com/</u>	Lesson Design & Content Creation Tools	SchoolAl offers a free version. Uusage is limited by a capped number of Al interactions and Daily participant limit: 75. There isn't a formalized system for earning extra free credits.	4	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification)
Curipod	https://curipod.com	Lesson Design & Content Creation Tools	Limited lessons for all subjects including niche elective material.	4	Yes	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification), student data mining and report
MagicScho ol	<u>https://www.magicsch</u> <u>ool.ai/</u>	Lesson Design & Content Creation Tools	The free version does not allow unlimited AI generations and ability to continue threads with Raina AI chat-bot in tools.	3	Only work with few languages	Yes	lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and

							collaboration with students (including tools for gamification), student data mining and report
eduaide	<u>https://www.eduaide.</u> <u>ai</u>	Lesson Design & Content Creation Tools	Users can generate up to 15 resources per month.	4	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting classroom management and collaboration with students (including tools for gamification)
Fobizz	https://tools.fobizz.co m/	Lesson Design & Content Creation Tools	Everything's free	4	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification), assisting administration tasks (e.g. automating emails re absence etc.)
TeachAid	<u>https://app.teachaid.c</u> <u>a/</u>	Lesson Design & Content	The free version is very limited in every function and no free credits can be obtained.	4	l couldn't test that without the	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting classroom

		Creation Tools			paid subscription		management and collaboration with students (including tools for gamification)
Socrat	<u>https://socrat.ai/</u>	Lesson Design & Content Creation Tools	The free version only gives access to the basic functions and is very limited in regards to student numbers.	5	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification), student data mining and report
Chat2Cour se	https://chat2course.co m/	Lesson Design & Content Creation Tools	Free plan limits course creation, customization, and, apparently, the AI capabilities as well.	4	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), assisting student learning (e.g. student queries, content-specific chatbot)
Roshi	<u>https://www.roshi.ai</u>	Lesson Design & Content Creation Tools	Free plan only allows to create 5 lessons per month (300 words long).	4	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.),

							teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), assisting student learning (e.g. student queries, content-specific chatbot)
Curri Al	<u>https://curri.schoola.a</u> <u>pp/</u>	Lesson Design & Content Creation Tools	Free plans limits the amount of content a user may create.	4	No	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.)
Twee	https://app.twee.com/	Lesson Design & Content Creation Tools	The free version is very limited: out of 9 tools, only 2 can be used.	3	Only with some languages	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification)
Diffit	web.diffit.me	Lesson Design & Content Creation Tools	Diffit offers both free and premium access for teachers.	3	Yes	Yes	lesson content development (e.g. research and document analysis, summarization etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.)

Formative Al	<u>https://app.formative.</u> <u>com/</u>	Lesson, Practice Set and Formative Creation	Free plan allows to use the Al to create assessments without any limitations.	4	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting student learning (e.g. student queries, content-specific chatbot), assisting classroom management and collaboration with students (including tools for gamification)
Freepik	<u>https://www.freepik.c</u> om/	Presentation Website Music Creators (design tool)	20 image generations per day (4 per one use), not all of the image generation Als and features are available.	5	Yes	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.)
Microsoft Designer	<u>https://designer.micro</u> <u>soft.com/</u>	Presentation Website Music Creators (design tool)	15 credits for every month.	3	it completes the task but can significantly twist the idea	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.)
Adobe Firefly	<u>https://firefly.adobe.co</u> <u>m/</u>	Presentation Website Music Creators (design tool)	25 generative credits per month for creating images, videos, and other assets.	3	Yes	Yes	lesson content development (e.g. research and document analysis, summarization etc.)

AutoDraw	<u>https://www.autodraw</u> .com/	Presentation Website Music Creators (design tool)	No premium features needed.	5	Yes	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.)
Gamma	https://gamma.app/	Presentation Website Music Creators (design tool)	The free version limits the use of the platform.	5	Yes	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.)
Canva	https://www.canva.co m/learn/teachers/	Presentation Website Music Creators (design tool)	Canva for Education is a free offering from Canva, specifically designed to support K-12 (primary and secondary) teachers and their students.	3	Yes	Yes	planning (course curriculum or project design, creating syllabus, project and lesson plans, incorporating innovative methods and activities etc.), teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.)
Easiest Al Music Generator	<u>https://mmv.ai/sk</u>	Presentation Website Music Creators (design tool)	Free users receive 30 generation credits, allowing for the creation of up to 6 songs.	3	No	Yes	teaching/learning material development (creating handouts, slides, pictures, music, videos, mindmap etc.), assisting classroom management and collaboration with students (including tools for gamification), music generator
Quizizz	https://quizizz.com/	Quiz/Assess ment Generators	The free version is limiting every feature of the platform. No free credits can be obtained.	4	Yes	Yes	lesson content development (e.g. research and document analysis, summarization etc.), student assessment (rubric design, quiz creation, essay grading etc.), assisting classroom management and

							collaboration with students (including tools for gamification), student data mining and report
Conker Al	https://www.conker.ai/	Quiz/Assess ment Generators	Limits users to 5 quizzes and 50 responses.	4	yes, but the languages of output are limited	Yes	student assessment (rubric design, quiz creation, essay grading etc.), assisting classroom management and collaboration with students (including tools for gamification)
Quick, Draw!	https://quickdraw.with google.com/	Others	No premium features.	5	Yes	Yes	ice-breaker, warm-up

4.2 Observations and Recommendations

4.2.1 Key Observations

Based on the evaluation of 37 AI tools and platforms, several insights emerged that are directly relevant to the objectives and implementation strategies of the VETAssIst project:

1. High Relevance of Chatbots and Generative AI

Tools like ChatGPT, Copilot, and Claude offer strong potential for supporting VET educators in tasks such as lesson planning, formative assessment, and individualized learner support.

