



AI-NYELV TRAINING COURSE

Responsible, Transparent, and Policy-Aware AI Use in FL Teaching

1. Module Title

Module Title	Module 1: Responsible, Transparent, and Policy-Aware AI Use in FL Teaching
Module Duration	2-4 hours
CEFR level	B1 – B2

2. Module Overview

Teaching skill being developed	Introduction to responsible, ethical, transparent, and policy-aware decision-making in the integration and use of AI tools in foreign language teaching and learning. Learners explore the EU AI Act document, working on vocabulary development in this area and summarization skills through the assistance of AI technology to become aware of ethical, institutional policies; data privacy; academic integrity, and pedagogically appropriate AI system and tool integration.
Why this skill matters	This awareness activity is directly relevant to professional practice: language instructors are now expected to make informed, transparent decisions about if, when, and how AI tools enter their classrooms. Familiarity with institutional policies and EU-level regulatory frameworks (e.g. the EU AI Act) is increasingly a professional baseline, not an optional extra. In the context of DigComEdu Area 1 (Professional Engagement), responsible AI use is a core dimension of professional competence in digital education.
How TEL supports learning	Technology-enhanced learning (TEL) supports this module by providing authentic, hands-on exposure to the very tools and systems under discussion. Rather than learning about AI ethics in the abstract, participants use AI tools during the session itself, enabling direct observation of how they function, what data they process, and what transparency mechanisms (if any) they offer.



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	TEL also enables collaborative and reflective activities at scale. This blended approach aligns with DigCompEdu Area 2 (Digital Resources) and Area 3 (Teaching and Learning), supporting engagement, accessibility, and active knowledge construction.
Example of a TEL tool or approach relevant to this module.	Participants use the AI to work with EU regulatory document (e.g. the EU AI Act summary for educators). Working collaboratively fosters peer dialogue and collective sense-making. This approach models transparent, critically engaged reading of policy texts—a key competence in responsible AI integration. Chat GPT or other generative AI tool.
Alignment with DigCompEdu framework	Primary areas: - Area 1 — Professional Engagement: 1.3 Reflective Practice; 1.4 Digital Continuous Professional Development - Area 2 — Digital Resources: 2.3 Managing, Protecting and Sharing Digital Resources (data privacy, copyright, licensing) - Area 5 — Empowering Learners: 5.1 Accessibility & Inclusion, 5.2 Differentiation & personalisation, 5.3 Actively Engaging Learners - Area 6 — Facilitating Learners' Digital Competence: 6.1 Information and Media Literacy (supporting learners to critically evaluate AI-generated content) DigCompEdu proficiency level targeted: B1–B2 (Integrator–Expert), enabling instructors to develop independent and critical factors of the EU AI ACT.
Estimated workload	Contact hours: 2 hours face-to-face. Self-study hours: approximately 1-2 Total workload: approximately 3-4 hours.

3. Target Learners

Learner profile	Higher Education Instructors/Learner
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Prior knowledge / prerequisites	Participants are expected to have basic digital skills, such as using a browser, searching online, opening shared documents, and interacting with simple online tools. No prior knowledge of AI systems or data privacy law is assumed.
Learning context	face-to-face with TEL support.
Accessibility & inclusion considerations	○ All digital materials are provided in accessible formats (screen-reader compatible, high-contrast versions available on request). ○ Multilingual learners are supported through multilingual glossaries of key AI and policy terminology. ○ Group activities are designed for flexible participation (whole-group, pair, or solo options available). Discussion supported by PowerPoint Slides, Demos, Videos. Provide Prompts
Group size	10 - 20

4. Learning Outcomes - DigComEdu

DigComEdu Area	DigComEdu: Primary: Area 1 (Professional Engagement) — 1.3 Reflective Practice; 1.4 Digital CPD Secondary: Area 2 (Digital Resources) — 2.3 Managing, Protecting and Sharing Digital Resources Tertiary: Area 5 (Empowering Learners) – 5.1 Accessibility & Inclusion, 5.2 Differentiation & personalisation, 5.3 Actively Engaging Learners Area 6 (Facilitating Learners' Digital Competence) — 6.1 Information and Media Literacy, Collaboration
Learning Outcome 1	On successful completion, learners will be aware of and understand critical vocabulary applied in the EU AI ACT [DigComEdu 1.3, 2.3, 5.1, 5.2]



