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NEWSLETTER

Issue 3

TAICo Cases: Seven Real-World Scenarios Exploring Teacher–AI Complementarity

One of TAICo's defining strengths is its commitment to investigating Artificial Intelligence where it matters most: in authentic educational settings. Rather than developing AI solutions in isolation, the project is examining seven real-world cases across Europe to better understand how teachers and AI can complement one another in different teaching and learning contexts.

Spanning primary schools, secondary schools, and higher education, the cases address a wide range of educational challenges while keeping teachers at the centre of decision-making. Together, they provide valuable evidence on how AI can enhance professional practice, support pedagogical decisions, and strengthen learning without replacing the expertise of educators.



Explore All TAICo Cases

Discover all seven real-world cases and learn how AI and teachers collaborate in innovative educational scenarios.

<https://taico-project.eu/taicos-cases/>



The seven TAICo cases explore complementary approaches to teacher–AI collaboration:

- **Supporting collaborative learning.** Three cases investigate how AI can help teachers facilitate collaboration among students. These include **MAI: A Metacognitive AI Agent** (University of Oulu), **Collaborative Problem Solving** (Tallinn University), and **Co-reasoning Agent to Support Collaborative Learning** (University College London), where AI assists teachers in recognising critical learning moments, monitoring group interactions, and providing evidence-informed interventions that foster meaningful collaboration.



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- **Enhancing planning and instructional design.** The **Curriculum Adaptivity** case (Radboud University) explores how AI can support differentiated mathematics instruction by recommending lesson objectives and student groupings while leaving final pedagogical decisions in teachers' hands. Complementing this work, **Support Practitioners to Author Learning Activities with AI** (University for Continuing Education Krems) investigates how AI-powered authoring tools can help educators design high-quality learning activities grounded in research-based pedagogical principles.
- **Supporting assessment and adaptive teaching.** Two additional cases focus on strengthening teachers' instructional decisions through AI-supported insights. **Promoting Teachers' Ability to Provide Adaptive Support for Students' Basic Skill Development in Mathematics with an Intelligent Tutoring System** (Ruhr University Bochum) uses learning analytics and teacher dashboards to enable more personalised support for learners, while **GenAI for Feedback Design** (Radboud University) explores how generative AI can assist teachers in creating timely, personalised, and pedagogically meaningful formative feedback.

Although each case addresses a different educational challenge—from collaborative regulation and curriculum planning to AI literacy, adaptive teaching, and formative assessment—they all share a common objective: to better understand how AI can strengthen teachers' professional capabilities while preserving their autonomy, expertise, and pedagogical judgment.

As the project progresses towards 2028, these seven case studies will generate practical evidence that will inform TAIco's future guidelines, policy recommendations, professional development resources, and ethical frameworks for responsible AI integration across European education.

TAICo Research Gains International Recognition Through Conferences and Policy Contributions

TAICo continues to strengthen its international visibility by sharing research findings with the global educational technology community and contributing to high-level discussions on the future of Artificial Intelligence in education. Presenting TAIco at **AIED 2026** in Seoul, South Korea

As part of the Festival of Learning 2026, the TAIco team participated in the **27th International Conference on Artificial Intelligence in Education** (AIED 2026), held in Seoul, South Korea.

During the conference, the consortium presented the paper "**Making Teacher–AI Complementarity Visible with Task-, Skill- and Knowledge Analysis**," introducing the project's first research findings towards developing the TAIco model of Teacher–AI Complementarity. The work explores how analysing teachers' tasks, skills, and professional knowledge can make the complementary roles of teachers and AI more visible, laying the foundation for evidence-based AI integration in education.



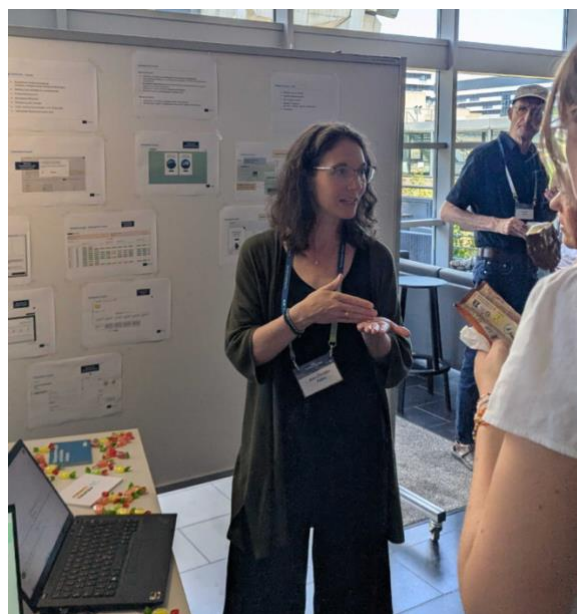
Read the paper at [THIS](#) link.



Engaging Teachers at RUB Teacher's Day 2026

TAICo also participated in **RUB Teacher's Day 2026**, organised by **Ruhr University Bochum**, Germany, where approximately **300 teachers** from across North Rhine-Westphalia gathered to explore current developments in education, including the pedagogically meaningful use of Artificial Intelligence.

Representing the TAICo consortium, **Ann-Christin Falhs** presented the intelligent tutoring system **Calcularis**, demonstrating how AI-supported learning technologies can enhance mathematics education in the classroom. In addition, **Astrid Wichmann** facilitated an interactive workshop entitled "**KI-Werkstatt – KI lernförderlich einsetzen?**", engaging around **30 teachers** in discussions on how AI can be integrated into teaching in ways that genuinely support learning and strengthen educational practice.



TAICo Partners Meet in Nijmegen to Advance Teacher–AI Complementarity

From **1–3 June 2026**, the TAICo consortium gathered at **Radboud University** in Nijmegen, the Netherlands, for the latest in-person Transnational Project Meeting. Over three intensive days, project partners reviewed progress, coordinated upcoming activities, and worked collaboratively on the next phase of the project.

The meeting focused on advancing the TAICo model, refining research and stakeholder engagement strategies, developing Year 2 deliverables, and planning future dissemination and exploitation activities. A key highlight was the participation of the **TAICo Advisory Board**, whose valuable feedback and expertise helped strengthen the project's direction and future impact.

The meeting concluded with a shared commitment to continue building innovative approaches that foster meaningful collaboration between **Artificial Intelligence, teachers, and learners**, while supporting the project's mission of shaping the future of AI-enhanced education.



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THE CONSORTIUM

The **TAICo project** brings together a multidisciplinary consortium of partners from across Europe, including universities, research institutions, and education-focused organizations. Representing **six countries**: Austria, Estonia, Finland, Germany, the Netherlands, and the United Kingdom. The consortium combines strong expertise in artificial intelligence, pedagogy, educational design, and ethics. This diverse partnership ensures a holistic approach to exploring teacher-AI complementarity, fostering innovative, inclusive, and ethically grounded solutions for the future of education.

THE COORDINATOR:

Universität für
Weiterbildung
Krems



THE PARTNERS:

Radboud Universiteit



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"Stay connected and be the first to hear about the latest updates, insights, and milestones from the **TAICO** project!"



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