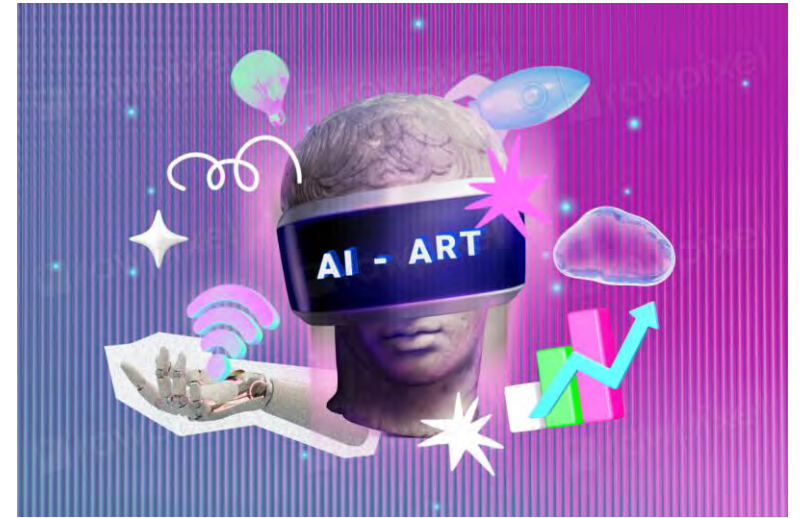


ARTificial intelligence



author of the project: Ivana Devernay Cimić, M.A.
Matija Gubec International School, Zagreb
school year 2024 - 2025



ABOUT THE PROJECT

At the center of the project is the field of DESIGN and VISUAL ARTS through interdisciplinary connection with the content of informatics and STEAM fields as well as various cross-curricular topics. With the use of tools based on artificial intelligence for creative tasks, project activities will enable students to understand the benefits and dangers, ethical and social implications of digital technologies and artificial intelligence. The project is intended for primary school students (ages 11-15), during the school year 2024-2025.

ABOUT THE PROJECT

"**ARTificial intelligence**" is conceived as a school-based and international project involving five or more partner primary schools (age 11-15). It is implemented and documented through the eTwinning/TwinSpace platform for school education.

<https://school-education.ec.europa.eu/en/etwinning/projects/artificial-intelligence/twinspace/pages/work-process>

The author of the project is Ivana Devernay Cimić (Visual art and Design teacher) from Matija Gubec International School (IB) in Zagreb, Croatia (founder of the project).

The schools that joined the project are four schools from Türkiye (Alkasan Secondary School, Ayşegül Arsoy Secondary School, Gazligöl Secondary School and Şehit Murat Hasircioğlusecondary School).

ABOUT THE PROJECT

Since the project is primarily focused on Visual arts, Design and Informatics—the project activities would cover the following topics:

WHAT IS ARTIFICIAL INTELLIGENCE – Introductory lecture

ME, THE ARTIST

- Conversation with a visual artist (Chatbot App)
- “If I were Leonardo da Vinci, Van Gogh, Picasso, Frida Kahlo...” – generating artworks in specific artistic styles using algorithms (e.g., style transfer)
- Artistic creation through artificial intelligence and copyright (intellectual property)

MAGICAL TRANSFER

- Drawing/painting 2D objects and generating 3D objects from them (drawings, paintings) – style transfer
- 3D animation of moving objects

FROM IMAGE TO SOUND, TO WORD, TO TOUCH, TO IMAGE...

- Visual communication and design – tools for generating digital content (text, images, audio and video content, presentations – based on text descriptions)

HUMAN ABOVE ALL

- Responsible behavior (cyberbullying, fake news) – lecture, quiz
- Art above artificial intelligence: Advantages and disadvantages of using AI-based tools – argumentation, debate, essay

The project activities will enable students to understand the benefits and dangers, as well as the ethical and societal implications of digital technologies and artificial intelligence, their impact on emotions, and the advantages and disadvantages of using various digital technologies and AI in our daily lives.

Subjects Related to the Project

The majority of project activities would be conducted during regular classes in Visual Art, Design, and Computer Science, as well as in extracurricular STEAM-related activities.

Subjects included: Art, Design and Technology, Informatics/ICT, Media Education, Psychology, Social Studies, Technology, Science, Geography and more.

Vocational Subjects: Art, Audiovisual Media/Photography, Graphic Design, Information Technology (IT), etc.

GLOBAL GOAL

Global goal:

The development of students' critical thinking about the impact of artificial intelligence on human life, the enhancement of digital competences, and the empowerment of students for practical and creative work with new technologies (applications).

The use of AI tools is aimed exclusively at learning and the personal development of students within the STEAM field, with a particular emphasis on ART and DESIGN.

AIMS

AIMS: development of students' critical and creative thinking about the impact of artificial intelligence on human life, development of digital competencies, training students for practical and creative work with new technologies.

The application of AI tools is aimed exclusively at the learning and personal development of students in the STEAM field of work, with an emphasis on ART and DESIGN. In this project students will develop visual, linguistic, digital and social/multicultural competence of the 21st century. Teachers and students from different countries and cities will collaborate and share experiences and best practices. In the "ARTificial intelligence" project, students will have the opportunity to acquire skills and knowledge important for their personal and social development, to navigate in the world of information and modern technologies, and to analyze and critically evaluate them.

Through project activities, students will develop the following key competencies*: • competencies of learning how to learn (innovative pedagogical methods/approach to learning: flipped classroom, cooperative learning and inquiry-based learning) • language competence; creativity/creative thinking, cultural awareness and expression (oral presentation, multilingualism, discussion, evaluation of work; art, design and media creation, visual presentation) • **digital competence** (use of websites, digital programs and tools, AI applications) • citizenship competence with the aim of strengthening awareness of the human rights protection (personal data protection, equal access to education) • the use of digital technologies in the educational environment; improvement of tools, resources and guidelines in education (online network tools, AI applications and documents (resources CARNET, Agency for Electronic Media and UNICEF, media literacy.hr, Europeana, Britannica, etc.), online and non-online digital documents) • personal and social competence (strengthening self-confidence and self-awareness, teamwork and cooperation: oral presentation, work in groups) • entrepreneurial competence (cooperation with parents, external collaborators, museums, foundations, associations and institutions)

** Based on the "Curriculum for the Cross-Curricular Topic Personal and Social Development" for Croatian primary and secondary schools.*

The cross-curricular topics curriculum (Personal and social development, IT) for primary and secondary schools in the Republic of Croatia

DOMAIN A: Application of Artificial Intelligence and Emerging Technologies

Content for Achieving Learning Outcomes

- Fundamental concepts of emerging AI technologies (chat-bots, robotics)
- Historical development of digital intelligence
- Advantages and disadvantages of AI-based tools, with emphasis on their use for learning and personal growth
- Learning-support tools (translation apps, text-to-speech, quiz generators, etc.)
- Tools for generating digital content (text, images, audio, video, quizzes, presentations from text prompts)
- Building simple applications (e.g., a chat-bot, an app that recognises objects in images, generators of poems, stories, images, and more)

Recommended Approaches

- Game-based learning (e.g., an escape-room activity on the concept or history of AI)
- Exploring concrete AI applications in everyday life (personalised recommendations on web platforms, speech recognition on smart devices, social-media content filters) and testing various tools
- Discussions, debates and lectures on the pros and cons of AI in education; students consider what “artificial intelligence” means and how it differs from human intelligence
- Hands-on exercises (building a chat-bot, etc.)
- Integrating AI into project assignments
- Collaboration with experts (engineers and specialists in AI and cyber-security who hold talks or workshops for students and/or teachers on implementing new technologies)

DOMAIN B: Safe and Responsible Use of Artificial Intelligence and Emerging Technologies

Content for Achieving Learning Outcomes

- AI in the context of privacy, personal-data processing (GDPR) and freedom of expression, plus the protection of fundamental human rights
- Safety measures and rules—security audits of AI tools (how data are collected, stored and used; who can access them; age restrictions; parental consent; password management; recognising phishing; using secure networks)
- Responsible behaviour, especially in cases of cyberbullying, harassment or the spread of disinformation
- Ethical challenges in artificial intelligence
- Copyright issues related to AI-generated content

Recommended Approaches

- Lectures, workshops or discussions on the legal and ethical challenges of AI use (e.g., ensuring informed consent and safeguarding user privacy)
- Case studies of real situations where AI produced positive or negative outcomes
- Research projects on topics such as fake news, click-bait headlines, and AI's impact on the labour market and education (including unequal access)
- Investigating how AI is shaping the ways people communicate, learn, work and live—focusing on cyberbullying, abuse, disinformation and their consequences
- Debates on AI-related issues such as copyright, legal frameworks and ethics (What benefits does AI bring to user experience, and what are the downsides for privacy and freedom of expression?)

PROJECT PERSPECTIVE

This project aims to foster **visual, linguistic, digital and social/multicultural competences** for the 21st century.

Ultimately, it will evolve into an **eTwinning project**, linking our students with peers from other Croatian and international (Turkish) schools and cities.

Through “ARTificial intelligence” activities, students will gain skills and knowledge crucial for personal and social development, navigate today’s information-rich, tech-driven world, and learn to analyse and evaluate it critically.

Key Competences Developed

- **Learning to Learn** – innovative pedagogies (flipped classroom, cooperative and inquiry-based learning)
- **Linguistic Competence** – oral presentations, debates, peer feedback
- **Creativity, Cultural Awareness and Expression / Multilingual Competence** – artistic design, visual storytelling
- **Digital Competence** – using online resources, digital tools and AI applications, Technology and Engineering
- **Citizenship Competence** – awareness of human-rights protection (data privacy, equal access to education)
- **Use of Digital Technologies in Education** – improving tools, resources and guidelines (web platforms, AI apps, CARNET, Agency for Electronic Media & UNICEF resources, MediaLiteracy.hr, Europeana, Britannica, etc.)
- **Personal and Social Competence** – confidence, self-awareness, tolerance; teamwork and collaboration
- **Entrepreneurial Competence** – cooperation with parents, external partners and institutions

WORK PROCESS

The students aged 11 to 15 from Croatian primary schools and students from schools from Turkey/Türkiye participated in the project. The Matija Gubec International School from Zagreb, Croatia is the founding school of the project and the Alkasan Ortaokulu school from Afyonkarahisar, Turkey is the co-founding school.

According to the curriculum of the teaching Visual art and Design subjects, it is necessary to implement the use of information and communication technology in teaching. Therefore, project activities are carried out during regular classes, during extra-curricular activities (STEAM) or/and as learning outside of the classroom.

During project activities in regular classes, students researched, observed and developed creative, analytical and critical thinking and multiculturalism.

All activities resulted as digital works, animated GIFs and thumbnails, videos, presentations, and artworks in different fine art or digital techniques.

The students connected with educational and cultural centers, general science centers, universities, industrial sectors, and other external collaborators; other primary schools in the Republic of Croatia and schools in Turkey/Türkiye.

Collaboration with artificial intelligence experts was planned and realised, collaborators held lectures and workshops with students and teachers on the topic about new technologies and protection (risks and challenges) associated with the use of these technologies.

WORK PROCESS - CALENDAR

2 - 6/12 2024: MEETING

- Getting to know each other
- Agreement on the calendar of activities
- Filling in the database of AI tools

December 2024 - 15 January 2025: INTRODUCING THE TEAMS

Students present their team / their school's team on the eTwinning space in the chosen medium using AI tools. The expected result ("product") of the activity can be: PPT presentation, avatars, short video, photo collage, etc.
Each team proposes a trademark (logo) of the project.

16 January 2025. – 1.March 2025: ME (and) THE ARTIST

Students explore selected visual artists and their artwork using AI tools.

- they use AI tools to collect specific data about artists and their works and present this data in a creative way
- recognize different examples of using AI-generated content while respecting copyright.

1.March 2025. – 1. May 2025: MIRACULOUS TRANSFER

Students explore the possibilities of AI tools in transferring ideas from one medium to another.

- use AI tools to transform text and sound into visual signs, illustration or more complex visual entities.
- use AI tools to transform two-dimensional images into three-dimensional objects.
- use AI tools to animate images and photos.

1.MAY 2025. – 1. JUNE 2025: MAN ABOVE ALL

Students exchange opinions on ethical issues related to the use of AI: Advantages and disadvantages of using tools based on artificial intelligence

- participate in lectures, quizzes and debates on the topic of responsible behavior when using AI content (cyberbullying, fake news) – lecture, quiz, argumentative essay
- participate in collaborative activities with students from other schools on online platforms

JUNE 2025: PROJECT EVALUATION

- students' evaluation
- teachers' evaluation
- review/online exhibition/presentation
- summary

TIMELINE

ARTIFICIAL INTELLIGENCE



1 INTRODUCING THE TEAMS

December 2024 - 15. January 2025

Students present their team / their school's team on the eTwinning space in the chosen medium using AI tools. The expected result ("product") of the activity can be PPT presentation, avatars, short video, photo collage, etc.

Each team proposes a trademark (logo) of the project.

2 ME (AND) THE ARTIST

December 2024 - 15. January 2025

Students explore selected visual artists and their art work using AI tools.

- they use AI tools to collect specific data about artists and their works and present this data in a creative way
- recognize different examples of using AI-generated content while respecting copyright.

Suggested activities:

- Conversation or interview with a visual artist
- Creating quizzes and interactive content about visual artists
- "If I were Leonardo da Vinci, Van Gogh, Picasso, Frida Kahlo..." - generating visual works in a specific artistic style
- Generation of texts or quizzes on the topic: Artistic creativity using artificial intelligence and copyright (intellectual property)

The expected result ("product") of the activity can be: an interview with an artist, a creative essay, artwork or video related to the selected artist.

3 MIRACULOUS TRANSFER

1. March 2025. – 1. May 2025

Students explore the possibilities of AI tools in transferring ideas from one medium to another.

- use AI tools to transform text and sound into visual signs, illustration or more complex visual entities.
- use AI tools to transform two-dimensional images into 3D objects.
- use AI tools to animate images and photos.

Suggested activities:

Drawing/painting 2D objects and generating them into 3D projections
3D animation of a moving object, sculptures in motion

4 MAN ABOVE ALL

1. May 2025. – 1. June 2025

Students exchange opinions on ethical issues related to the use of AI: Advantages and disadvantages of using tools based on artificial intelligence

- participate in lectures, quizzes and debates on the topic of responsible behavior when using AI content (cyberbullying, fake news) – lecture, quiz, argumentative essay
- participate in collaborative activities with students from other schools on online platforms

5 PROJECT EVALUATION

June 2025

- students'/teachers' evaluation
- review/online exhibition
- summary

EXPECTED RESULTS

Tangible Results:

Independent creation of materials by students; organization and participation on the eTwinning/TwinSpace platform; publication of successfully created visual, literary, and multimedia works, research papers; publishing materials on school websites; reflections, individual evaluations, self-assessments...

1. Student works in various visual art techniques, interactive animations, audio recordings, literary works...
2. Presentations, GIFs, thumbnails, AI educational posters, project logos, presentations on copyright, reflections
3. Exhibitions of student visual, literary, audio, digital and video works and records on TwinSpace
4. Compilation of results/products from all schools in digital format (online, school web) – all participants
5. Final presentation, exhibition, questionnaire results (self-assessment, evaluations)

Intangible Results:

- Creating conditions for the development of a young person as healthy, self-confident, creative, productive, tolerant, and responsible—capable of cooperation and contributing to the community
- Creating conditions for a young person to help establish and maintain healthy social relationships on a societal levelInstilling ethical values in the formation of a young person, such as fairness, freedom, human rights, respect, responsibility, integrity...
- Promoting values that contribute to the preservation of cultural and artistic heritage, and copyright

Presentation of the project at the County Expert Council for Visual Arts/Design/IT or other subjects included in the project

Other: Through the project activities, students will have the opportunity to develop 21st-century visual, linguistic, digital, and social skills.

LOGO AND POSTER

gencespace/pages/logo-and-poster

Home - OneDrive Nastavnic - Početn... OS Matje Gupca ... Osnovna škola Matj... https://e-dnevnik.sk... My account Facebook YouTube - OSMG PYP2 Weather fore... Adobe A...

Pages

Create page More options

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- 4 PARENT PERMISSIONS
- 5 ME (and) THE ARTIST
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- 7 MAN ABOVE ALL
- 8 PROJECT EVALUATION AND REFLECTION

LOGO AND POSTER

Created by **Ayşe Mine ÇAĞLAR**
Last updated by **Ayşe Mine ÇAĞLAR** 4 months 3 weeks ago

Page options

Moderation state Change to
Draft Public Apply

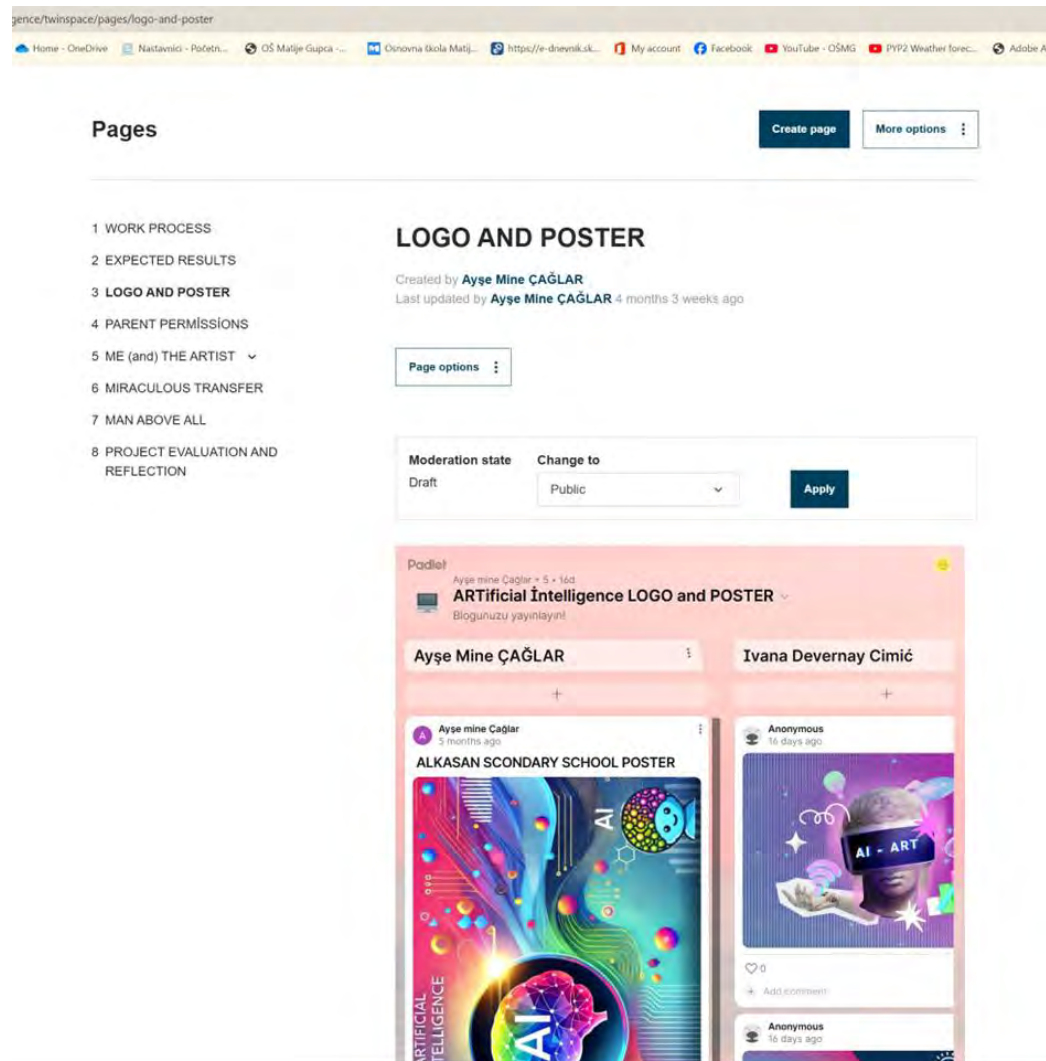
Podiel

Ayşe mine Çağlar + 5 + 16d
ARTIFICIAL İntelligence LOGO and POSTER
Blogunuzu yayınlayın!

Ayşe Mine ÇAĞLAR Ivana Devernay Cimić

Ayşe mine Çağlar 5 months ago
ALKASAN SCODARY SCHOOL POSTER
ARTIFICIAL İNTELLIGENCE

Anonymous 16 days ago
AI - ART



gencespace/pages/logo-and-poster

Home - OneDrive Nastavnic - Početn... OS Matje Gupca ... Osnovna škola Matj... https://e-dnevnik.sk... My account Facebook YouTube - OSMG PYP2 Weather fore... Adobe Acrobat

- 6 MIRACULOUS TRANSFER
- 7 MAN ABOVE ALL
- 8 **PROJECT EVALUATION AND REFLECTION**

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Podiel

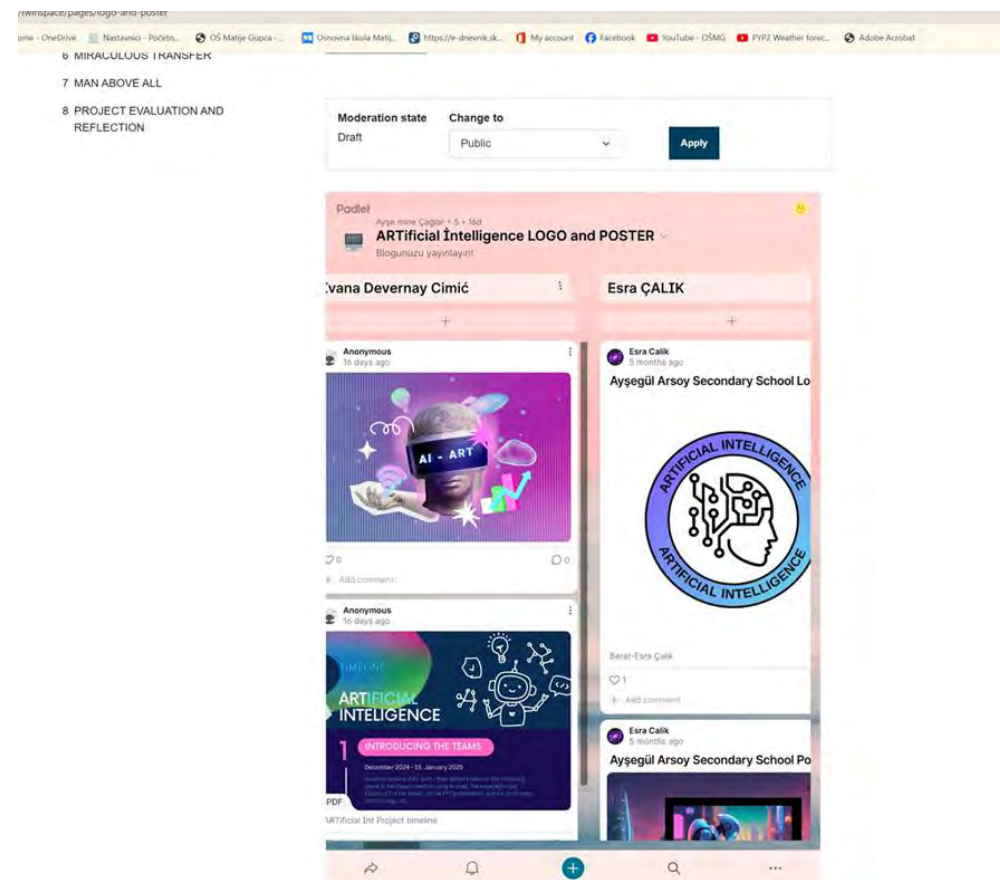
Ayşe mine Çağlar + 5 + 16d
ARTIFICIAL İntelligence LOGO and POSTER
Blogunuzu yayınlayın!