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Learning Outcome 2	On successful completion, learners will be able to have a grasp of key issues throughout the EU AI ACT document that assist in applying transparent disclosure practices when integrating AI tools into their FL teaching, including communicating clearly with learners about AI use, its purposes, and its limitations. [DigComEdu 1.3, 1.4, 5.3, 6.1]
Learning Outcome 3	On successful completion, learners will be able to reflect on their own AI integration decisions in FL teaching contexts, drawing on ethical principles, policy guidelines, and DigComEdu professional competence standards. [DigComEdu 1.4, 5.3, 6.1]

5. Assessment Strategy

Assessment type	Formative & Summative
Assessment methods	Participants will undertake 2 different tasks and reflection which involve experiential learning, peer feedback and instructor feedback. The Assessment of the activities will focus on awareness building of EU AI ACT through collaborative work and reflection. The overview of the material covered will focus on the following: ○ Transparency ○ Human oversight ○ AI literacy ○ Risk awareness ○ Responsible AI use
Digital tools used	NotebookLLM, Padlet, Google Docs, Mentimeter
Feedback approach	Four different types of feedback are available for the three tasks: automated feedback, peer feedback, instructor feedback and self-assessment.
Assessment rubric / criteria	Learner performance across the three activities will be evaluated through a set of integrated criteria that combine pedagogical understanding, language competence (CEFR B1–B2), and digital competence (DigCompEdu). All tasks will support the awareness and understanding of responsible, ethical, transparent,



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	and policy-aware decision-making in the integration and use of AI tools in foreign language teaching and learning according to the EU AI ACT document.
Alignment with learning outcomes	The two tasks align strongly with the learning objectives because they move learners from knowledge acquisition (understanding the EU AI Act) to critical application (ethical and transparent AI use in FL teaching) and finally to professional reflection (evaluating their own practice). The experiential learning approach ensures that learners do not merely read the AI Act; they actively interact with, interpret, critique, and apply its concepts. The emphasis on AI literacy also reflects Article 4 of the EU AI Act, which requires organisations to support a sufficient level of AI literacy among those using AI systems. LO1: These tasks help participants recognise and define key AI ACT terminology and to develop disciplinary language needed to discuss AI responsibly. Confidence in interpreting legal and policy terminology is supported. A learner can: ○ Correctly define major EU AI Act terms. ○ Distinguish related concepts. ○ Explain terminology in plain language to colleagues or students. ○ Develop accurate quiz questions based on the vocabulary. LO2: These tasks, particularly Task 2, support learners to analyse sections of the EU AI Act, generate NotebookLM summaries, compare AI-generated summaries with original texts, identify key implications for educational practice and develop quizzes based on core concepts. Learners then translate these legal and policy ideas into classroom practice.



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A learner can:

- Summarise key themes from the AI Act.
- Explain transparency requirements in non-technical language.
- Develop classroom disclosure statements.
- Communicate AI benefits and limitations to learners.

LO3: On successful completion of the module, learners will be able to reflect on their own AI integration decisions in FL teaching contexts, drawing on ethical principles, policy guidelines, and DigCompEdu professional competence standards.

In alignment across both tasks the **LO3** is achieved most strongly through the **reflection stage** of the experiential learning cycle. After working with AI-generated vocabulary, learners reflect on:

- Which AI concepts are most relevant to FL teaching.
- How terminology influences professional decision-making.
- Areas where additional understanding is needed.

Task 2 Contributes after analysing summaries, learners reflect on:

- Their current use of AI tools.
- Whether current practices are sufficiently transparent.
- Potential ethical concerns.
- How policy expectations relate to classroom decisions.

Teachers consider how AI use affects learner trust, participation, and understanding.

