



Co-Designing AI Literacy Lessons

Excellent Educator, 3(3), 4, 2026

Academic Insights

This development study explores a co-design approach in which elementary teachers and researchers collaboratively designed AI-integrated literacy lessons. Qualitative and quantitative data show that teacher involvement increased confidence, agency, and instructional ownership. Students demonstrated higher engagement and improved understanding of literacy concepts when AI tools were aligned with curricular goals. The study positions co-design as a sustainable and context-sensitive model for AI literacy integration.

Apply These Now

Engage teachers as co-designers in AI curriculum initiatives.
Align AI tools with instructional priorities already in use.

Add These in Your Lesson

Use AI to support reading and writing tasks without replacing core practices.
Discuss how AI contributes to learning.

Avoid These Mistakes

Rolling out AI tools without teacher input.
Separating technology decisions from pedagogy.

Keywords

AI literacy; Co-design; Elementary education; Literacy instruction; Teacher agency

Reference

Kosmas, P., Nisiforou, E. A., Kounnapi, E., Sophocleous, S., & Theophanous, G. (2025). *Integrating artificial intelligence in literacy lessons for elementary classrooms: A co-design approach*. *Educational Technology Research and Development*, 73, 2589–2615.
<https://doi.org/10.1007/s11423-025-10492-z>

Suggested Citation

Excellent Educator. (2026). *Co-Designing AI Literacy Lessons*. *Excellent Educator*, 3(3), 4.