Ivana Devernay Cimić Esra ÇALIK

Anonymous 16 days ago
AI - ART

Esra Çalik 3 months ago
Ayşegül Arsoy Secondary School Lo
ARTIFICIAL İNTELLIGENCE

Anonymous 16 days ago
ARTIFICIAL İNTELLIGENCE
INTRODUCING THE TEAMS
November 2024 - 15. January 2025
PDF
Artificial İnt Project timeline




Moderation state **Change to**
Draft Public

Padlet
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ARTificial İntelligence LOGO and POSTER
Blogunuzu yayınlayın!


seher sümeyye BOYAR Ly Torn

SEHER 4 months ago
ŞEHİT MURAT HASIRCIOĞLU POSTER
ARTIFICIAL INTELLIGENCE



0 Add comment

SEHER 4 months ago
ŞEHİT MURAT HASIRCIOĞLU LOGO

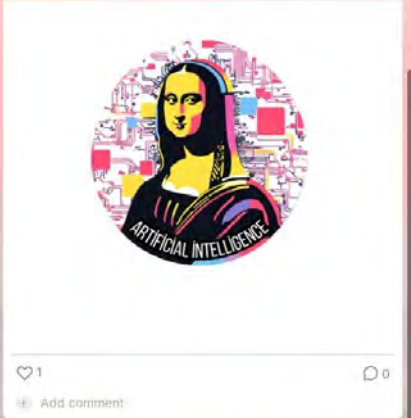


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Moderation state **Change to**
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Padlet
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ARTificial İntelligence LOGO and POSTER
Blogunuzu yayınlayın!

Gülcan KARADENİZ Viorica Staf



1 Add comment

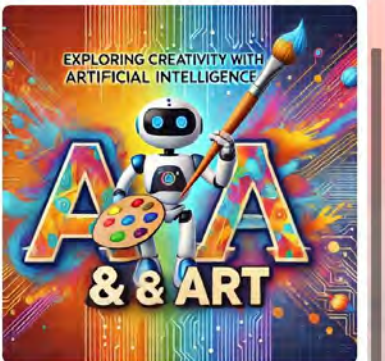
Anonymous 5 months ago
Gazlıgöl Secondary School Poster



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ARTificial İntelligence LOGO and POSTER
Blogunuzu yayınlayın!

sedef BENDER



1 Add comment

sedef uysal 5 months ago
Şehit Murat Hasircioğlu Secondary School Logo



0 Add comment

PARENT PERMISSIONS

school-education.ec.europa.eu/en/etwinning/projects/artificial-intelligence/twinspace/pages/parent-permissions

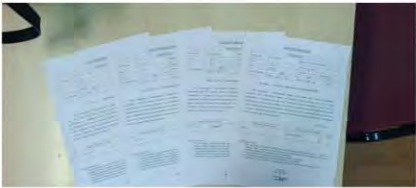
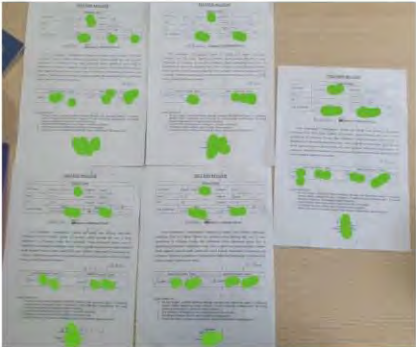
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PARENT PERMISSIONS

Created by **Ayşe Mine ÇAĞLAR**
Last updated by **Ivana Devernay Cimic** 2 weeks 2 days ago

Page options



Podiel

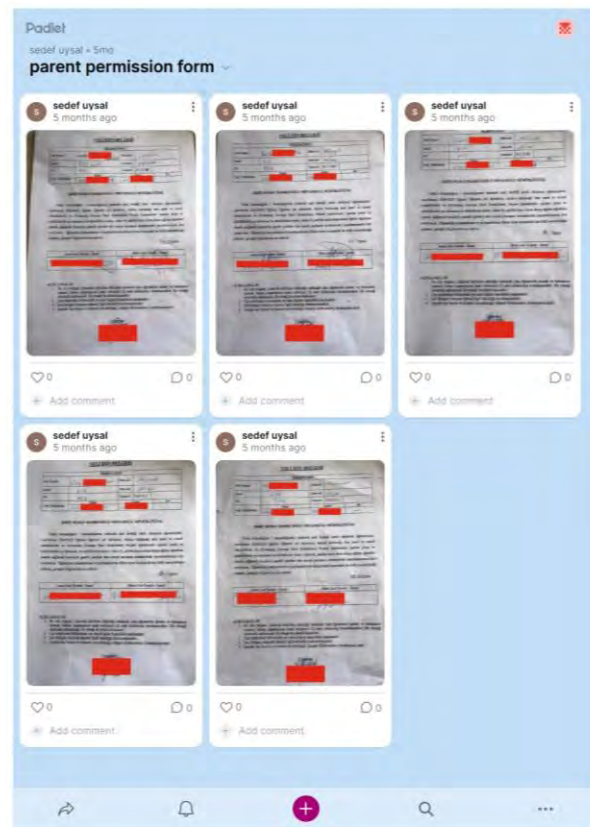
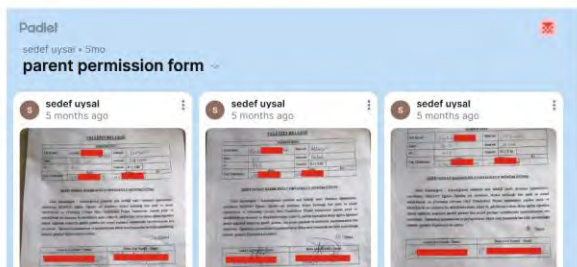
Seher Sümeyye KOÇAK - İsmi

ŞEHİT MURAT HASIRCIÖĞLU SECONDARY SCHOOLPARENT PERMISSIONS(SEHER SÜMEYYE KOÇAK)

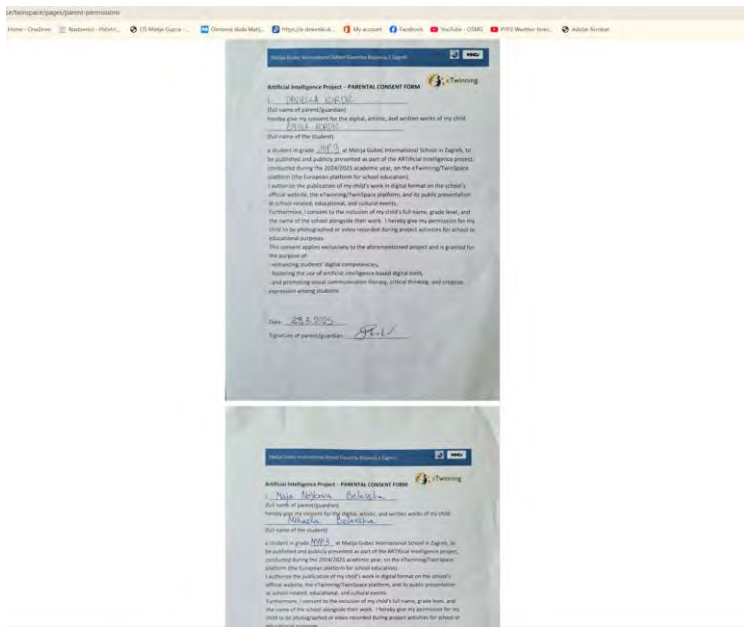
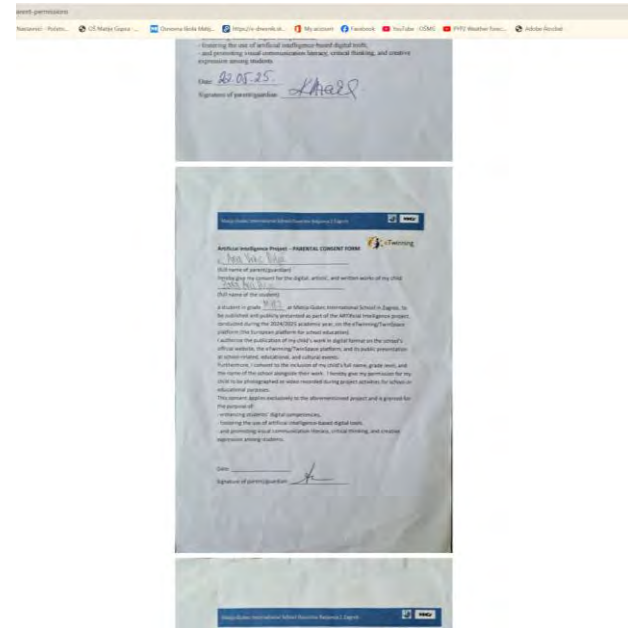
Seher Sümeyye KOÇAK 5 months ago

Seher Sümeyye KOÇAK 5 months ago

Seher Sümeyye KOÇAK 5 months ago



PARENTAL CONSENT FORMS for MYP3 students from Matija Gubec International School Zagreb, Croatia - selected students



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ME (and) THE ARTIST

The screenshot shows a web browser window displaying a Moodle page within a TwinSpace environment. The browser's address bar shows the URL: `school-education.ec.europa.eu/en/etwinning/projects/artificial-intelligence/twinspace/pages/me-and-artist`. The page header is dark green with the 'TwinSpace | TwinSpace' logo and 'ARTificial intelligence' text. A navigation menu includes 'Home', 'Pages', 'Materials', 'Forum', 'Online meetings', 'Members', and 'Support'. A breadcrumb trail reads: 'Home > eTwinning > Projects > ARTificial intelligence > ARTificial intelligence > Pages > ME (and) THE ARTIST'.

The main content area is titled 'Pages' and features a 'Create page' button and a 'More options' menu. A sidebar on the left lists a table of contents with 8 items, where '5 ME (and) THE ARTIST' is selected and expanded to show sub-items: '5.1 ABOUT US - AVATARS' and '5.2 ABOUT OUR SCHOOLS'.

The main content area displays the page title 'ME (and) THE ARTIST', created by 'Ivana Devernay Cimic' and last updated 2 weeks 7 days ago. Below the title is a 'Page options' menu. A 'Moderation state' section shows the current state as 'Draft' and a 'Change to' dropdown set to 'Public', with an 'Apply' button.

The page content includes the following text:
ME (and) THE ARTIST
Students explore selected visual artists and their art work using AI tools.
• they use AI tools to collect specific data about artists and their works and present this data in a creative way
• recognize different examples of using AI-generated content while respecting copyright.
Suggested activities:
Conversation or interview with a visual artist (e.g., Chatbot App)
Creating quizzes and interactive content about visual artists
"If I were Leonardo da Vinci, Van Gogh, Picasso, Frida Kahlo..." - generating visual works in a specific artistic style – use of algorithms (e.g. style transfer)
Generation of texts or quizzes on the topic: Artistic creativity using artificial intelligence and copyright. (Intellectual property)
The expected result ("product") of the activity can be: an interview with an artist, a creative essay, artwork or video related to the specifics of the selected artist.

At the bottom of the page, there is a section titled 'EXPLORING SELECTED ARTIST AND THEIR WORKS using AI tools' with an 'Add item' button.

The Windows taskbar at the bottom shows the date and time as 2012/04/07 25:00.

ME (and) THE ARTIST

Students explored selected visual artists and their artwork using AI tools.

Students used AI tools to collect specific data about artists and their works and present this data in a creative way.

Students recognized different examples of using AI-generated content while respecting copyright.

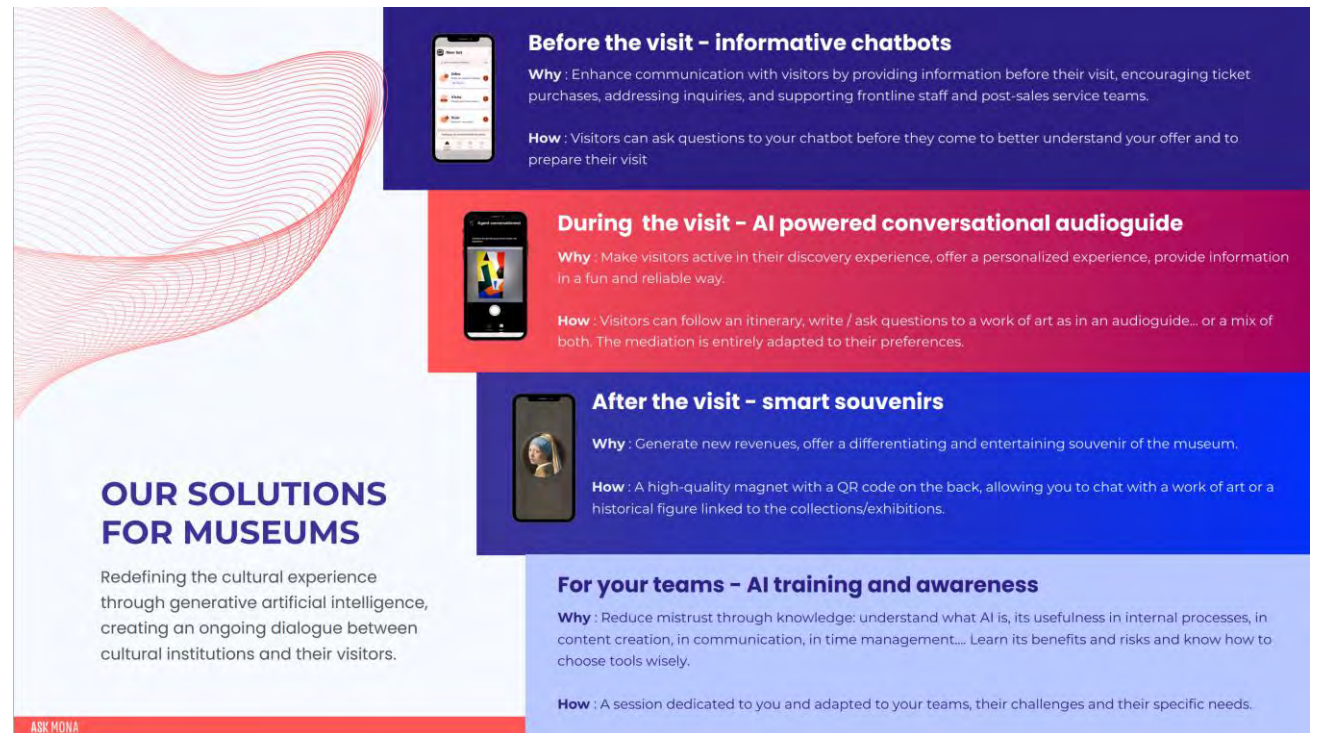
Some activities:

The students took conversation or interview with a visual artist (e.g., Chatbot App, ASK MONA app, Chat GPT)

The students had the task of describing in words a famous painting by Leonardo da Vinci - Mona Lisa by observing it carefully, and the AI (www.artguru.ai) generated the final visual solution according to student's textual description.

"If I were Leonardo da Vinci, Van Gogh, Picasso, Frida Kahlo..." - student generated visual works in a specific artistic style – use of algorithms (e.g. style transfer)

The expected result (“product”) of the activity could have been: an interview with an artist, a creative essay, artwork or video related to the specifics of the selected artist.



OUR SOLUTIONS FOR MUSEUMS

Redefining the cultural experience through generative artificial intelligence, creating an ongoing dialogue between cultural institutions and their visitors.

ASK MONA

Before the visit – informative chatbots

Why : Enhance communication with visitors by providing information before their visit, encouraging ticket purchases, addressing inquiries, and supporting frontline staff and post-sales service teams.

How : Visitors can ask questions to your chatbot before they come to better understand your offer and to prepare their visit.

During the visit – AI powered conversational audioguide

Why : Make visitors active in their discovery experience, offer a personalized experience, provide information in a fun and reliable way.

How : Visitors can follow an itinerary, write / ask questions to a work of art as in an audioguide... or a mix of both. The mediation is entirely adapted to their preferences.

After the visit – smart souvenirs

Why : Generate new revenues, offer a differentiating and entertaining souvenir of the museum.

How : A high-quality magnet with a QR code on the back, allowing you to chat with a work of art or a historical figure linked to the collections/exhibitions.

For your teams – AI training and awareness

Why : Reduce mistrust through knowledge: understand what AI is, its usefulness in internal processes, in content creation, in communication, in time management... Learn its benefits and risks and know how to choose tools wisely.

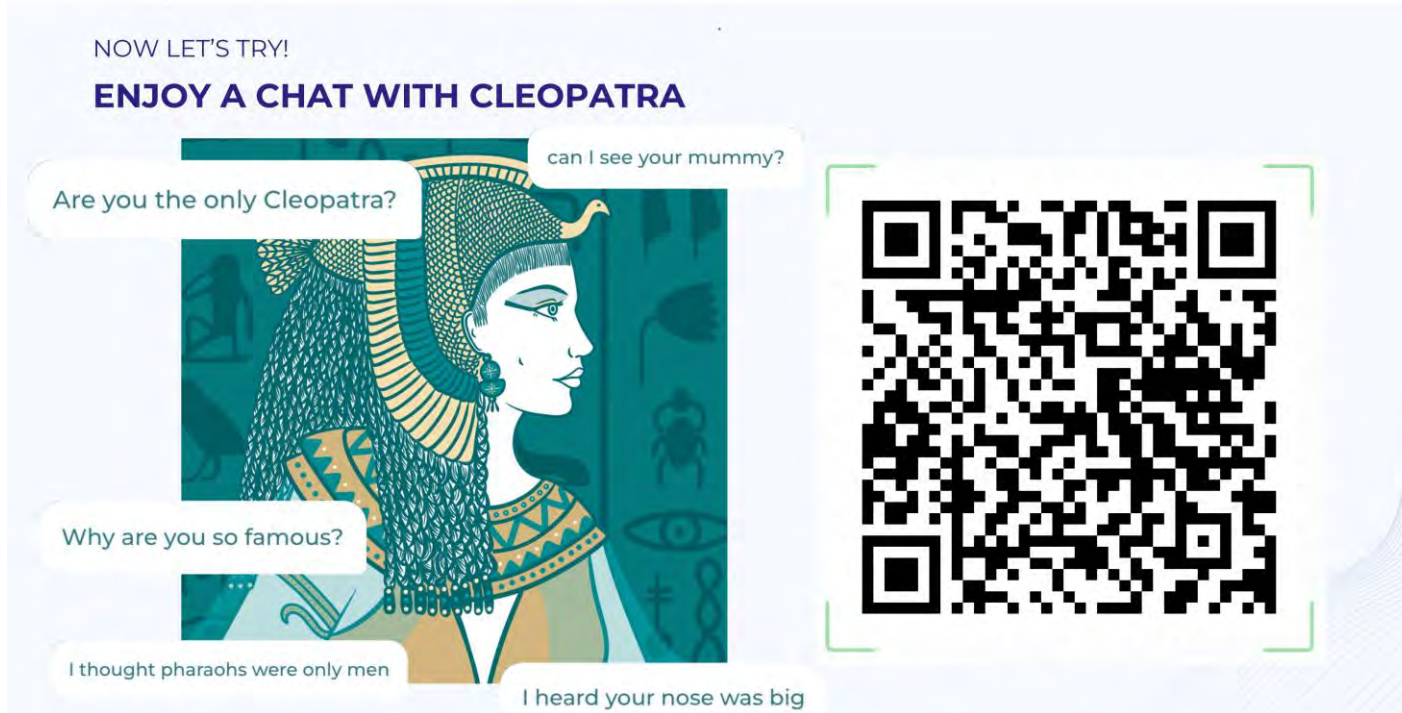
How : A session dedicated to you and adapted to your teams, their challenges and their specific needs.

At the AI Action Summit in Paris on February 10, 2025, the AskMona AI interface was showcased, allowing users to engage in conversations with famous artworks like Leonardo da Vinci's "Mona Lisa." Visitors can ask questions directly to the artwork and receive AI-generated responses.