Together, the two tasks and reflection create a progression from understanding key concepts → interpreting policy implications → reflecting on



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	professional/academic practice, which directly supports all three learning outcomes and their associated DigCompEdu competences.
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6.1 Motivation / Introduction Activities

Purpose	To activate prior knowledge and surface existing attitudes about AI in teaching, creating a shared starting point and generating curiosity and productive uncertainty before content is introduced.
Estimated duration	20 minutes
Activities	"AI Encounter" reflective prompt (5 min): Participants respond individually to: 'Think of the last time you encountered AI in your professional life as an educator/student — knowingly or unknowingly. What happened? How did you feel?' Responses typed into a shared anonymous word cloud (Padlet or similar tool). Facilitator debrief (5 min): Common themes are highlighted. Facilitator frames the session question: 'What does responsible AI use actually look like in an FL classroom — and who decides?' Mini-poll (5 min): 3-question Padlet poll: (1) How confident are you in your institution's AI policy? (2) Do you currently disclose AI use to your learners? (3) Have you ever felt uncertain about the ethics of an AI tool you used? Results displayed and briefly discussed.
TEL tools	Padlet/NotebookLM for richer anonymous responses.
Link to prior knowledge	The prompt draws directly on participants' own experiences, validating existing encounters with AI (however informal) as legitimate starting points for critical inquiry. This connects to DigComEdu Area 1 (Reflective Practice) by positioning the



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	instructor's/student's own experience as pedagogically relevant data.
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6.2 Information Presentation

Key content	Introduction to the multilingual links of the EU AI ACT, Introduction to Notebook LLM
Formats	Slides & Live Demonstration
Accessibility supports	Prompts, Transcripts
Estimated duration	30 minutes.
Source / attribution	Participant use: demo

6.3 Application Activities

Application tasks	AI-supported Practice Tasks Task 1: Vocabulary Cards using NotebookLLM, Quiz development I using NotebookLLM Task 2: Summary Writing and/or Note-taking using Notebook LLM , Quiz development II using Notebook LLM Reflection
Estimated duration	60 minutes.
Learner output	Vocabulary Cards, Quiz, Summary notes and/or summary of EU AI ACT segments
Feedback method	Peer + instructor + self-assessment
Link to learning outcomes	LO1, LO2, LO3

6.4 Collaboration Activities

Collaboration type	Group Work, Peer Review
Activities	Learners will apply, evaluate, and refine AI-supported activities (TTS and LanguageTool) through a follow-up redesign task, aligning improved activities with CEFR B1–B2 descriptors.



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	Activity Description (Concrete Task) Task 1 – Vocabulary Cards 1. Small groups receive different AI Act concepts. 2. Each group develops: ○ Vocabulary cards ○ Word usage examples ○ Mini quiz questions 3. Learners discuss similarities, differences and misconceptions. Task 2 – Summary Note-taking/Summary 1. Small groups upload one section of the EU AI Act (for example, AI Literacy, Transparency, Human Oversight, or High-Risk Systems) into NotebookLM. 2. Each group generates: ○ Summary notes ○ Key takeaways ○ Frequently asked questions Reflective Observation Learners compare: ○ Original text ○ AI-generated summary
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	Participants produce a short statement: “This summary is relevant to my academic career because...” Learner Output Vocabulary Cards Summary Reflection (3–5 sentences) Assessment / Feedback Peer review: “Are these tasks learner-centred?” Instructor feedback: focus on pedagogical improvement Optional AI use: ChatGPT to evaluate task clarity (critically reviewed by learner)
Estimated duration	60 minutes.
Learner roles	Designer, speaker, evaluator
TEL tools	TTS, LanguageTool, Google Docs
Inclusion notes	Flexible participation roles

6.5 Reflection Activities

Reflection focus	Pedagogical and AI integration awareness
Estimated duration	20 minutes.
Reflection format	Peer Sharing: Discussion and/or Padlet or similar app
Guiding prompts	- How does Notebook LLM support learning? - What challenges emerged? - How will you adapt this in teaching/learning?



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6.6 Close / Review

Review activities	Short comment review with padlet or other software on effectiveness of Tasks
Estimated duration	20minutes.
Knowledge check	Informal
Next steps	Informal discussion on use in future academic career
Learner satisfaction / module evaluation	Questionnaire – Likert Scale



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Educators' professional competences

Educators' pedagogic competences

Learners' competences