2. Free Versions Are Widely Available but Limited

Although most tools provide free access, these versions often include significant functional restrictions. This may impact their long-term applicability in teaching practice without access to premium features.

3. Language Support Needs Further Attention

While many tools support non-English input, the quality and reliability of their multilingual performance, especially in less widely spoken languages, remain inconsistent. This presents challenges for full inclusion and adaptation across partner contexts.

4. Lack of Domain-Specific Integration

Most tools are general-purpose and not tailored for specific VET fields, which may limit the full exploitation of the potential of AI in sectors such as engineering, healthcare, or hospitality.

5. Support and Training Are Often Basic

Although many platforms offer documentation or video tutorials, comprehensive professional development materials designed for educators are rarely provided, limiting the depth of implementation.

6. Teacher Collaboration Features Are Rare

Few tools enable collaborative work among teachers, such as shared planning or peer feedback functions, which could otherwise foster cross-institutional knowledge exchange.

5. CONCLUSION AND RECOMMENDATIONS

5.1 Key findings

The evaluation of 37 AI tools and platforms relevant to VET has highlighted both the potential and complexity of integrating AI into teaching and learning environments. The analysis revealed a wide variety of tools across categories, with chatbots, content creators, and collaborative platforms being the most commonly explored. Many tools offer practical functionalities such as lesson planning support, content generation, student feedback, and workflow automation.

However, the diversity of tools also reflects inconsistency in accessibility, language support, integration with existing systems, and quality of training resources. A relatively small number of tools were found to be highly effective in VET contexts, particularly those that combined ease of use,

collaborative features, and pedagogically meaningful applications. The evaluation also emphasized that while AI tools offer valuable support, they cannot replace the expertise and judgment of trained educators.

5.2 RECOMMENDATIONS FOR TOOL SELECTION AND USE

Based on the evaluation, the following recommendations are provided for project partners:

- Prioritize Educational Relevance: Choose tools that have clear pedagogical affordances and align with VET-specific needs, such as visual design, procedural knowledge, and applied skills development.
- Start Small, Scale Strategically: Begin with low-barrier tools that do not require advanced technical knowledge or complex licensing, then expand based on feedback and observed impact.
- Assess Language and Accessibility Fit: Evaluate how well tools support the local language(s) and the digital infrastructure of the institution. Poor localization can hinder adoption and effectiveness.
- Support with Training and Guidelines: Provide curated tutorials, live sessions, or internal documentation to help teachers implement AI tools meaningfully in their practice.
- Monitor and Reflect: Establish a routine of feedback collection and reflective practice to ensure tools are supporting, not complicating, teaching and learning.

5.3 INPUT TO COURSE DEVELOPMENT (WP4)

The findings of WP3-A1 directly inform the development of teacher training content in WP4. Specifically:

- Tool Selection for Demonstration: The most valuable tools identified (e.g. Microsoft Copilot, Canva, Padlet, Curipod, Fobizz) will serve as core examples within the course modules to illustrate different educational use cases of AI.
- Module Design Based on Challenges: Common barriers such as lack of language support, unclear pedagogical application, and limited collaboration features will be addressed in dedicated training segments. These will include practical guidance on responsible AI use and contextual adaptation.
- Scaffolded Learning Pathways: WP4 will incorporate a structured progression, starting from basic awareness and exploration to hands-on tool use and reflective integration into teaching. This pathway responds to the varied digital readiness levels identified among VET teachers during the tool evaluations.
- Alignment with VET Practice: The course content will emphasise the specific demands of VET, practicality, creativity, and real-world relevance, ensuring that AI tools are presented not just as technical novelties but as meaningful instructional aids.

6. ANNEXES

6.1 SAMPLE EVALUATION FORM

https://drive.google.com/file/d/16gF8NXvSu2kr5Kbvw0n3UGVsNU8tzg_5/view?usp=drive_link

6.2 FULL LIST OF EVALUATED TOOLS

https://drive.google.com/file/d/1vg65sf4Im5_7RIV7yHTWfKMDFfHS8n3L/view?usp=drive_link

6.3 References

- Ng, D. T. K., Leung, J. K. L., Su, J., Ng, R. C. W., & Chu, S. K. W. (2023). Teachers' AI digital competencies and twenty-first century skills in the post-pandemic world. *Educational Technology Research and Development*, 71(1), Article 1. https://doi.org/10.1007/s11423-023-10203-6
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