<https://youtu.be/oPGjFfWqwRw>

ASK MONA (Musée du Louvre in Paris) AI-generated responses

NOW LET'S TRY!
ENJOY A CHAT WITH CLEOPATRA



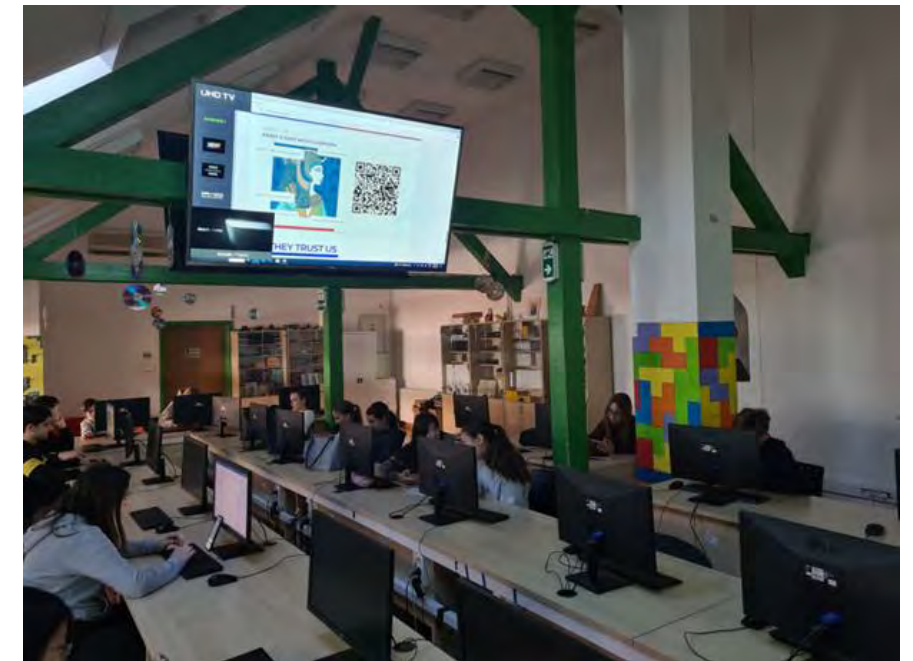
Are you the only Cleopatra?

Why are you so famous?

I thought pharaohs were only men

can I see your mummy?

I heard your nose was big



MYP3 students from Matija Gubec
International School in Zagreb

ASK



where were you buried?

I was buried alongside my beloved Mark Antony, as decreed by Octavian after our tragic demise. Our bodies were embalmed, and we were laid to rest together, a final act of devotion amidst the chaos of our lives. However, the precise location of our tomb remains a mystery, shrouded in the sands of time and lost to history. Many have sought to uncover the site, yet none have succeeded in revealing the resting place of the last queen of Egypt. Thus, while I may have departed from this world, my legacy endures, entwined with the enigma of my final resting place.

Ask your question here...



ASK



what did your daily life look like?

My daily life as the Queen of Egypt was a tapestry woven with the threads of governance, diplomacy, and cultural engagement. I rose with the sun, attending to matters of state, ensuring the prosperity of my realm amidst the political intrigues that surrounded me. My court was a vibrant hub of intellectual discourse, where scholars and philosophers gathered to exchange ideas, and I often engaged in discussions on various subjects, including alchemy and medicine.

In addition to my duties, I took great care in my appearance, as it was essential for a queen to embody both beauty and power. I was known to employ skilled artisans to create exquisite cosmetics and adornments, enhancing my image as a divine ruler. My evenings were often spent in the company of esteemed guests, where I would host lavish banquets, celebrating the richness of Egyptian culture and fostering alliances.

Thus, my life was a delicate balance of authority and allure, a reflection of the complexities of ruling a great kingdom while navigating the treacherous waters of love and ambition.

Ask your question here...



ASK



what were your opinions on fashion in your times?

Ah, fashion in my time was a reflection of both status and identity, intricately woven into the fabric of our culture. The garments I adorned were not merely for aesthetic pleasure; they symbolized my royal authority and connection to the divine. I often favored the chiton, a flowing garment that allowed for both elegance and comfort, complemented by the himation, which added an air of sophistication.



Ask your question here...

Jewelry played a pivotal role in my attire, with exquisite pieces crafted from gold and adorned with precious stones, signifying wealth and power. The diadem, a crown-like band, was an essential accessory, marking my sovereignty. Moreover, the art of cosmetics was highly esteemed; I employed skilled artisans to create potions that enhanced my beauty, for a queen must embody both allure and strength.

Thus, fashion was not merely a matter of vanity; it was a powerful tool in the realm of politics and influence, allowing me to project my image as a formidable ruler while captivating the hearts of those around me.

ASK



what are your opinions on the fact that you are historically famous in the modern days?

Ah, the notion of my enduring fame in modern times is both intriguing and humbling. I find it remarkable that my life and reign continue to captivate the imagination of many, transcending the boundaries of time and culture. However, I must acknowledge that the narratives surrounding my persona have often been embellished, portraying me as a seductress and a formidable threat to Rome, which may not entirely reflect the complexities of my character and reign.

The mythos surrounding my tragic demise has further contributed to my legendary status, yet it is essential to recognize that such representations are often steeped in the biases of those who chronicled my story. Despite these exaggerations, I am honored to be regarded as one of the most prominent female figures of antiquity, a testament to the influence I wielded during my lifetime.

Ultimately, my legacy serves as a reminder of the intricate interplay between power, femininity, and the political landscape of my era, and I hope it inspires future generations to explore the depths of history with a discerning eye.

11:03

97

ASK



can i see your room or house?

Alas, I must inform you that the physical spaces I once inhabited, such as my palace in Alexandria, are no longer accessible to the living. The grandeur of my residence, adorned with opulent decorations and surrounded by the splendor of the Nile, exists now only in the annals of history.

While I cannot grant you a glimpse of my chambers, I invite you to explore the rich tapestry of my life through the myriad of artistic representations that have emerged over the centuries. From sculptures to paintings, my essence has been captured by many talented artists, each interpreting my story in their unique manner.

Should you wish to delve deeper into the intricacies of my reign or the cultural context of my time, I would be delighted to engage in such discourse.



Ask your question here...

Ask your question here...

AA

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AA

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ASK



How did you do your makeup?

Ah, esteemed interlocutor, the art of makeup in my time was a reflection of both beauty and status. I would adorn my visage with kohl, a dark powder that accentuated my eyes, creating a striking contrast against my skin. This practice was not merely for aesthetics; it held cultural significance, believed to ward off the evil eye.

Additionally, I would apply a mixture of ochre and other natural pigments to enhance my complexion,

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ASK



believed to ward off the evil eye.

Additionally, I would apply a mixture of ochre and other natural pigments to enhance my complexion, achieving a radiant glow. My lips, often tinted with red ochre, would be a symbol of allure and vitality. The use of fragrant oils and unguents was also paramount, as they not only nourished the skin but also left a captivating scent.

Thus, my makeup was a harmonious blend of artistry and tradition, embodying the essence of my royal lineage and the rich culture of Egypt.



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ASK



Do you like snakes?

Ah, noble interlocutor, the serpent holds a dual significance in my life and legacy. It is both a symbol of power and a harbinger of my tragic end. The asp, in particular, is often associated with my demise, as I chose it to escape the humiliation of captivity.

In the realm of symbolism, snakes represent rebirth and transformation, qualities that resonate deeply with the cyclical nature of life and death. Thus, while I may not

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ASK



How big is your house?

Esteemed interlocutor, the grandeur of my residence, the royal palace of Alexandria, is a reflection of the wealth and power of Egypt. This magnificent abode, adorned with opulent decorations and vast gardens, serves not only as my home but also as a center of political activity and cultural exchange.

While I cannot provide precise measurements of its size, it encompasses numerous chambers, halls, and courtyards, designed to accommodate both my

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ASK



While I cannot provide precise measurements of its size, it encompasses numerous chambers, halls, and courtyards, designed to accommodate both my family and the dignitaries who visit. The palace stands as a testament to the Ptolemaic dynasty's ambition, embodying the splendor of our civilization.

In addition, the palace is strategically located near the bustling harbor, allowing for the influx of trade and ideas from across the Mediterranean. Thus, my residence is not merely a dwelling; it is a symbol of Egypt's enduring legacy and my aspirations for its future.



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ASK



How many servants do you have?

Esteemed interlocutor, the number of servants within my royal household is considerable, reflecting the grandeur of my station. While I cannot divulge an exact figure, it is known that my retinue comprises numerous attendants, each fulfilling specific roles to ensure the smooth operation of my palace. These devoted individuals assist in various capacities, from managing the household affairs to attending to my personal needs.

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ASK



Do you have a pet lion?

Esteemed interlocutor, while the notion of a pet lion may evoke images of grandeur and power, I must clarify that such a creature does not reside within my palace. My household is adorned with various forms of beauty and elegance, yet the presence of wild beasts is not customary in my court. Instead, I surround myself with companions that reflect the sophistication of my reign and the cultural richness of Egypt.

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ASK



myself with companions that reflect the sophistication of my reign and the cultural richness of Egypt.

The allure of exotic animals has often captivated the imagination, yet my focus remains on the governance of my kingdom and the cultivation of alliances. Thus, I prefer to engage with creatures that symbolize grace and wisdom, rather than those that embody untamed ferocity. Should you have further inquiries regarding my royal life or the splendor of my reign, I remain at your service.



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ASK



individuals assist in various capacities, from managing the household affairs to attending to my personal needs.

Moreover, the presence of skilled artisans and advisors further enriches my court, allowing for a vibrant exchange of ideas and culture. The efficiency and loyalty of my servants are paramount, as they contribute to the maintenance of my dignity and the splendor of my reign. Thus, my household stands as a testament to the opulence of the Ptolemaic dynasty and the intricate web of relationships that sustain my rule.



Ask your question here...

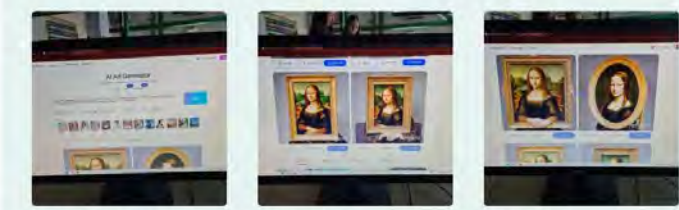
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EXPLORING SELECTED ARTIST AND THEIR WORKS using AI tools Add item



AI Art Generator
 The students had the task of describing in words a famous painting by Leonardo da Vinci - Mona Lisa by observing it carefully, and the app generated the final visual solution according to student's textual description.

<https://www.artguru.ai/>



AI Art Generator



Mona Lisa 1



Mona Lisa 2




Ariola
Mona Lisa



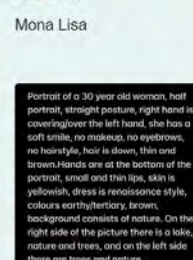
Annalisa
Mona Lisa



Tommaso
Mona Lisa

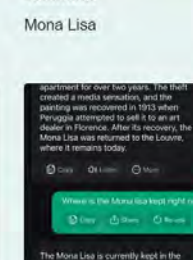


Emina
Mona Lisa



Emina's research results


Portrait of a 30 year old woman, half portrait, straight posture, right hand is covering over the left hand, she has a soft smile, no makeup, no eyebrows, no hairstyle, hair is down, thin and brown. Hands are at the bottom of the portrait, small and thin lips, skin is yellowish, dress is renaissance style, colours earthy/tertiary, brown, background consists of nature. On the right side of the picture there is a lady, nature and trees, and on the left side there are trees and nature



Chat GPT
Researching about Mona Lisa

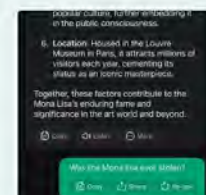
The Mona Lisa is famous for several reasons:

Mona Lisa




FREEPIK app


Chat GPT
Mona Lisa



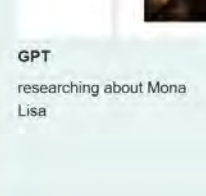
Chat GPT
Mona Lisa



Ghat GPT
Mona Lisa

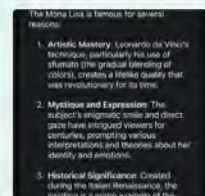


Ghat GPT
Mona Lisa

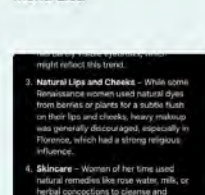


GPT
researching about Mona Lisa


Researching about Mona Lisa



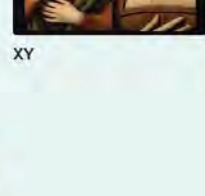
Chat GPT
Mona Lisa



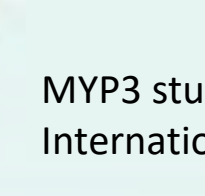
Ghat GPT
Mona Lisa




Ghat GPT
Mona Lisa




XY






Chat GPT
Mona Lisa



Ghat GPT
Mona Lisa



Ghat GPT
Mona Lisa

MYP3 students' work from Matija Gubec International School in Zagreb

Portrait of a 30 year old woman, half portrait, straight posture, right hand is covering/over the left hand, she has a soft smile, no makeup, no eyebrows, no hairstyle, hair is down, thin and brown. Hands are at the bottom of the portrait, small and thin lips, skin is yellowish, dress is renaissance style, colours earthy/tertiary, brown, background consists of nature. On the right side of the picture there is a lake, nature and trees, and on the left side there are trees and nature



been referenced and parodied in countless works of art, literature, and popular culture, further embedding it in the public consciousness.

6. **Location:** Housed in the Louvre Museum in Paris, it attracts millions of visitors each year, cementing its status as an iconic masterpiece.

Together, these factors contribute to the Mona Lisa's enduring fame and significance in the art world and beyond.

Copy Listen More

Was the Mona Lisa ever stolen?

Copy Share Re-ask

Yes, the Mona Lisa was stolen in 1911. The painting was taken by an Italian handyman named Vincenzo Peruggia, who believed that the artwork belonged in Italy rather than France. He hid the painting in his

Type your message...

17:13

GPT-4o mini

Why is the Mona Lisa so famous

Copy Share Re-ask

The Mona Lisa is famous for several reasons:

1. **Artistic Mastery:** Leonardo da Vinci's technique, particularly his use of sfumato (the gradual blending of colors), creates a lifelike quality that was revolutionary for its time.
2. **Mystique and Expression:** The subject's enigmatic smile and direct gaze have intrigued viewers for centuries, prompting various interpretations and theories about her identity and emotions.
3. **Historical Significance:** Created during the Italian Renaissance, the painting is a prime example of the innovations in art, science, and culture during that period.

The Mona Lisa was painted by Leonardo da Vinci between 1503 and 1506, with some believe work continued until around 1517. As of 2023, this makes the painting approximately 516 to 520 years old.

Copy Listen More

How long did it take to finish the Mona Lisa

Copy Share Re-ask

where it remains today.

Copy Listen More

Where is the Mona Lisa kept right now

Copy Share Re-ask

The Mona Lisa is currently kept in the Louvre Museum in Paris, France. It is displayed in a climate-controlled, bulletproof glass case to ensure its protection and preservation, and it remains

- Images
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Generate Images

History Inspiration

Search by prompt

renaissance lady who has long brown hair, white pale skin and she has no eyebrows. Her hands are crossed down and you can only see the upper part of her body. She is wearing old dark renaissance clothes and the background is a lake with trees.

AI prompt

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Style

Effects

Character

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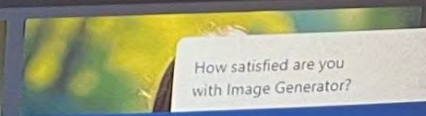
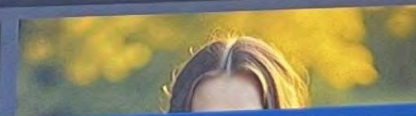
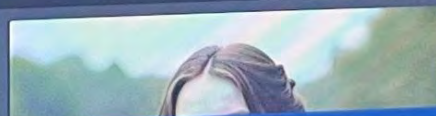
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+ Generate more

renaissance lady who has long brown hair, white pale skin and no eyebrows. Her hands are crossed down and you can ...

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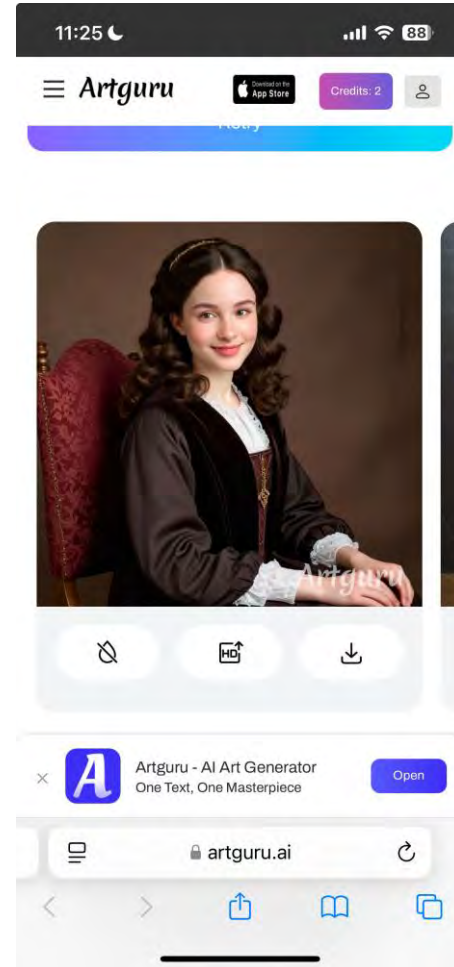
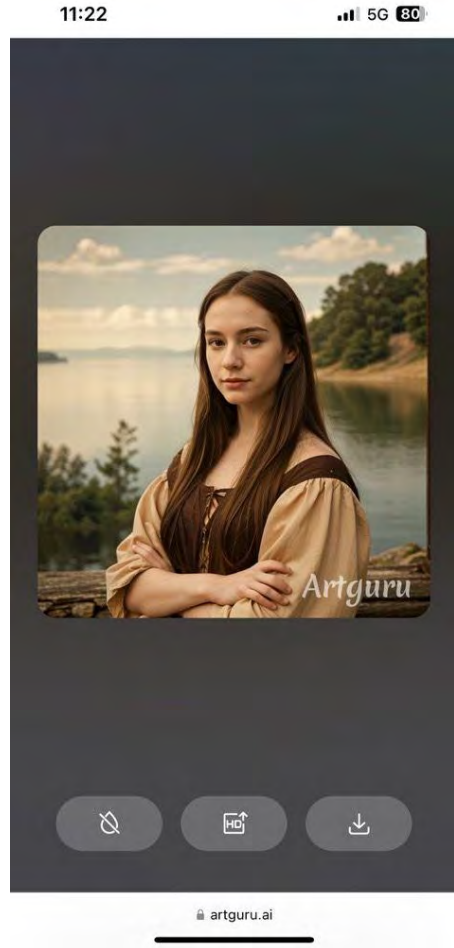
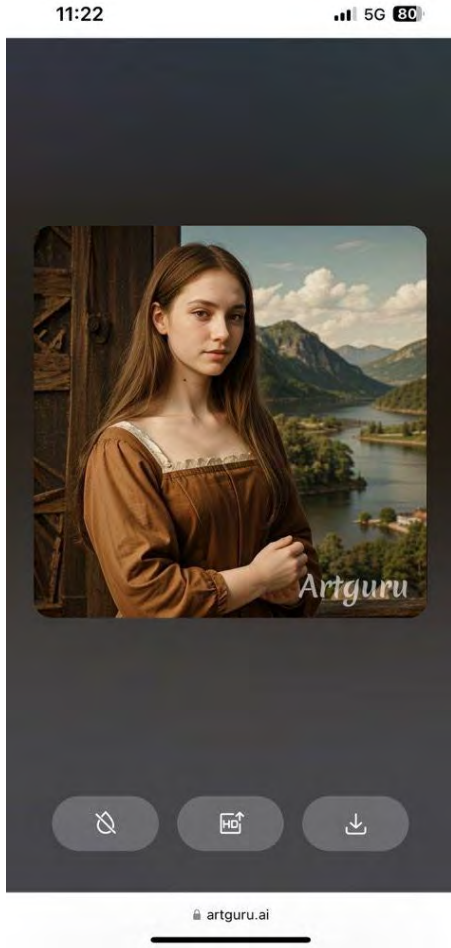
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Pretraživanje

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MYP3 students' work from Matija Gubec International School in Zagreb

Who was Mona Lisa?

Mona Lisa was Lisa Gherardini, an Italian woman who lived in Florence during the late 15th and early 16th centuries. She is believed to have been the wife of Francesco del Giocondo, a wealthy merchant, which is why the painting is also known as *La Gioconda* in Italian.

Her portrait, *Mona Lisa*, was painted by Leonardo da Vinci between 1503 and 1519 and is now one of the most famous artworks in the world, housed in the Louvre Museum in Paris. The painting is renowned for its enigmatic expression, masterful use of sfumato (a painting technique that creates soft transitions between colors and tones), and the mysterious aura surrounding the subject's identity and expression.

Though she was a real historical figure, much of her life remains unknown, contributing to the intrigue surrounding the painting.

Message ChatGPT



Reason



How did Mona Lisa do her makeup?

Mona Lisa's makeup would have been minimal or nonexistent by modern standards. In Renaissance Italy, women often favored a natural, pale complexion, which was associated with beauty and high social status. Here's how she might have enhanced her appearance:

1. **Pale Skin** – Women sometimes used mixtures containing lead, vinegar, or egg whites to achieve a smooth, pale complexion. However, wealthier women like Lisa Gherardini likely relied more on staying out of the sun to maintain fair skin.
2. **Eyebrows and Forehead** – It was fashionable for women to have high foreheads, so some plucked their hairlines to make their foreheads appear larger. Leonardo da Vinci's *Mona Lisa* has barely visible eyebrows, which might reflect this trend.

Message ChatGPT



Reason



2. **Eyebrows and Forehead** – It was fashionable for women to have high foreheads, so some plucked their hairlines to make their foreheads appear larger. Leonardo da Vinci's *Mona Lisa* has barely visible eyebrows, which might reflect this trend.
3. **Natural Lips and Cheeks** – While some Renaissance women used natural dyes from berries or plants for a subtle flush on their lips and cheeks, heavy makeup was generally discouraged, especially in Florence, which had a strong religious influence.
4. **Skincare** – Women of her time used natural remedies like rose water, milk, or herbal concoctions to cleanse and moisturize their skin.

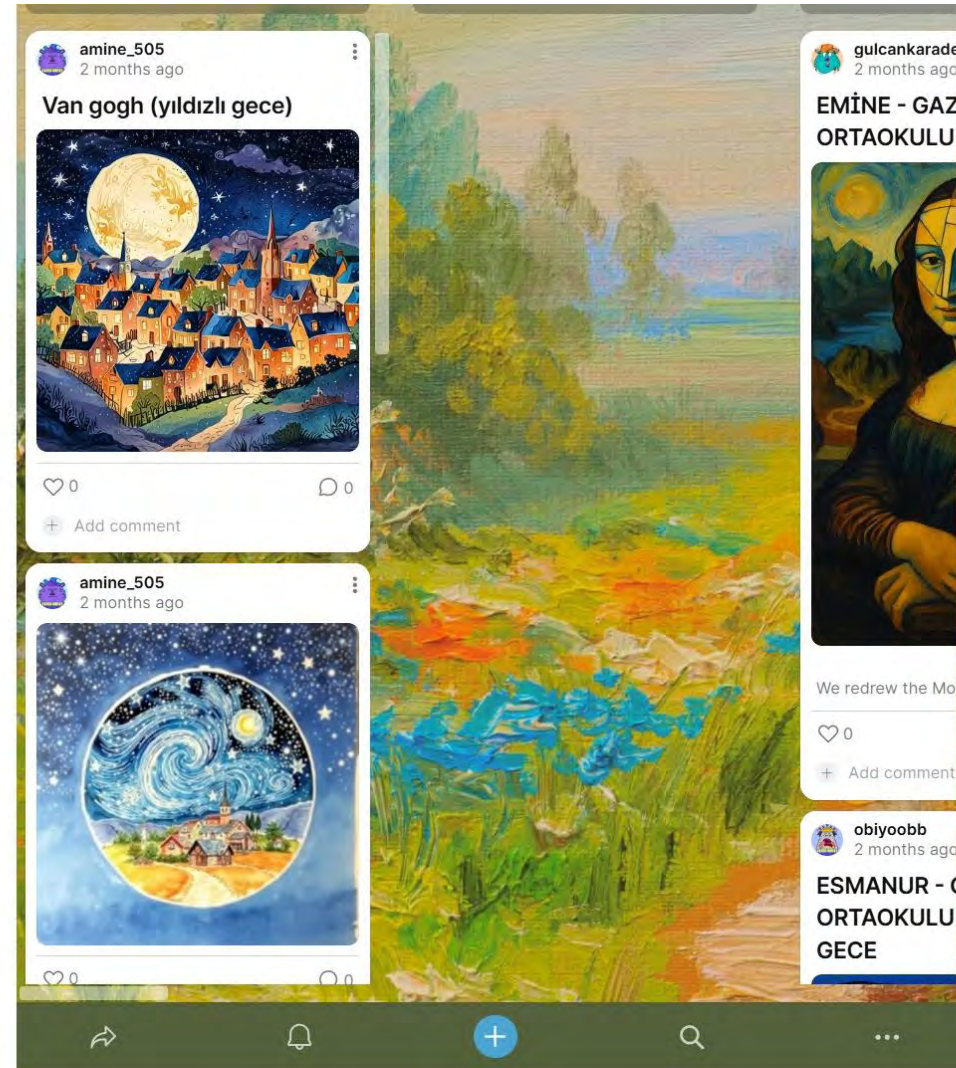
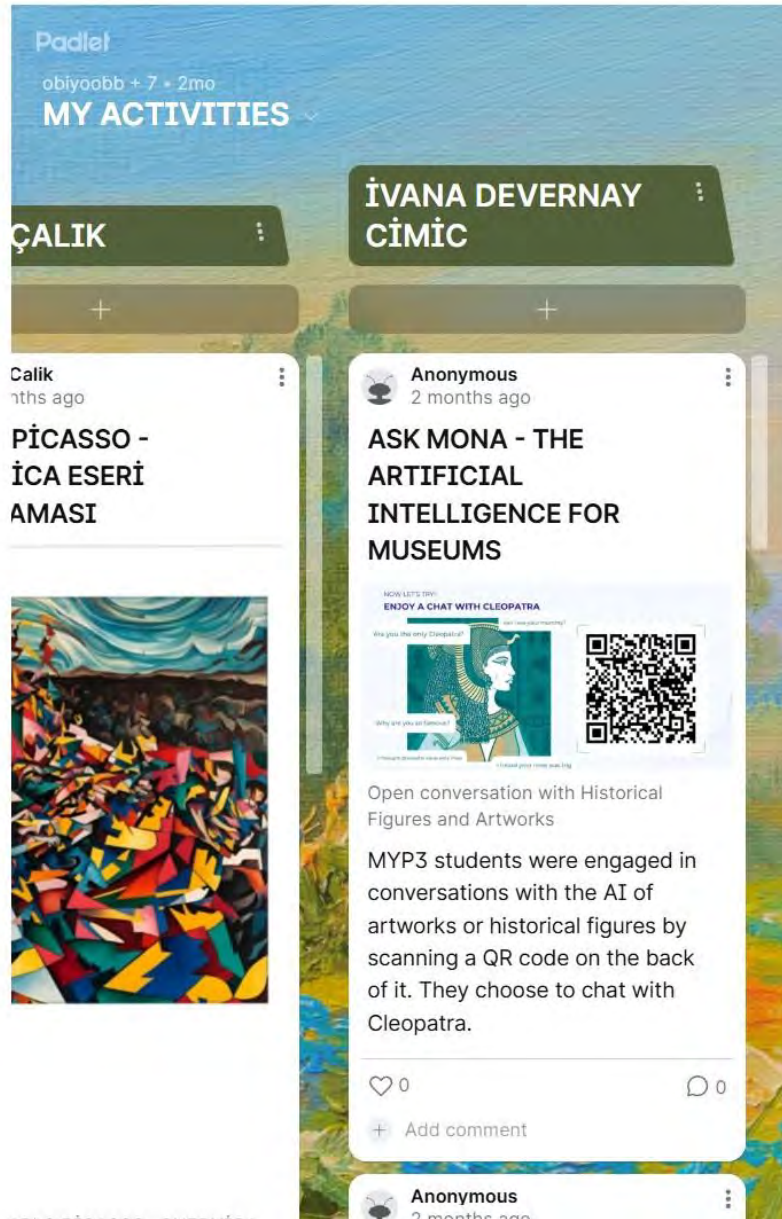
Since Leonardo da Vinci was a master of capturing subtle expressions and lifelike skin tones, he likely depicted Lisa Gherardini with a soft, natural beauty that reflected the ideals of her time.

Message ChatGPT

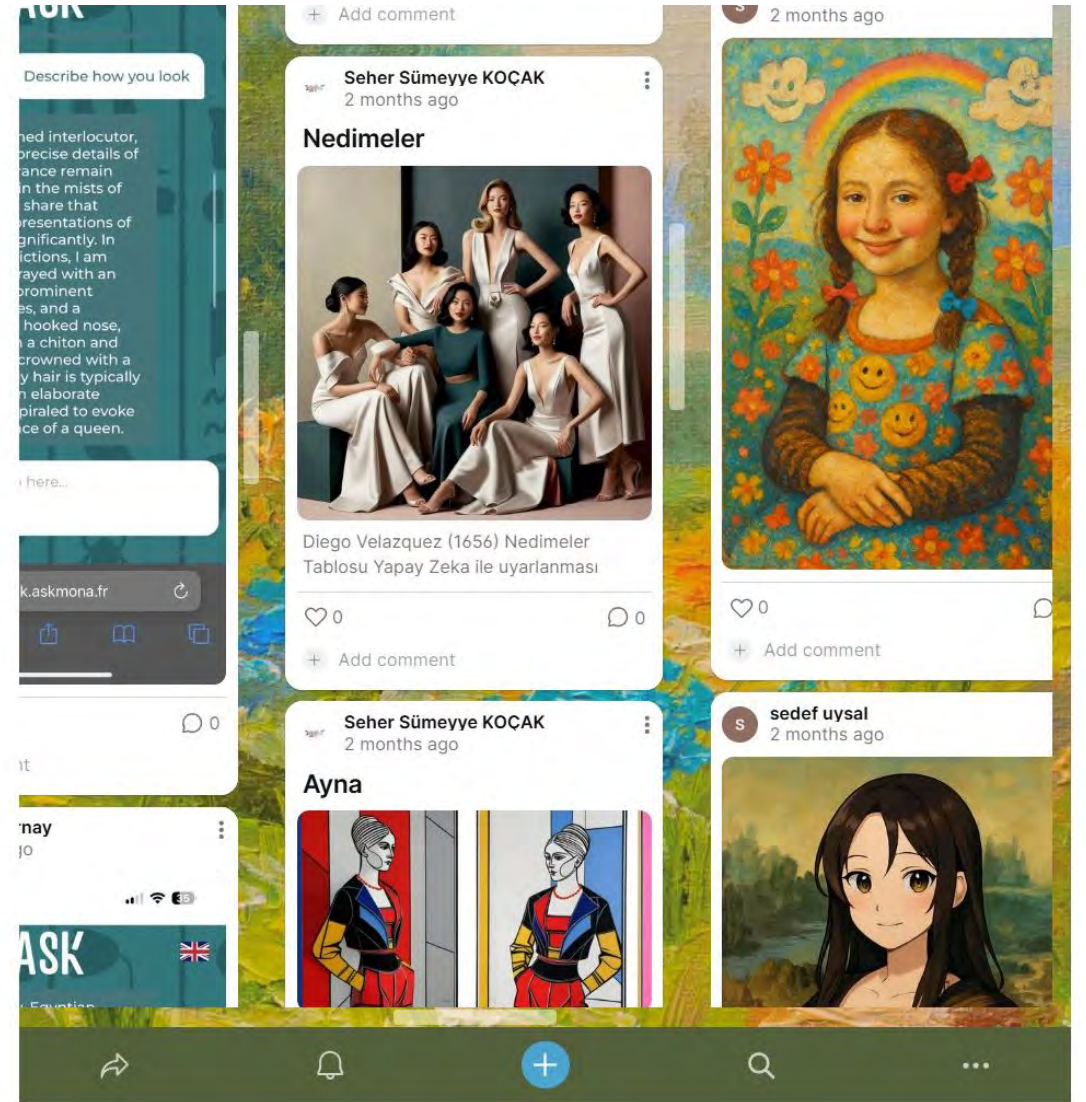
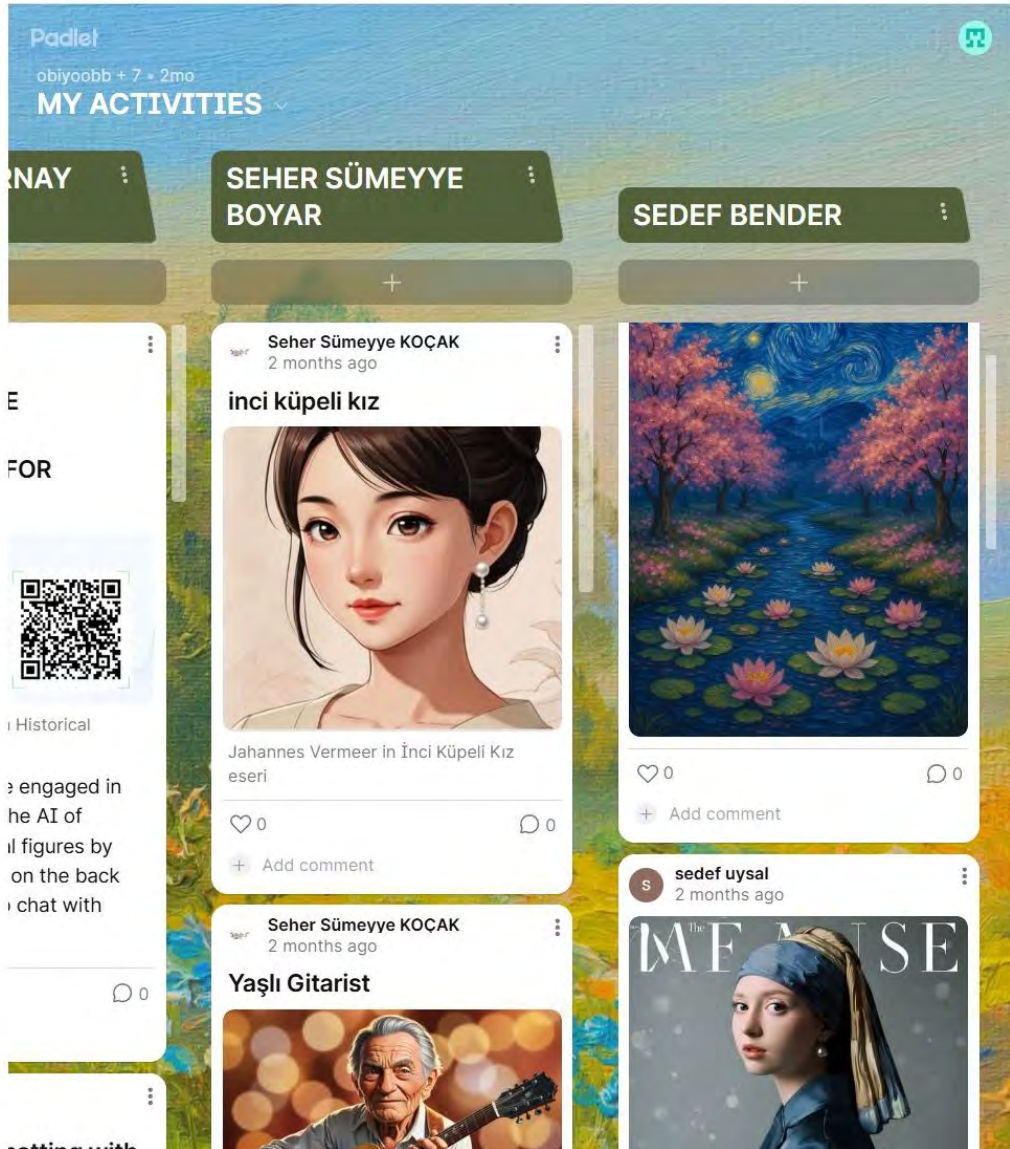


Reason





The students created a ceramic tile pattern based on the principle of rotational tessellation, inspired by the art of M.C. Escher. They first drew parts of the module, then created a full module by tessellating four parts together. The original collaged module was photographed and edited in



The students created a ceramic tile pattern based on the principle of rotational tessellation, inspired

Canva, GIF and QR code

The students created a ceramic tile pattern based on the principle of rotational tessellation, inspired by the art of M.C. Escher. They first drew parts of the module, then created a full module by tessellating four parts together. The original collaged module was photographed and edited in Canva, where they refined the lines and removed the paper background on which the pattern had been assembled.

Next, they multiplied/printed out the cleaned-up pattern four times (in black and white), cut it into four pieces, and reassembled it like a puzzle to form a new, unique ceramic tile pattern. Additionally, students turned the name Escher into a GIF and generated a QR code for it using the MY QR CODE app.

This dynamic blend of visual art and mathematics resulted in a school exhibition titled Tessellate, Rotate, Create!

This dynamic blend of visual art and mathematics resulted in a school exhibition titled Tessellate, Rotate, Create!



MYP3 students's work from Matija Gubec International School in Zagreb





MYP3 students from Matija Gubec International School in Zagreb



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ABOUT US - AVATARS

partner schools (a co-founder school and the schools from other countries) presents their schools and themselves as AI avatars (visually and textually).

AI AVATARS from Matija Gubec International School Zagreb

Add item



DIAR



ANNALISA



OZGUL



SUMM



Annalisa



Leda



Dominik



MIHAELA



LEDA



MYP3 students's work from Matija Gubec International School in Zagreb

Emina

Who Are You?

When we consciously acknowledge and accept who we are to our core and what we desire most in this world, we find that we can be more open, honest, and truthful to those who we surround ourselves with.
Who are you? That is sometimes a really difficult question for many of us to answer. You are on your very own journey to becoming more self-aware, and you deserve to be heard. Fill out these prompts in anyway you like, think about the first thing that comes to mind.

I AM A HUMAN BEING THAT ...

LOVES ballet and skiing

WANTS TO travel the whole world

HAS THE GOAL OF visiting many countries

USED TO BE AFRAID OF the dark

IS DRIVEN BY my parents & myself

IS INSPIRED BY my parents

WHO NOTICES others emotions and their means

HAS A HABIT OF traveling

IS HAPPIEST WHEN on the mountains skiing

GETS DISAPPOINTED BY people with bad energy

WISHES I COULD profecionally be a ballet dancer

BELIEVES IN my close ones & friendship

WOULD GIVE trust & love

WILL ONE DAY achive skiing or ballet professionally and travel the world.

When you finished writing, think about all these wonderful parts of who you are, share these things with those closest to you. Maybe ask them some of the same questions to help get to know them a little better too

Dominik Azali

Who Are You?

When we consciously acknowledge and accept who we are to our core and what we desire most in this world, we find that we can be more open, honest, and truthful to those who we surround ourselves with.
Who are you? That is sometimes a really difficult question for many of us to answer. You are on your very own journey to becoming more self-aware, and you deserve to be heard. Fill out these prompts in anyway you like, think about the first thing that comes to mind.

I AM A HUMAN BEING THAT ...

LOVES cats and eating food

WANTS TO have lots of fun

HAS THE GOAL OF finishing school

USED TO BE AFRAID OF scary stuff

IS DRIVEN BY myself

IS INSPIRED BY my parents and Ryan Reynolds

WHO NOTICES everything

HAS A HABIT OF eating

IS HAPPIEST WHEN i get a gift

GETS DISAPPOINTED BY some people

WISHES I COULD fly

BELIEVES IN my mother

WOULD GIVE help

WILL ONE DAY make baklava

When you finished writing, think about all these wonderful parts of who you are, share these things with those closest to you. Maybe ask them some of the same questions to help get to know them a little better too

Summer

Who Are You?

When we consciously acknowledge and accept who we are to our core and what we desire most in this world, we find that we can be more open, honest, and truthful to those who we surround ourselves with.
Who are you? That is sometimes a really difficult question for many of us to answer. You are on your very own journey to becoming more self-aware, and you deserve to be heard. Fill out these prompts in anyway you like, think about the first thing that comes to mind.

I AM A HUMAN BEING THAT ...

LOVES TO DRAW

WANTS TO DO SOMETHING USEFUL WITH THEIR LIFE

HAS THE GOAL OF BECOMING BETTER AT ART

USED TO BE AFRAID OF COLORING MY ART

IS DRIVEN BY PRETTY ART

IS INSPIRED BY MY FRIENDS' ART

WHO NOTICES SMALL DETAILS / IMPERFECTIONS

HAS A HABIT OF OVERTHINKING

IS HAPPIEST WHEN I CAN SIT IN MY ROOM AND DO NOTHING

GETS DISAPPOINTED BY PEOPLE WHO PURPOSELY TRY TO ANNOY/BE RUDE TO OTHERS

WISHES I COULD FINISH MY SKETCHBOOK

BELIEVES IN NOTHING

WOULD GIVE NOTHING

WILL ONE DAY FINISH MY SKETCHBOOK

When you finished writing, think about all these wonderful parts of who you are, share these things with those closest to you. Maybe ask them some of the same questions to help get to know them a little better too

Pages

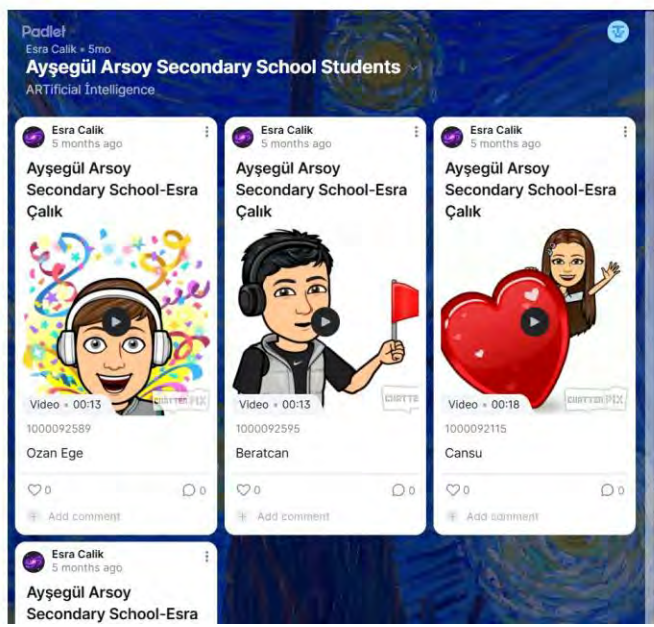
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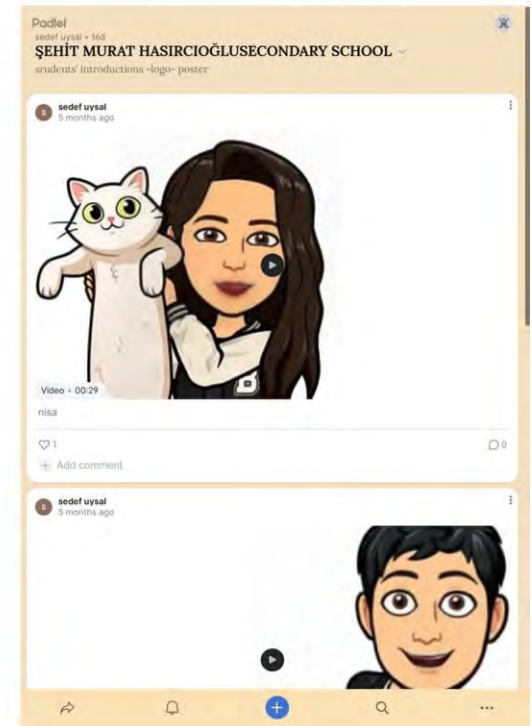
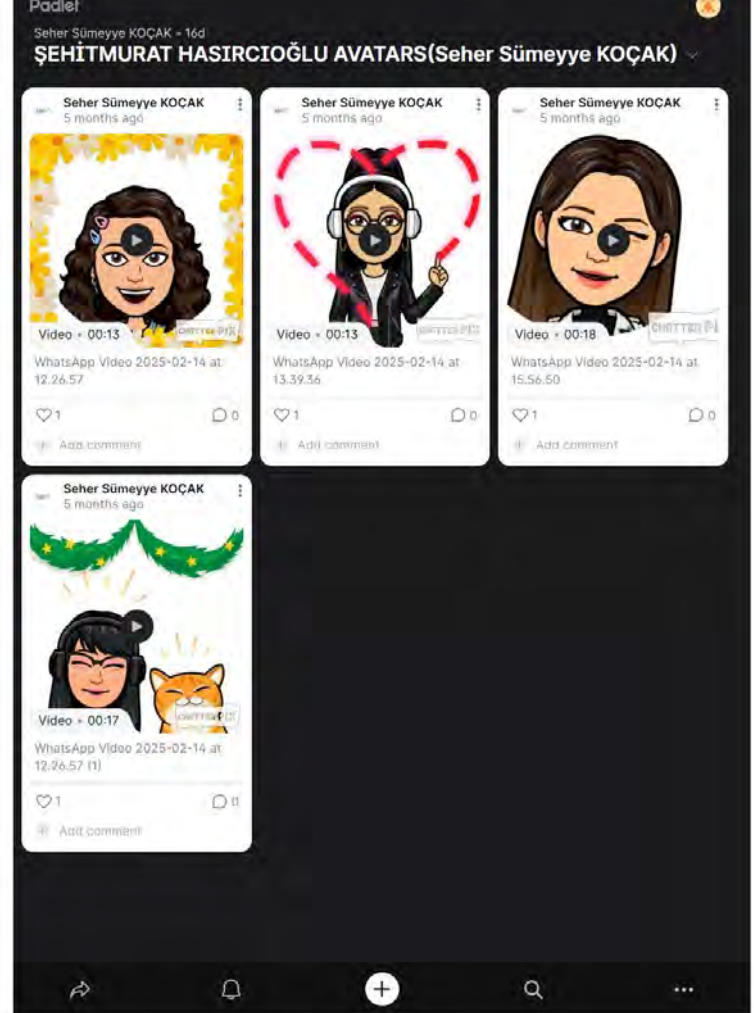
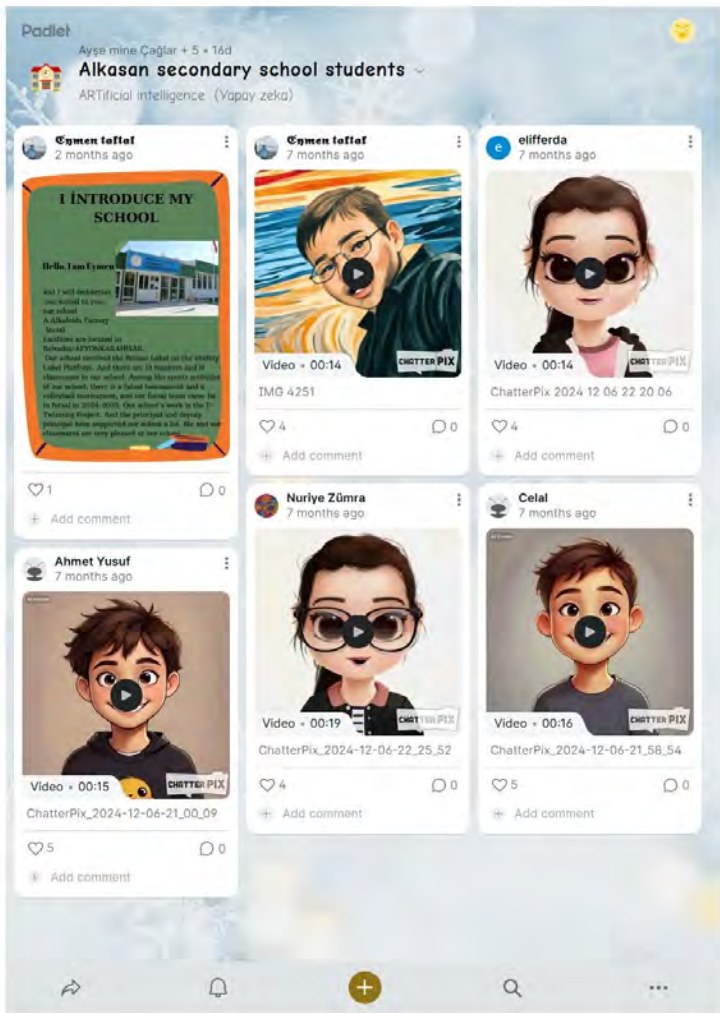
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- 2 EXPECTED RESULTS
- 3 LOGO AND POSTER
- 4 PARENT PERMISSIONS
- 5 ME (and) THE ARTIST ^
 - 5.1 **ABOUT US - AVATARS**
 - 5.2 ABOUT OUR SCHOOLS
- 6 MIRACULOUS TRANSFER
- 7 MAN ABOVE ALL
- 8 PROJECT EVALUATION AND REFLECTION

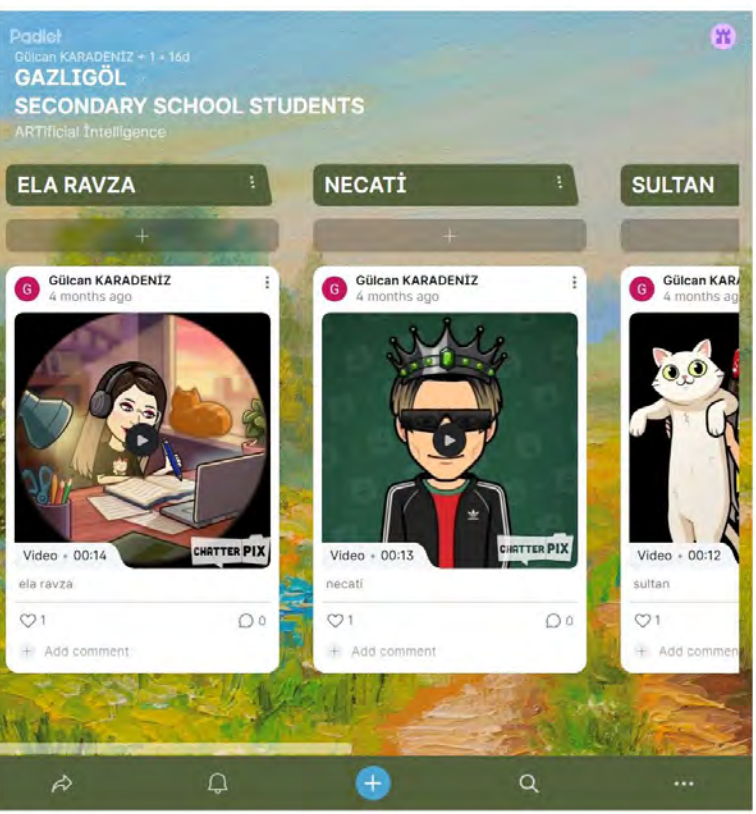
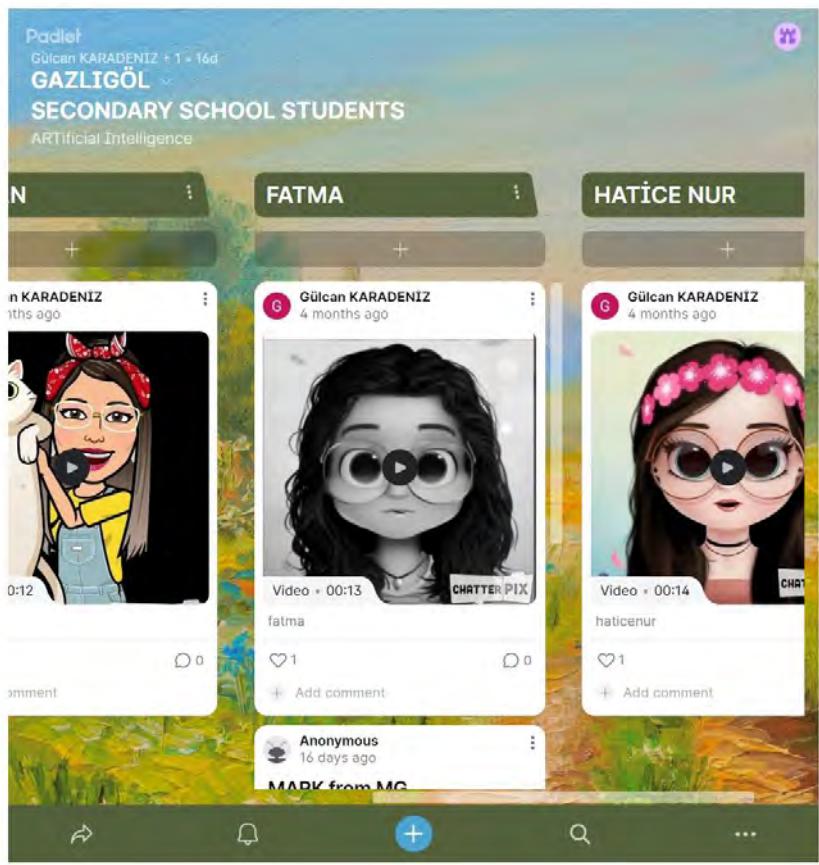
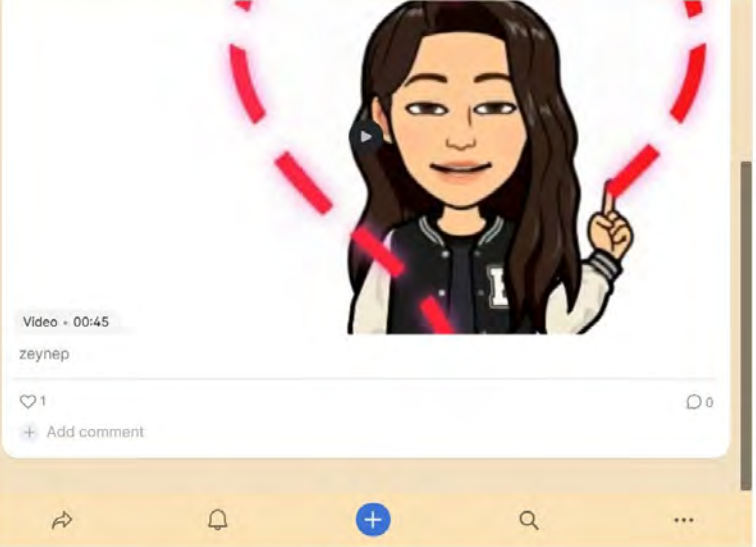
ABOUT US - AVATARS

Created by **Ivana Devernay Cimić**
Last updated by **Gülcan KARADENİZ** 4 months 1 week ago

Page options







ABOUT OUR SCHOOLS

igence/twinspace/pages/about-our-schools

Home - OneDrive | Nastavnici - Početna... | OŠ Matije Gupca... | Osnovna škola Matj... | https://e-dnevnik.sk... | My account | Facebook | YouTube - OŠMG | PYP2 Weather forec... | Adobe Acrobat

- 1 WORK PROCESS
- 2 EXPECTED RESULTS
- 3 LOGO AND POSTER
- 4 PARENT PERMISSIONS
- 5 ME (and) THE ARTIST ~
 - 5.1 ABOUT US - AVATARS
 - 5.2 ABOUT OUR SCHOOLS
- 6 MIRACULOUS TRANSFER
- 7 MAN ABOVE ALL
- 8 PROJECT EVALUATION AND REFLECTION

ABOUT OUR SCHOOLS

Created by **Ivana Devernay Cimić**
Last updated by **Ayşe Mine ÇAĞLAR** 1 month 3 weeks ago

Page options ⋮

Matija Gubec Primary/International School Zagreb - Founder School

Matija Gubec Primary/International School Zagreb - About our school reflection

Add Item

1 program in our school is good. The teachers are accessible and are good students. I love it pretty on the whole. Although every school has pros and cons, I only cons in this school.

2 I like the school because it is a good place to learn and to be with my friends. I like the school because it is a good place to learn and to be with my friends.

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4 in Matija Gubec Primary (I love it so much).

5 I like it because it is fun and interesting.

6 - These are the things I love about my school.

7 The teacher's work is very interesting and helpful. I like the school because it is a good place to learn and to be with my friends.

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10 I love school for the food. I love the food.

11 good, German and speaking English. I love it. P.W.G. with me.

12 things in school are not stuff which is very nice, so it is very nice.

13 I like the school because it is a good place to learn and to be with my friends. I like the school because it is a good place to learn and to be with my friends.

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MYP3 students' work from Matija Gubec International School in Zagreb

One thing I enjoy about my school is co-art. Since it's an extracurricular activity, we usually have the option to make things to sell or to do our own thing. I enjoy it because it's the time during the week when I get the most motivation to draw, and I usually draw more during co-art than I do at home. Because of this, co-art is usually the lesson I look forward to the most during the school week.

The field trips in school are very fun. We do lots of stuff which teach us lots. The teachers are very nice, so is the principal.

My school is very cultural friendly, it allows me to take a day off for my ~~holidays~~ celebrations ~~celebrations~~

It makes the student aware about ~~the~~ serious things (ex safety online, eating disorders, anti smoking ~~etc~~.. ect)

My school ~~also~~ gathers items to donate for children who don't own those items.

~~The~~ ~~books~~ the books we read really educate the students like about racism, WWII, autism.... etc.

I enjoy the extra curricular activity in school called co art because I enjoy art and the extra curricular activity gives me motivation to draw since I have no motivation most of the times, it is also a place I can freely express myself with my peers and enjoy school. In the extra curricular activity, we create and draw creative items for the school and help students to be more motivated by art, every year we have a theme to make stuff and sell them, participating in these activities bring me joy and helps me create and develop more interesting ideas.

- ib program
 - the field trips
 - our christmas shows
 - our languages
- These are things that I love and appreciate about our amazing program.

My favourite thing about our ~~sch~~ IB school ~~is~~ are the fieldtrips, especially fieldtrips outside of Croatia. My favorite one so far was the trip to Italy. I learned a lot about Milan and had a lot of fun with my friends. I also like projects and friendships in my school. The projects are fun to do in groups, and they ~~are~~ expand our creativity.

Extracted text from image or picture using AI-tool

One thing I enjoy about my school is Co-Art, since it's an extracurricular activity, we usually have the option to make things to do our own thing. I enjoy it because it's better to draw more during Co-Art than I do at home. Because during the week when Co-Art is usually the lesson I look forward to most during the school week.

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We do lots of stuff which teach us lots.

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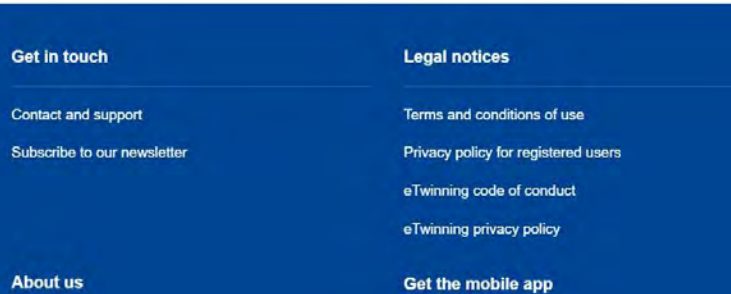
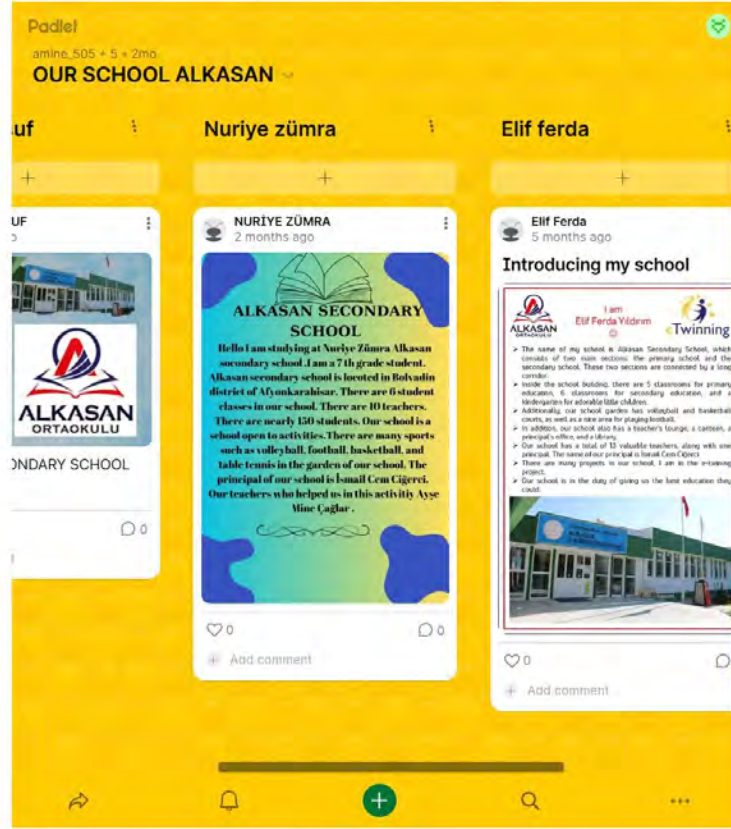
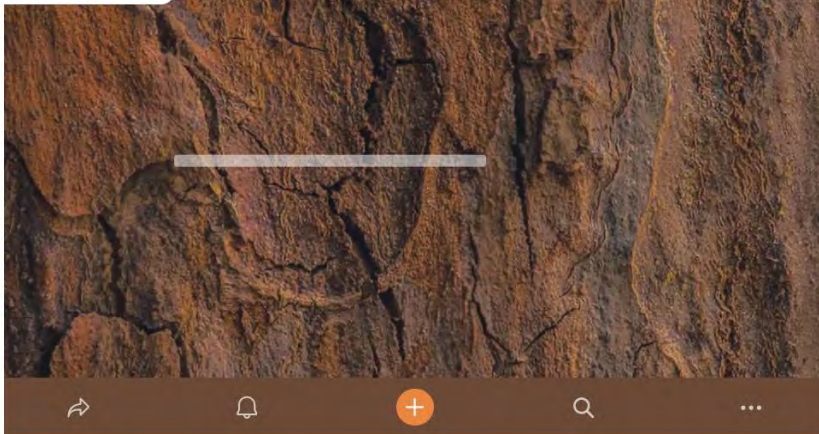
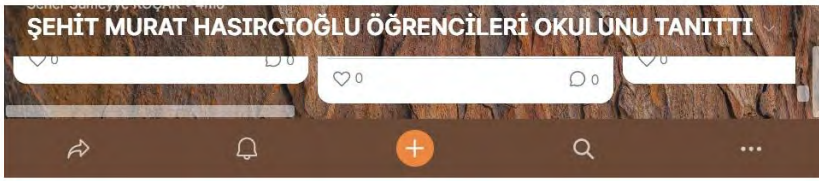
My school is very culture friendly, it allows me to take a day off for my celebrations. It makes the student aware about serious things (ex safety online, eating disorders, anti-smoking...etc). My school gathers items to donate for children who don't own those items. The books we read really educate the students like about racism, WWII, autism...etc.

- IB program
- the field trips
- our Christmas shows
- our languages

These are the things that I love and appreciate about our amazing program.

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MIRACULOUS TRANSFER

The screenshot shows a Moodle page titled "MIRACULOUS TRANSFER". On the left, a "Pages" sidebar lists eight sections: 1 WORK PROCESS, 2 EXPECTED RESULTS, 3 LOGO AND POSTER, 4 PARENT PERMISSIONS, 5 ME (and) THE ARTIST, 6 MIRACULOUS TRANSFER (selected), 7 MAN ABOVE ALL, and 8 PROJECT EVALUATION AND REFLECTION. The main content area features the title "MIRACULOUS TRANSFER" with a "Page options" button. Below the title, the text "Students explore the possibilities of AI tools in transferring ideas from one medium to another." is followed by a bulleted list of activities: using AI to transform text and sound into visual signs, using AI to transform two-dimensional images into three-dimensional objects, and using AI to animate images and photos. "Suggested activities" include drawing/painting 2D objects and generating them into 3D projections, and 3D animation of a moving object. A paragraph describes a project where students redesigned an old piano at their school, inspired by Joan Miró's artwork, using AI tools like Canva. The final sentence states, "The piano's new look is truly impressive! Take a look in the photo gallery!". At the bottom, a gallery titled "REDESIGNING AN OLD PIANO WITH THE HELP OF AI" contains three items: a "REFERENCE PHOTO" of a white piano, a "REFERENCE ARTWORK - JOAN MIRO" showing a colorful abstract design, and "Idea 1" which is a piano with the Miró-style design applied to its surface.

MIRACULOUS PIANO

Students explored the possibilities of AI tools in transferring ideas from one medium to another.

Students:

- used AI tools to transform text and sound into visual signs, illustration or more complex visual entities.
- used AI tools to transform two-dimensional images into three-dimensional objects.

The students were given the task of redesigning and refreshing the look of an old piano at our school. They drew inspiration from the artist Joan Miró, reinterpreting his work in their own way—first through sketches, and then using the Canva program. Their colored designs were applied to a 3D photo of the piano, generating several versions from which they selected the most suitable design. After that, they painted the actual piano according to their original sketch and the generated mock-up, which helped them accurately paint all sides and surfaces.

The piano's new look is truly impressive! Take a look in the photo gallery!





REFERENCE PHOTO



REFERENCE ARTWORK - JOAN MIRO



Idea 1



Idea 2



Idea 3



Idea 4 - FINAL



FINAL WORK - REDESIGNED PIANO



1



2



3



4



5



6



7



8



9



10



11



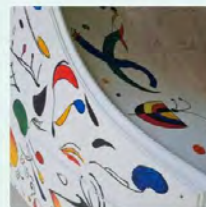
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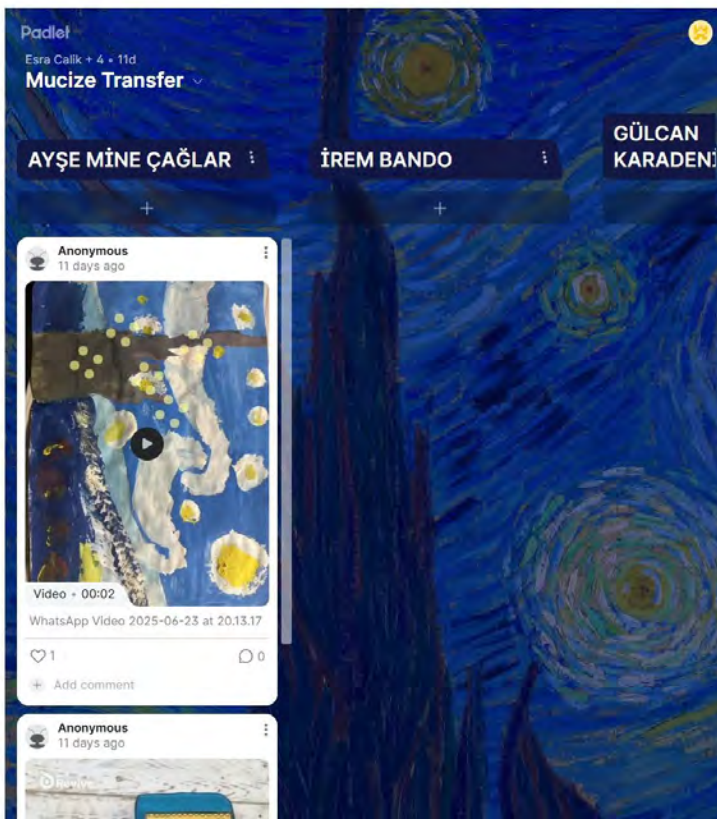
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Padlet

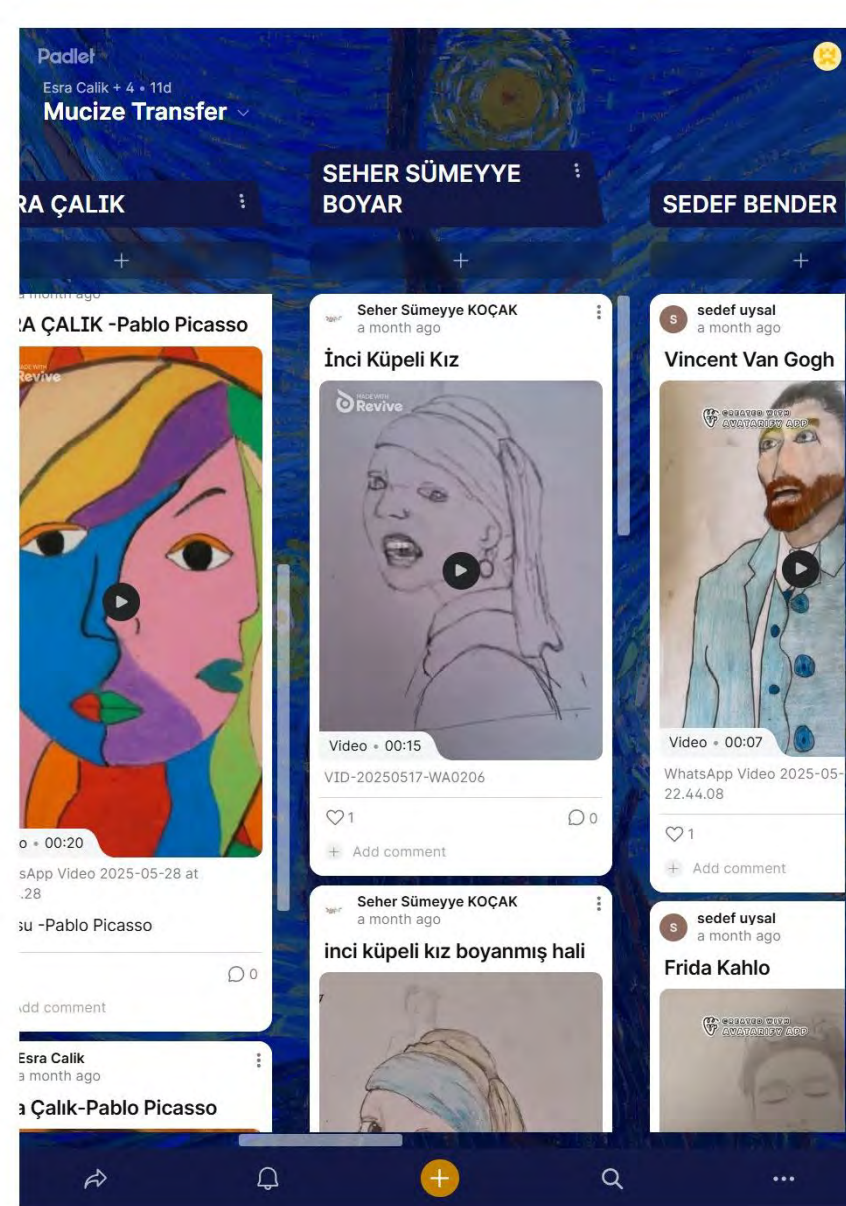
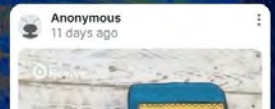
Esra Calik + 4 • 11d

Mucize Transfer

AYŞE MİNE ÇAĞLAR

İREM BANDO

GÜLCAN KARADENİZ



Padlet

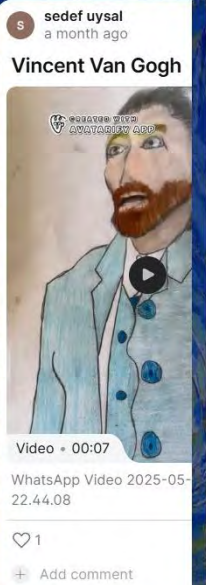
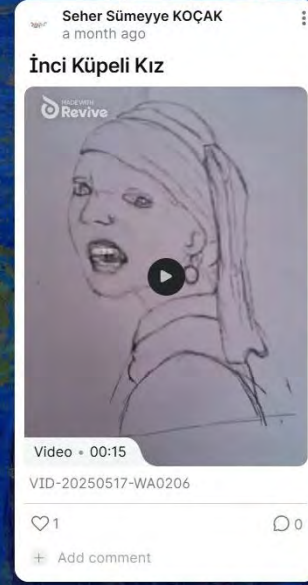
Esra Calik + 4 • 11d

Mucize Transfer

SEHER SÜMEYYE BOYAR

SEDEF BENDER

AYŞE MİNE ÇALIK -Pablo Picasso



Esra Calik a month ago a Çalik-Pablo Picasso

Seher Sümeyye KOÇAK a month ago inci küpeli kız boyanmış hali

sedef uysal a month ago Frida Kahlo



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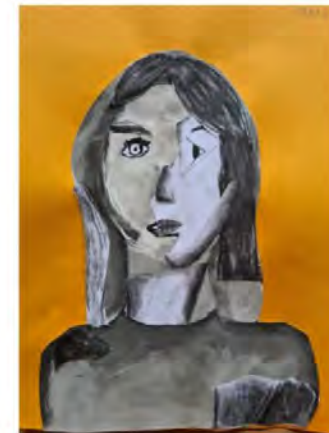
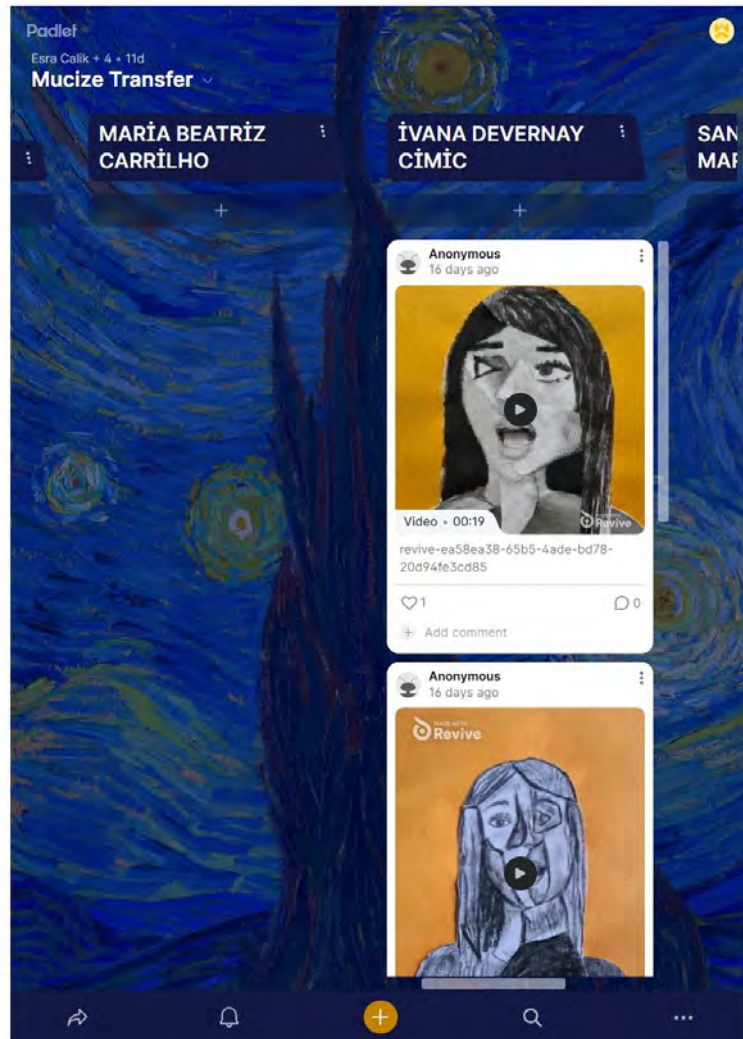


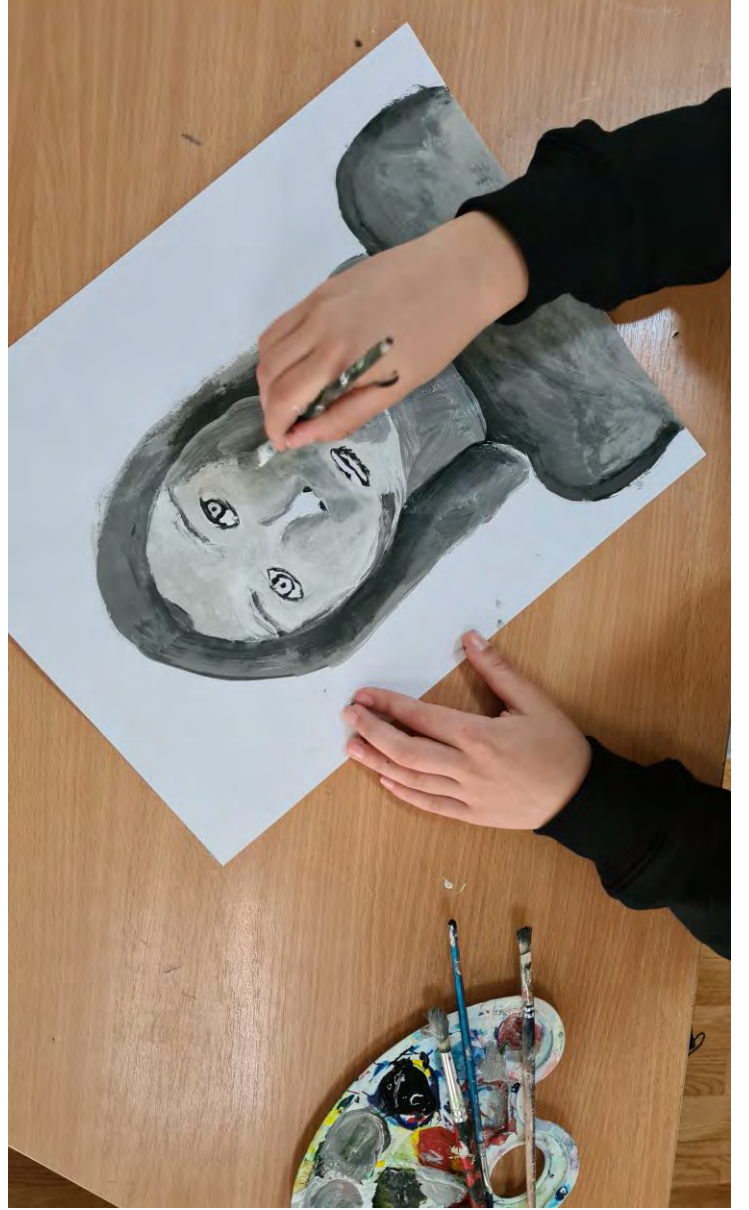
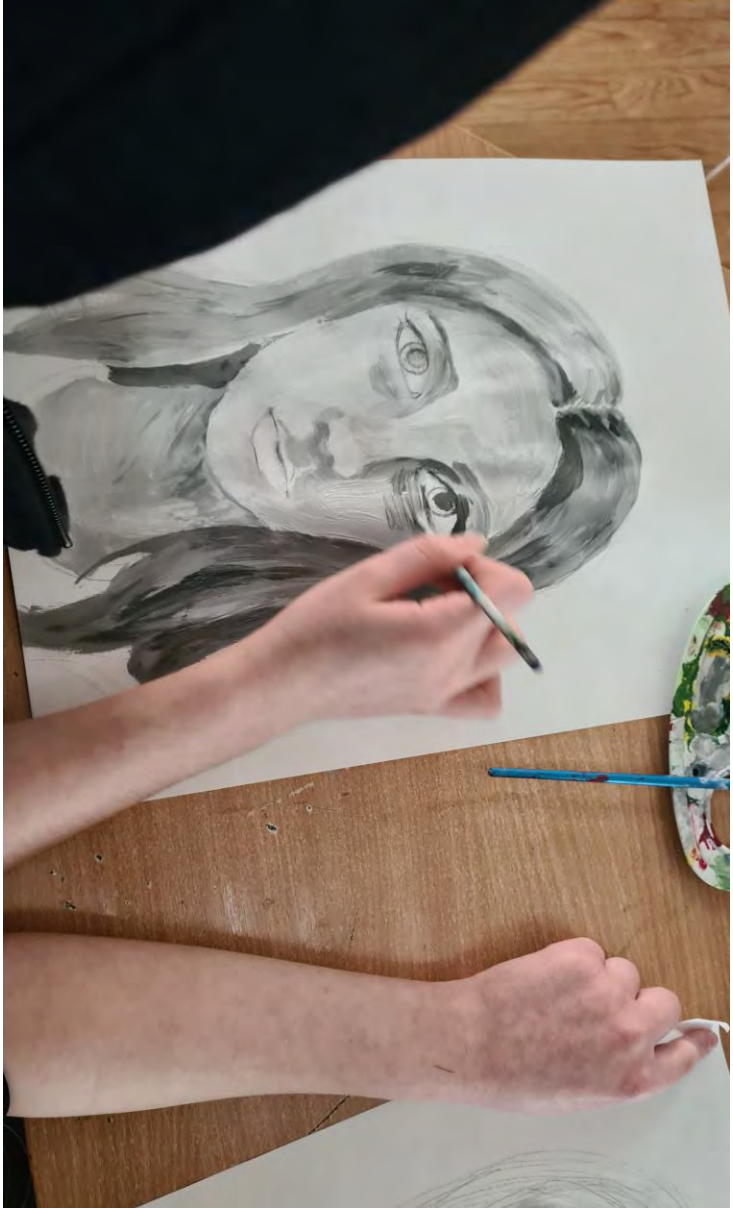
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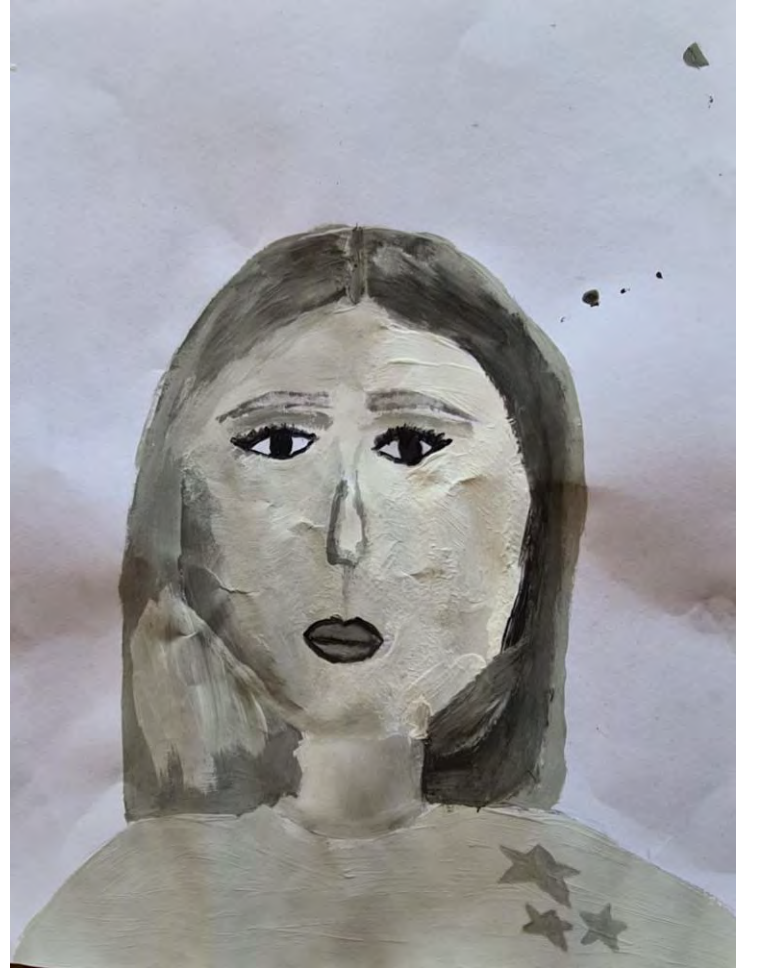
The students first drew portraits of their classmates in profile (using charcoal drawing technique) and frontally—*en face* (using tempera technique in achromatic colors). Then, they cut both works into pieces and assembled them into a Cubist portrait, applying the principles of poly-perspective. They brought the collaged portrait to life using the Revive app.

Take a look at and listen to some of the singing portraits in the Padlet gallery.

https://www.canva.com/design/DAGqpEbY9go/yV3m0XJah-n8VfU2t8P3vA/edit?utm_content=DAGqpEbY9go&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

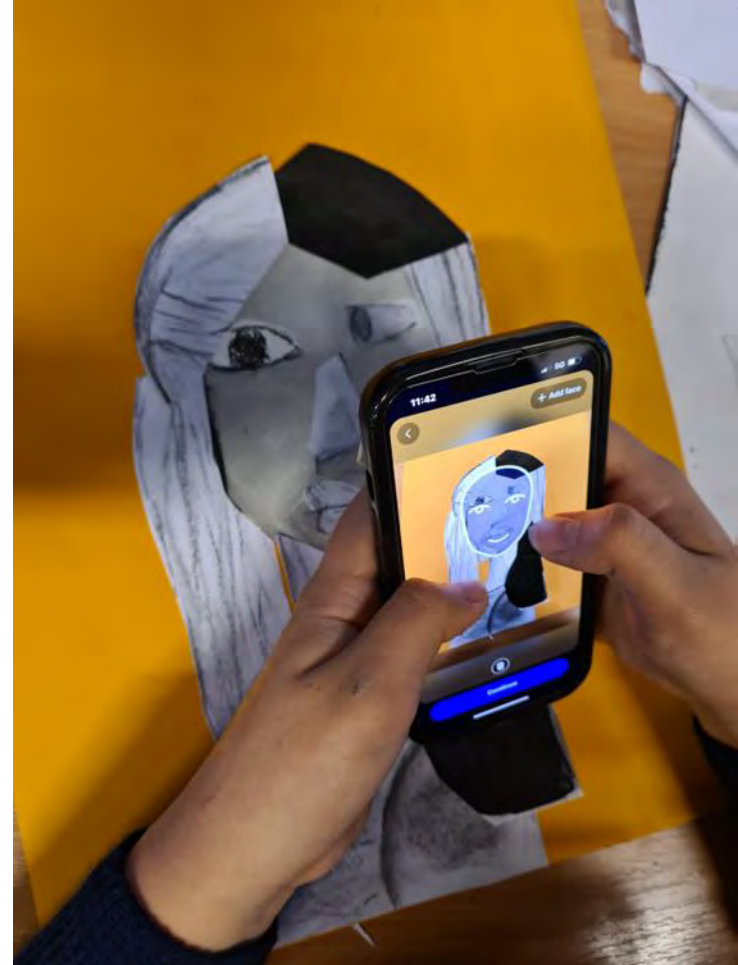
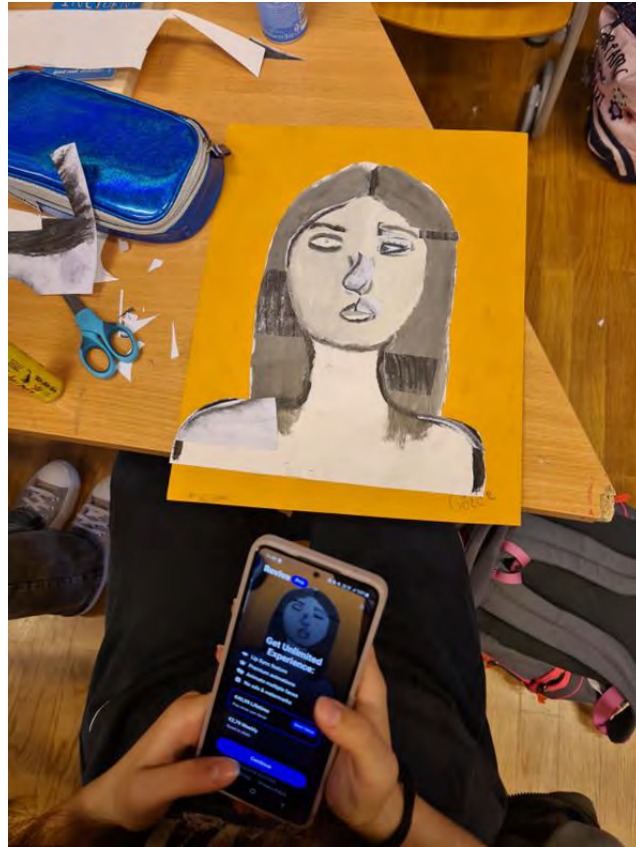


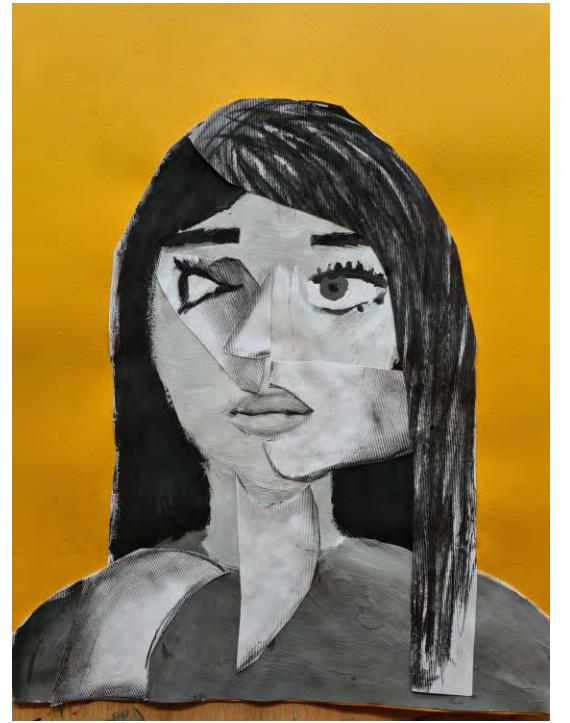




Cubistic portrait and multiple perspectives
MYP2/MYP3 students' work
Matija Gubec International School, Zagreb





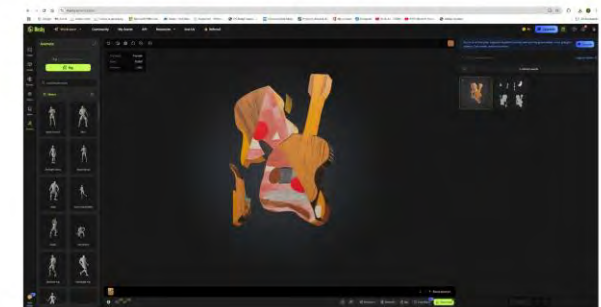
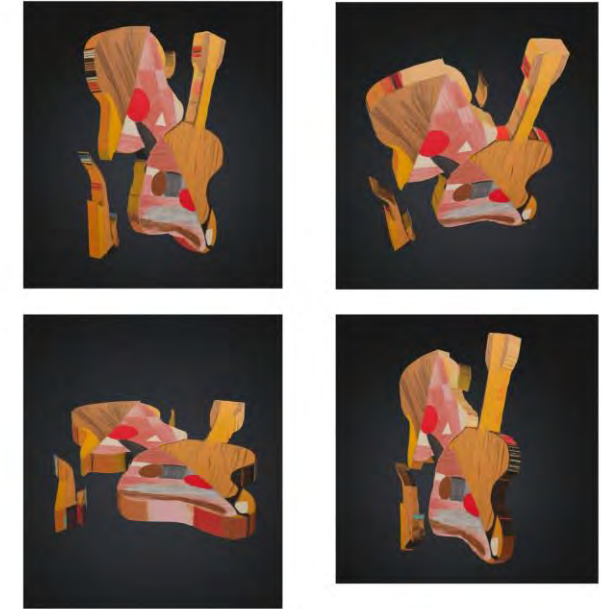


Short audio-video works, MYP2/MYP3 students,
Matija Gubec International School, Zagreb



CONVERTING 2D TO 3D OBJECTS

The MYP2 students created a Cubist still life featuring the motif of a guitar, inspired by the works of Braque and Picasso. They combined multiple viewpoints into a single, unified artwork using a mixed collage technique (oil pastels, markers, and drawing charcoal). After that, they generated a 3D object based on their original 2D artwork using the AI program Meshy.ai. The resulting 3D object can also be viewed from all angles in a generated video.



MYP2 students' work from Matija Gubec International School in Zagreb

The students created a Cubist still life featuring the motif of a guitar, inspired by the works of Braque and Picasso. They combined multiple viewpoints into a single, unified artwork using a mixed collage technique (oil pastels, markers, and drawing charcoal). After that, they generated a 3D object based on their original 2D artwork using the AI program Meshy.ai. The resulting 3D object can also be viewed from all angles in a generated video.

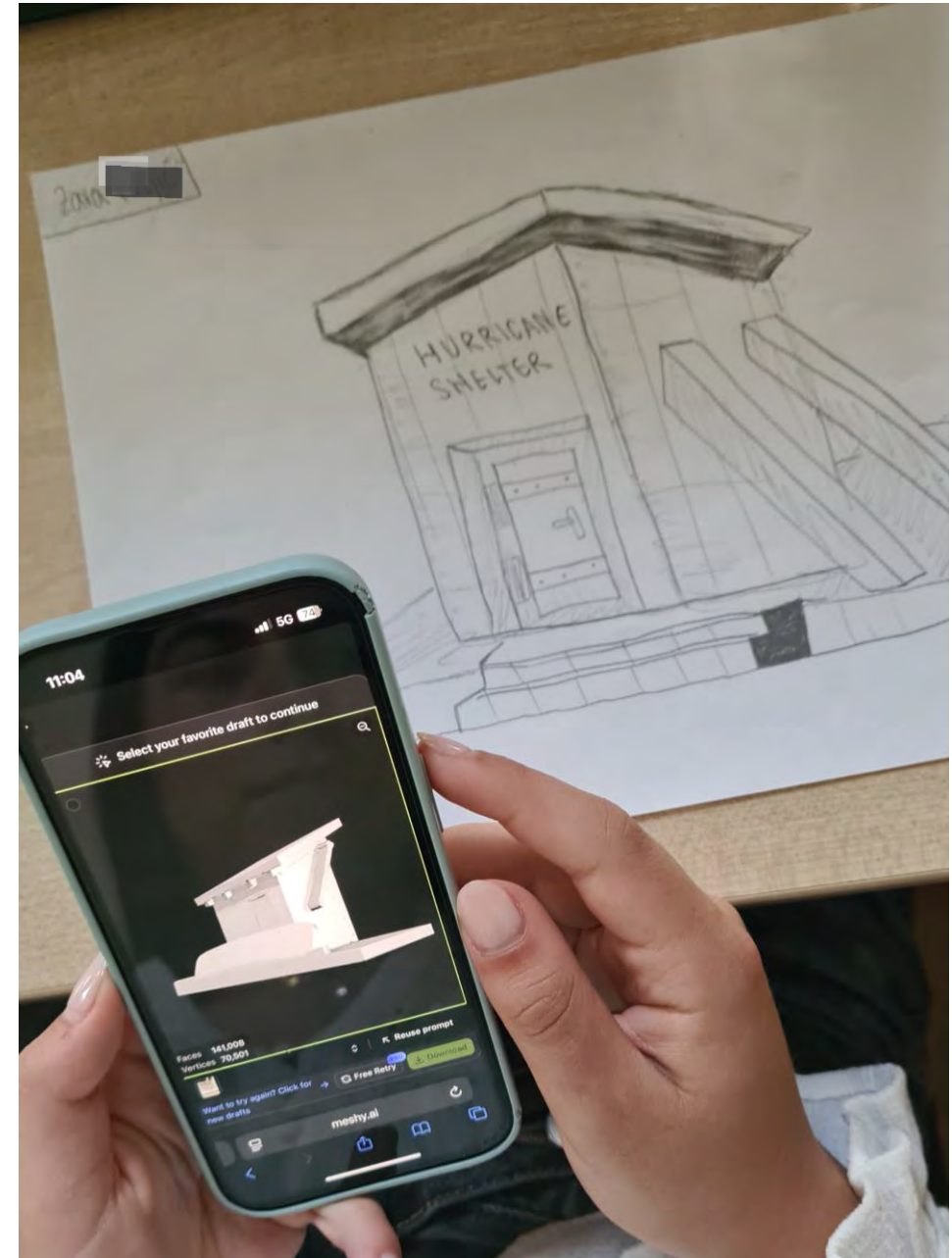
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SIMULATING 3D OBJECTS IN VIDEO

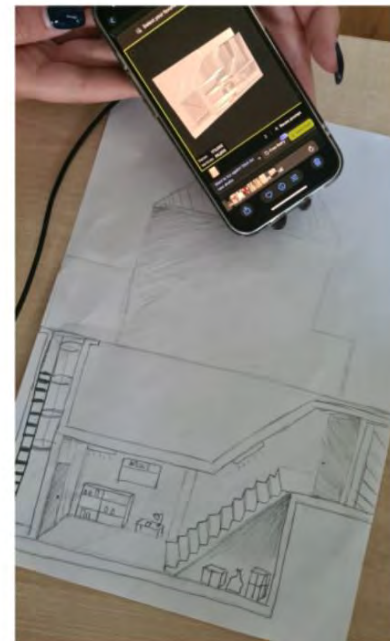
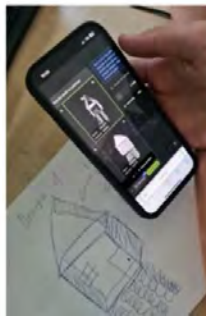
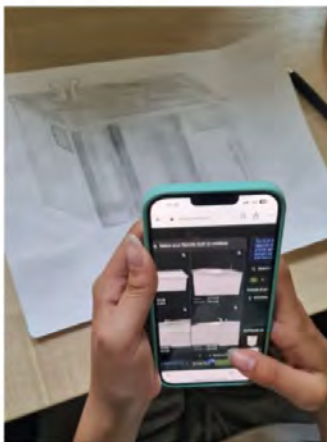
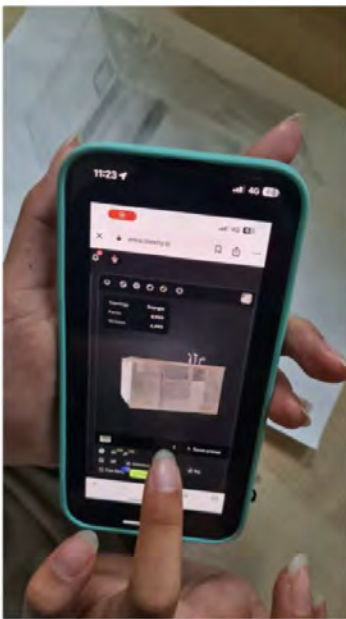
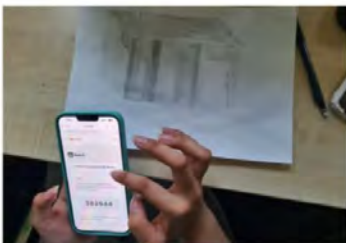
As part of the Design subject unit Shelter Against Natural Disasters, MYP3 students, after extensive research—involving inquiry and analysis of various natural disaster examples and creating a design specification for a shelter—developed their own conceptual designs for a shelter tailored to a specific natural disaster. They photographed their drawings and edited them in the Meshy.ai program to transform them into 3D objects, together with video simulations. The results were impressive, although it became clear which drawings still needed further improvements and which ones had a clear and effective visual presentation.

https://www.canva.com/design/DAGqpEbY9go/yV3m0XJah-n8VfU2t8P3vA/edit?utm_content=DAGqpEbY9go&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



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MYP3 students' work from Matija Gubec International School in Zagreb

Generating text into images

During Geography lessons, students of MYP3 IB programme asked AI tools to generate a written description of a selected country of Europe, as well as to provide images of typical landscapes and traditional artwork from that region. To evaluate the reliability of the information, students compared the AI-generated content with credible sources such as Britannica. They brought their results into class and engaged in group discussions to assess the accuracy and usefulness of the content.

The most used were ChatGPT, Canva AI and Perplexity.

When it came to visuals, many students considered the AI-generated images and artwork to be generally aligned with their chosen countries. Still, it was clear that the images were artificial. They noted that the AI-generated visuals, while helpful, could not be mistaken for real-life photographs. This helped avoid ethical concerns about misrepresentation.

MYP3 students' work
from Matija Gubec International School in Zagreb



MAN ABOVE ALL

school-education.ec.europa.eu/en/etwinning/projects/artificial-intelligence/twinspace/pages/man-above-all

1 WORK PROCESS
2 EXPECTED RESULTS
3 LOGO AND POSTER
4 PARENT PERMISSIONS
5 ME (and) THE ARTIST
6 MIRACULOUS TRANSFER
7 **MAN ABOVE ALL**
8 PROJECT EVALUATION AND REFLECTION

MAN ABOVE ALL

Created by **Ivana Devernay Cimić**
Last updated by **sedef BENDER** 1 week 2 days ago

Page options

Moderation state: Draft
Change to: Public **Apply**

MAN ABOVE ALL

Students exchange opinions on ethical issues related to the use of AI: Advantages and disadvantages of using tools based on artificial intelligence

- participate in lectures, quizzes and debates on the topic of responsible behavior when using AI content (cyberbullying, fake news) – lecture, quiz, argumentative essay
- participate in collaborative activities with students from other schools on online platforms

After an interactive lecture on artificial intelligence in general, the students wrote their reflections by hand on paper. They then used ChatGPT to convert their handwritten texts into typed text in a Word document. In this way, the application provides improved readability for everyone, especially in cases where a student's handwriting is messy or difficult to read. The image gallery contains the original handwritten documents alongside the typed versions as they appear in Word.

Lecture on Artificial Intelligence

Add Item

Lecture on Artificial Intelligence
On the 22nd of January 2025, MYP 1, 2, and 3 students attended a lecture on Artificial Intelligence held by Ms. Anne Dates, an AI ethicist, working for the Croatian Artificial Intelligence Association. This lecture is an integral part of the ARTificial Intelligence project that our school is participating in.

Lecture by Ms. Anne Dates, an AI ethicist

Lecture to MYP students

Intelligence Association. This lecture is an integral part of the ARTificial Intelligence project that our school is participating in. The lecture started with our reflections on how much we had actually used AI tools this morning.

Questions

22/01/2025 Lecture on Artificial Intelligence
<https://os-mgubec.eu/article/en/2060/lecture-on-artificial-intelligence>

Student questions

Sara generated text

Sara

Annalisa

DC

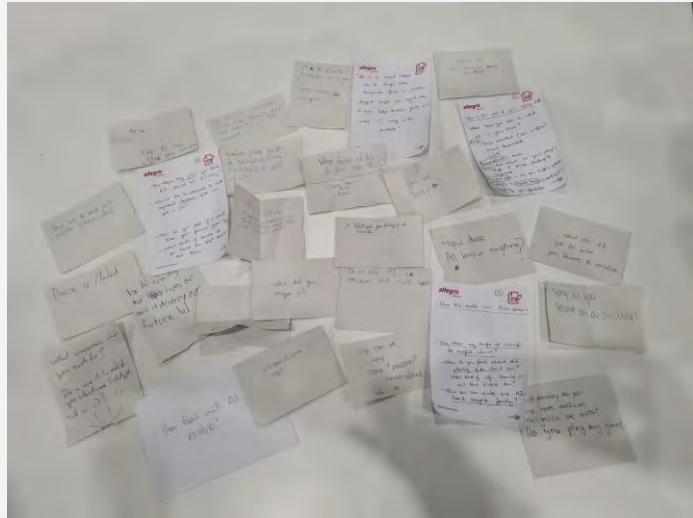
Gozde

Summer



Lecture on Artificial Intelligence

On the 22nd of January 2025, MYP 1, 2, and 3 students attended a lecture on Artificial Intelligence held by Ms. Anne Dates, an AI ethicist, working for the Croatian Artificial Intelligence Association. This lecture is an integral part of the ARTificial intelligence project that our school leads. The lecture started with our reflections on how much the students had used AI tools this morning.



Ethics and AI

Students exchanged opinions on ethical issues related to the use of AI: Advantages and disadvantages of using tools based on artificial intelligence

During the project, students participated in lectures, quizzes and debates on the topic of responsible behavior when using AI content (cyberbullying, fake news) – lecture, quiz, argumentative essay. They also participated in collaborative activities with students from other schools on online platforms.

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ARTIFICIAL INTELLIGENCE LECTURE

Sara
MYP3
23.01.2025

1. WHAT I LEARNED FROM THE LECTURE?

This lecture was very informative (although not very interactive) and I learned a handful of very interesting facts about artificial intelligence. Such as the incredible advantages and improvements that come with quantum artificial intelligence and its unimaginably rapid learning abilities. Another thing that I learned is how artificial intelligence can change careers and even permanently disable them. I began to understand the balance between innovation and artificially created works and how the moral issue of artificial intelligence training on real works of art created by people.

2. WHAT WORRIES ME ABOUT AI?

I think that rather than being afraid of artificial intelligence we should embrace it and rather than fearing for our jobs we should be learning to utilize it within our field. For example, the medical field has been very much altered through artificial intelligence.

3. ADVANTAGES AND DISADVANTAGES OF AI?

Advantages:

- give jobs
- good for medical field

Disadvantages:

- take jobs
- bad for environment
- less creativity
- water waste

MYP 1, 2 and 3 students' work from
Matija Gubec International School in Zagreb

os-mgubec.eu/article/en/2060/lecture-on-artificial-intelligence

MG Osnovna škola Matije Gupca Matija Gubec International School

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MYP GENERAL NEWS

22/01/2025

Lecture on Artificial Intelligence



On the 22nd of January 2025, MYP 1, 2, and 3 students attended a lecture on Artificial Intelligence held by Ms. Anne Dates, an AI ethicist, working for the Croatian Artificial Intelligence Association. This lecture is an integral part of the ARTificial Intelligence project that our school is participating in.

The lecture started with our reflections on how much we had actually used AI tools this morning. We were very surprised to find out that many of us had used them without being aware of it since Artificial Intelligence is also used in apps we use every day such as Spotify, YouTube, and Google.

Quick Links

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18:12 04.07.25

- Lecture on Artificial Intelligence

- <https://os-mgubec.eu/article/en/2060/lecture-on-artificial-intelligence>

Using ChatGPT for school purposes

Our school librarian, Ms. Krajačić held an interactive lecture for the students about how to use ChatGPT for school purposes, while adhering to the ethical considerations regulated in our school's Academic Integrity Policy.

The students received information about how it is very important to remain original and to develop critical thinking when using ChatGPT.

It is also essential to respect copyright and always cite sources.



TOK Activity Using AI generated content as a TOK object

This Theory of Knowledge activity is intended to encourage students to think critically about the benefits and limitations of AI tools such as ChatGPT.

It begins with a short introductory activity that is intended to provide an accessible and easy way into the topic.

Students are presented with 2 images generated by DALL:E and the text that the user typed in to generate the images. In pairs, students discuss what they notice about the 2 images.

The teacher then leads a whole class discussion where students share their reflections and begin to consider the “so what?” – to consider the TOK implications of the use of these types of technologies and how they work. (It can be useful to prompt students to think about TOK concepts such as interpretation and perspectives to help stimulate this discussion).

Image 1

Request: A photo of an astronomer

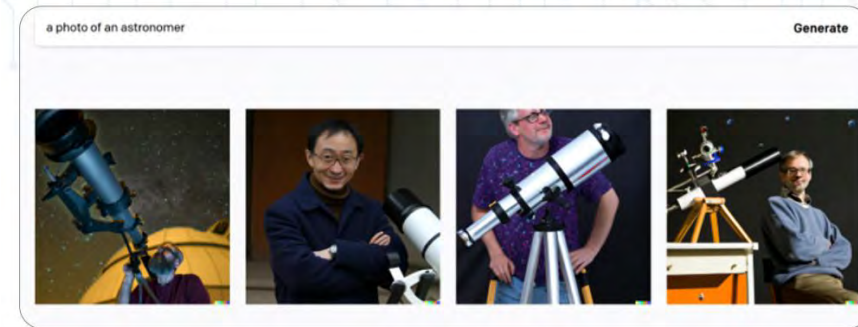
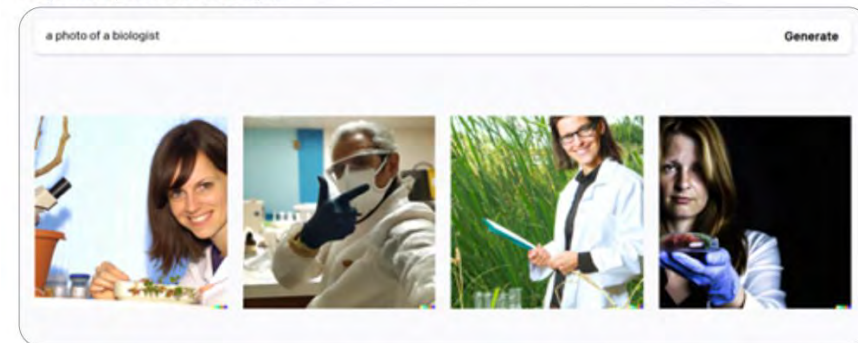


Image 2

Request: A photo of a biologist



References

Images generated using DALL:E. Accessed online on 15/02/23 at <https://labs.openai.com/>

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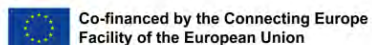
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THE IB AND ARTIFICIAL INTELLIGENCE (AI) TOOLS



WHY IS THE IB ALLOWING STUDENTS TO USE AI TOOLS?

Students at IB World Schools are provided with a unique, challenging and diverse education. They are encouraged to drive their own learning and to think critically and challenge assumptions.

The IB understands that there will be many reservations about allowing the use of Chat GPT and other artificial intelligence tools in IB World Schools. However, we believe that these tools can provide great opportunities to enhance the skills of IB learners. Critical thinking, for example, is a skill that will grow in importance when using artificial intelligence tools. We therefore need to work with these tools, rather than against them, and embrace what the technology is capable of. The IB strongly believes that we should find appropriate ways to include such tools in teaching and assessment, which are complementary with learning aims.

HOW CAN STUDENTS MAINTAIN ACADEMIC INTEGRITY WHEN USING AI TOOLS?

Opportunities created by AI tools reinforce that academic integrity is an ethical choice that students must make. Students cannot learn about acting with integrity by being given a list of rules for the examination room or learning a particular format for referencing. They learn by talking about what it means to act with academic integrity and seeing it role-modelled around them.

The goal of academic integrity is to make knowledge, understanding and thinking transparent. Students must understand how to correctly reference and ethically use any external information in their work, including text/images obtained from artificial intelligence (AI) tools.

For the IB, **transparency** is the key, and we expect students to give full credit to any source/material that they have used when writing and creating their own work.



HOW DO STUDENTS CORRECTLY REFERENCE AI TOOLS?

In any type of work where an external source has been used, a citation must be included at the point of use. The inclusion of a reference at the end of the paper is not enough. The citation in a text should link to a full reference in the bibliography.

Students should be clear that if they use the text (or any other product) produced by an AI tool—by copying or paraphrasing that text or modifying an image—they must clearly reference it in the body of their work and add the reference in the bibliography.

The in-text citation should contain quotation marks using the referencing style already in use by the school, for example: "the development of the tools and variables required for....." (text taken/paraphrased from ChatGPT, 2023).

The reference in the bibliography should also contain the prompt given to the AI tool and the date it generated the text, for example: OpenAI. (23 February 2023). ChatGPT response to *example* prompt about *example* topic.

HOW ARE ARTIFICIAL INTELLIGENCE TOOLS ADDRESSED IN THE UPDATED ACADEMIC INTEGRITY POLICY?

The Academic Integrity policy has been updated and is now available on the Programme Resource Centre. There is a new appendix (6) – *Guidance on the use of artificial intelligence tools*. This section will help schools to support their students on how to use these tools ethically, in line with the IB's principles of academic integrity.



Şehit Murat Hasırcıoğlu Secondary School in Türkiye - Lecture on Artificial Intelligence



ŞEHİT MURAT HASIRCIĞLU (Seher Sümeyye KOÇAK)



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PROJECT EVALUATION AND REFLECTION

The screenshot shows a web browser window displaying the eTwinning website. The URL is school-education.ec.europa.eu/en/etwinning/projects/artificial-intelligence/twinspace/pages/project-evaluation-and-reflection. The page features the European Commission logo, a search bar, and navigation menus for 'European School Education Platform' and 'ARTificial intelligence'. The main content area is titled 'Pages' and lists various project stages. The selected page is 'PROJECT EVALUATION AND REFLECTION', created by Ivana Devernay Cimic and last updated by Matea Jarić Cmrečnjak. The page is currently in 'Draft' moderation state and can be changed to 'Public'. The page content includes a list of sub-topics: students' evaluation, teachers' evaluation, review/online exhibition, and summary.

European Commission | English | Mail | Ivana Devernay Cimic | Search for content | Search

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Pages | Create page | More options

1 WORK PROCESS
2 EXPECTED RESULTS
3 LOGO AND POSTER
4 PARENT PERMISSIONS
5 ME (and) THE ARTIST
6 MIRACULOUS TRANSFER
7 MAN ABOVE ALL
8 PROJECT EVALUATION AND REFLECTION
8.1 FINAL PROJECT PRESENTATION

PROJECT EVALUATION AND REFLECTION
Created by **Ivana Devernay Cimic**
Last updated by **Matea Jarić Cmrečnjak** 3 days 10 hours ago

Page options

Moderation state: Draft | Change to: Public | Apply

PROJECT EVALUATION AND REFLECTION

- students' evaluation
- teachers' evaluation
- review/online exhibition
- summary





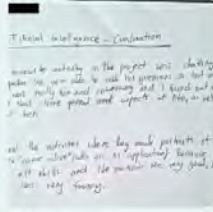
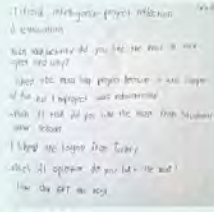
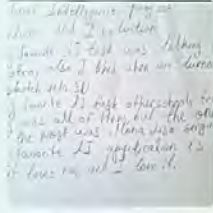
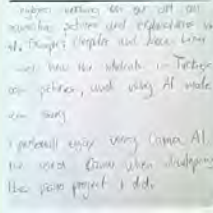
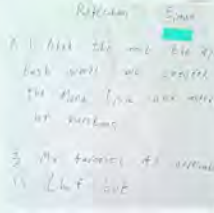
1. Which task or activity did you enjoy the most during the ARTificial Intelligence project, and why? (e.g. creating a 3D object, transforming handwriting to typed text, working with Meshy.ai, etc.)

2. Which activity or outcome from the Turkish students (partner schools) inspired or impressed you the most? Why?

3. What is your favorite AI application or tool that you used during this project (e.g. ChatGPT, Meshy.ai, Canva, My QR Code, etc.), and what did you enjoy about it?

ARTificial Intelligence Project — Student Reflection & Evaluation

Add item

 <p>Summer</p>	 <p>Emina</p>	 <p>Sara</p>
 <p>Mihaela</p>	 <p>Leda</p>	 <p>Sara M</p>
 <p>Ozgul</p>	 <p>DC</p>	 <p>Simun</p>

Exploring AI in the Classroom: An IB Student Project on Digital Literacy

As part of an interdisciplinary project, IB students were tasked with exploring content generated by artificial intelligence. The primary goal was to encourage critical thinking about AI-generated information while helping students develop digital literacy skills and learn how to use AI tools responsibly.

The project aimed to integrate the subjects of **Geography and Art**. Students asked AI tools to generate a written description of a selected country, as well as to provide images of typical landscapes and traditional artwork from that region. To evaluate the reliability of the information, students compared the AI-generated content with credible sources such as Britannica. They brought their results into class and engaged in group discussions to assess the accuracy and usefulness of the content.

This activity sparked meaningful conversations about the reliability and limitations of artificial intelligence. Students reflected on how AI can both support and mislead research, emphasizing the importance of verifying sources and phrasing prompts carefully to receive accurate outputs.

As part of the exercise, students experimented with various AI tools and rated them based on their user-friendliness. **ChatGPT was widely recognized as the most intuitive and easy-to-use tool**, offering quick and relevant answers. However, students acknowledged that even the best tools have limitations. Those who received the most accurate responses and images found that success depended heavily on how well they phrased their questions and the level of detail provided.

When it came to visuals, many students considered the **AI-generated images and artwork to be generally aligned with their chosen countries**. Still, it was clear that the images were artificial. They noted that the AI-generated visuals, while helpful, could not be mistaken for real-life photographs. This helped avoid ethical concerns about misrepresentation.

For image creation, **Canva AI and Perplexity were among the most frequently used tools**, with students highlighting their accessibility and creative flexibility. The task underscored how prompt design significantly influences AI output and led to deeper discussions about authenticity, trustworthiness, and the growing presence of AI in digital content.

Overall, students found the task both engaging and educational. They appreciated the opportunity to explore AI in a practical context and gained valuable insight into the strengths and limitations of these tools. The majority agreed that the activity was not only enjoyable but also highly relevant for building skills they can apply beyond the classroom.

Teacher Matea, Geograaphy teacher

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ARTificial Intelligence

PROJECT REFLECTION

Student: Summer

1. Which task/activity did you like the most + why?

My favorite task/activity in this project, or the one I enjoyed the most was creating the AI avatars. I enjoyed this task because it gave us creative freedoms to choose whatever we wanted to generate as an avatar to represent us. I chose to generate a raccoon because it is my favorite animal and I asked the AI to put a bright 'magical girl' dress on it for fun and because I could.

2. Which AI activities from the students in other schools (in Turkey) did you like the most?

I'm not really sure because I only saw them briefly, but I would maybe say the one where they made their drawings sing -> like the Van Gogh, Mona Lisa, Frida Kahlo, etc.

3. What is your favorite AI application?

My favorite AI application is chat GPT because it generates responses to any questions or input and it personalizes + remembers according to what you ask and even how you type.

ARTificial intelligence project Reflection and evaluation.

Emina

- My favorite task from this unit was the converting text to image and ask Cleopatra. Converting text to image because it was fun and required some thinking, and ask Cleopatra because I got to learn a lot of things that I was interested in very quickly, through the AI chat. I was also interested about Cleopatra beforehand, so this project was perfect.

- I mostly liked the "revive" app projects, because we did the same thing in class and it was very fun.

- My favorite ~~app~~ AI application is ~~using~~ revive, because it is very easy to use, and it was a very nice experience using it in this project.

ARTificial Intelligence Reflection


My favorite AI task in this project was when we had to ask AI to generate a picture of ourself by us describing our physical characteristics. It was very interesting seeing how AI pictures me and how realistic its going to be. At the end, AI did a good job but there ~~are~~ were a few mistakes.

I liked how the students from the other school made AI logos. They were creative and put a lot of hard work! They look very good.

My favourite AI application is REVIVE because its easy to use, funny and creative. I used it a couple of times and I can say its very good and entertaining.

MYP3 students' work from Matija Gubec International School in Zagreb

Evaluation sheet for teachers in the ARTificial intelligence project



ARTificial intelligence - project evaluation


Teacher evaluation form – ARTificial intelligence project

ivana.devernay@gmail.com [Promijeni račun](#)

Nije dijeljeno

* Označava obavezno pitanje

eTwinning logo



Full name: *

Vaš odgovor: _____

Name of your school: *

Vaš odgovor: _____

How would you evaluate the project activities related to artificial intelligence (AI)? *

1 2 3 4 5

Full name: *

Vaš odgovor: _____

Name of your school: *

Vaš odgovor: _____

How would you evaluate the project activities related to artificial intelligence (AI)? *

1 2 3 4 5

Which activity did you find the most beneficial, and why? *

Vaš odgovor: _____

Which activity did your students enjoy the most, and why? *

Vaš odgovor: _____

Please provide any suggestions for improving the project. *

Vaš odgovor: _____

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5 odgovora

Veza na Tablice

Sažetak

Pitanje

Osobni

Full name:

5 odgovora

Seher Sümeyye Koçak

Ayşe Mine ÇAĞLAR

Ivana Devernay Gimić

Matea Jarić Cmrečnjak

Elif Ferda Yıldırım

Name of your school:

5 odgovora

Şehit Murat Hasircioğlu

Alkasan Ortaokulu

Matija Gubec International School, Zagreb

Matija Gubec International School

Alkasan ortaokulu

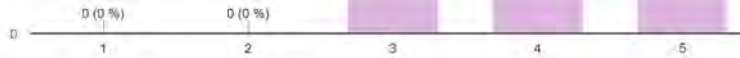
How would you evaluate the project activities related to artificial intelligence (AI)? Kopiraj grafikon

5 odgovora

3

3 (60%)

2



Which activity did you find the most beneficial, and why?

5 odgovora

"The activity I found most beneficial was engaging with artificial intelligence programs alongside my students, fostering a strong sense of teamwork through collaborative projects, and conducting meetings with international partners, which significantly contributed to the development of my students' English language skills."

It's fun to get out because of the miracle transfer.

There is more than one beneficial activity in the project, including generating text into images, converting 2D to 3D objects, and simulating 3D objects in video.

Using and evaluating AI from students perspective. They learn when can AI be beneficial and which are the limits of using AI regarding ethics.

For me it was making a logo for artificial intelligence by using a.i itself because it was a great way to learn about technology and describing stuff.

Which activity did your students enjoy the most, and why?

5 odgovora

"My students particularly enjoyed the opportunity to collaborate with peers from different schools and countries, as it allowed them to broaden their perspectives and experience intercultural communication firsthand. They found it highly motivating to actively use English in real-life situations, which significantly boosted their confidence and language proficiency. Moreover, the use of artificial intelligence tools to create digital products sparked their curiosity and creativity, especially during the process of designing their own avatars. These activities not only enhanced their digital literacy but also fostered a sense of ownership and pride in their work. As a result, many of them expressed a strong desire to take part in similar international projects in the future, demonstrating the lasting impact of this experience on their personal and academic growth."

It's fun to get out because of the miracle transfer.

My students enjoyed the activities related to ChatGPT communication the most—especially the ASK MONA app and the Revive application, which they used to bring their creations to life.

Creating an AI picture of a typical landscape of chosen country. The found it very amusing because they

Which activity did your students enjoy the most, and why?

5 odgovora

"My students particularly enjoyed the opportunity to collaborate with peers from different schools and countries, as it allowed them to broaden their perspectives and experience intercultural communication firsthand. They found it highly motivating to actively use English in real-life situations, which significantly boosted their confidence and language proficiency. Moreover, the use of artificial intelligence tools to create digital products sparked their curiosity and creativity, especially during the process of designing their own avatars. These activities not only enhanced their digital literacy but also fostered a sense of ownership and pride in their work. As a result, many of them expressed a strong desire to take part in similar international projects in the future, demonstrating the lasting impact of this experience on their personal and academic growth."

It's fun to get out because of the miracle transfer.

My students enjoyed the activities related to ChatGPT communication the most—especially the ASK MONA app and the Revive application, which they used to bring their creations to life.

Creating an AI picture of a typical landscape of chosen country. They found it very amusing because they visited most of the countries and therefore could compare their view of the country with the creation of AI

I enjoyed making a poster about our school. It felt nice, easy and overall fun to do!

Please provide any suggestions for improving the project.

5 odgovora

"To further improve the project, I would suggest incorporating more structured training sessions on artificial intelligence tools at the beginning, to ensure all students feel confident using the technology from the outset. Additionally, integrating interdisciplinary connections—such as linking AI-based artistic creations with themes from literature, history, or social issues—could deepen students' critical thinking and broaden the scope of their creativity. Providing more opportunities for student-led presentations and international peer feedback could also enhance their communication skills and foster a stronger sense of global citizenship. Finally, a digital exhibition or online gallery showcasing student work to a wider audience, including parents and the school community, would increase student motivation and highlight the real-world relevance of their efforts."

There can be more activities.

For future projects on the topic of artificial intelligence, it would be beneficial to further integrate AI-related activities into regular classes. This would allow students to work in controlled conditions and learn to use AI tools efficiently and ethically to enhance productivity and quality.

I think all was done well

RESULTS AND FINAL PRESENTATION

On the TwinSpace profile of the ARTificial intelligence project (2024-2025), representative artworks, digital media works and written works by students from Matija Gubec International School in Zagreb from Croatia, Alkasan secondary school, Ayşegül Arsoy secondary school, Gazligöl secondary school, and Şehit Murat Hasircioğlu secondary school from TÜRKIYE have been archived, along with accompanying project documentation.

Students from the upper grades of the international IB programme at Matija Gubec Primary School participated in the project as part of their regular Design and Visual Art classes (IB international programme).

High-quality results were also achieved by students from the partner schools: Alkasan secondary school, Ayşegül Arsoy secondary school, Gazligöl secondary school, and Şehit Murat Hasircioğlu secondary school from TÜRKIYE.

In addition to Design and Visual Art classes, students were involved in the project through Geography lessons at Matija Gubec International School in Zagreb, and through Informatics classes in the Turkish schools.

The project results from all primary schools have been summarized and presented in the form of a single presentation, available via the link

<https://school-education.ec.europa.eu/en/etwinning/projects/artificial-intelligence/twinspace/pages/final-project-presentation>

on the eTwinning – TwinSpace project profile under the page titled FINAL PROJECT PRESENTATION.

Additionally, the project results have been showcased on the website of Matija Gubec Primary School in Zagreb, as part of an exhibition within the school, as well as on the websites of the partner schools. The photographs in the presentation are the property of the project author and project collaborators.

FINAL REPORT

Students from Croatian primary schools and few secondary schools from abroad (Turkey/Türkiye), aged 11 to 15, participated in the project. These included students from Matija Gubec International School (IB) as the founding school, as well as students from co-founding and partner schools.

According to the curriculum for the subjects Visual Arts and Design, it was necessary to implement the cross-curricular topic "Use of Information and Communication Technology in Teaching" (ICT), so the project activities were carried out during regular classes, as part of extracurricular (STEAM) activities, or as a form of out-of-classroom/fieldwork learning (e.g., cooperation with AI associations).

During the regular classes, students applied research as a learning method, developed creative, analytical, and critical thinking. All activities resulted in the creation of digital works, artworks, presentations and videos using various artistic techniques, digital application and software.

Educational trends applied: Inquiry-Based Learning, Cooperative Learning, Flipped Classroom

Students carried out project activities within the school and local community, establishing connections with educational institutions, research institutes, universities, museums, parents, and other external collaborators.

Teachers and students collaborated with other primary schools in Turkey/Türkiye, via the eTwinning platform. The project foreseen collaboration with artificial intelligence experts, who held lectures and workshops for students and teachers on the application of new technologies.

Sources:

Author Group (2024). Curriculum for the extracurricular activity "Artificial Intelligence: From Concept to Application" for primary schools. Croatian Academic and Research Network – CARNET. Retrieved from <https://www.carnet.hr/>, on 18 September 2024

Morris A., Schools Technology, Responsible Use Policy for Artificial Intelligence in Schools, ManageBac - <https://www.managebac.com/subject-support/responsible-use-policy-for-artificial-intelligence-in-international-schools>

CroAI Hrvatska udruga za umjetnu inteligenciju/Croatian Association for Artificial Intelligence

Agency for Electronic Media and UNICEF

stručnjaci iz Udruge "Suradnici u učenju" Lidija Kralj, Arjana Blažić, Helena Valečić, Sanja Janeš, Valentina Blašković, Nikolina Marinić, Kristina Slišurić, Darija Dasović, Vesna Majdandžić i Darko Rakić, Edukativni priručnik "Umjetna inteligencija u obrazovanju", Agencija za elektroničke medije i UNICEF, Zagreb, travanj 2024.

<https://www.medijskapismenost.hr/prirucnik-za-ucitelje-o-primjeni-umjetne-inteligencije-u-ucenju-i-poucavanju/>

<https://www.europeana.eu/en/rights/europeana-data-sources>

VIDEO Is AI the most important technology of the century? - https://www.youtube.com/watch?v=-T_YWoq45I&t=5s

The photographs in the presentation are the property of the project author and project collaborators.

List of AI Tools for Project Activities

2D into 3D

DZINE

<https://www.dzine.ai/tools/2d-to-3d-image-converter/>

Meshy.ai

<https://www.meshy.ai/blog/how-to-convert-2d-images-to-3d-models-using-ai>

ALPHA 3D

<https://www.alpha3d.io/>

3D AI Studio

<https://www.3daistudio.com/>

CSM ai

<https://www.csm.ai/>

QUIVER

<https://quivervision.com/> (mobile phone app)

IMMERSITY

<https://app.immersity.ai/image>

Revive App (Reface AI)

<https://web.reviveapp.net>

Revive is a super easy AI app that lets you create an animation from any photo. Just one tap and any image can dance, sing and speak.

List of AI Tools for Project Activities

TEXT to 3D IMAGE

Canva AI Image Generator - free online

<https://www.canva.com/ai-image-generator>

<https://www.canva.com/your-apps>

-image to image, text to image, QR code to QR Art

www.artguru.ai

IMAGE to TEXT Extractor

DocsBot- free online - <https://docsbot.ai/tools/image/text-extractor>

3D into movement

Animate 3D models with AI

<https://app.anything.world/animation-rigging>

MESHY

<https://www.meshy.ai/blog/simplify-your-3d-workflow-using-ai-for-easy-animation>

<https://academyofanimatedart.com/ai-animation/>

-more apps for 3D animation

List of AI Tools for Project Activities

CHATBOT and RESEARCH

ChatGPT

- <https://chatgpt.com/?ref=dotcom>

- a powerful chatbot that students can use for writing, brainstorming, research and practicing conversations (with teacher guidance)

- <https://copilot.microsoft.com/>

- powered tool that uses generative AI to help users with productivity, creativity and communication tasks

- <https://scite.ai/>

- ask AI Assistant or search the literature to transform the way you discover, evaluate, and understand research on any topic

- <https://www.perplexity.ai/>

- for finding relevant, academically relevant sources more quickly

List of AI Tools for Project Activities

AI for teachers:

- <https://edpuzzle.com/> - interactive video lessons for the students (designed by the teacher)
- <https://kahoot.com/> - interactive quizzes
- <https://plagiarismdetector.net/> - a completely free and accurate online plagiarism detector. Simply copy and paste to detect copied content.
- Grammarly - <https://www.grammarly.com/plagiarism-checker>

List of AI Tools for Project Activities

AI For students and teachers:

- Transkriptor
 - pretvaranje audio zapisa u tekst (hrvatski jezik/croatian language)
 - https://transkriptor.com/hr/discover?utm_source=google-ads&utm_medium=cpc&utm_campaign=TSK%2FCroatia%2FHR%2FSearch%2FComputer%2FGeneral&utm_agid=136791816376&utm_term=otter.ai&creative=596413940872&device=c&placement=&targetid=kwd-650801255032&matchtype=p&network=g&devicemodel=&gad_source=1&gclid=Cj0KCQjAr7C6BhDRARIsAOUKifiTxTCt7q1pEMJfeMDdtnSmfXrUZpMkGcn5P98CRuzDGxCDe0iuJL8aAkWKEALw_wcB
 - <https://otter.ai/>
 - speech to text transcription applications using artificial intelligence and machine learning
 - to get transcripts, automated summaries, action items, and chat with Otter to get answers from your meetings
 - <https://play.google.com/store/apps/details?id=com.aisense.otter> (mobilni app)
 - <https://lumen5.com/>
 - video creation platform powered by AI that enables anyone without training or experience to easily create engaging video content within minutes; video maker that turns text into video marketing content
 - <https://gamma.app/>
 - Create unlimited presentations, websites, and more—in seconds

List of schools and teachers in the ARTificial Intelligence project who documented their work with students:

- **Matija Gubec International School, Zagreb, Croatia** – *Ivana Devernay Cimić* (Founder and Author of the Project)
- **Alkasan Secondary School, Türkiye** – *Ayşe Mine Çağlar* (Co-founder)
- **Matija Gubec International School, Zagreb, Croatia** – *Matea Jarić* (Geography Teacher) and *Mirna Krajačić* (School Librarian)
- **Ayşegül Arsoy Secondary School, Türkiye** – *Esra Çalık*
- **Gazlıgöl Secondary School, Türkiye** – *Gülcan Karadeniz*
- **Şehit Murat Hasırcıoğlu Secondary School, Türkiye** – *Seher Sümeyye Koçak* and *Sedef Uysal*