



AI-NYELV TRAINING COURSE

Inclusive, differentiated, and learner-supportive uses of AI

1. Module Title

Module Title	Module 5: Inclusive, differentiated, and learner-supportive uses of AI
Module Duration	2 hours (face-to-face primarily with hybrid extensions)
CEFR level	B1-B2

2. Module Overview

Teaching skill being developed	Developing students' awareness on the supportive and inclusive use of AI tools in foreign language teaching and learning. Learners explore how to use AI and how to integrate AI tools to make their teaching and learning inclusive and learner-supportive (especially for special educational needs students), as well as differentiated (which increases student's motivation and engagement).
Why this skill matters	Contemporary school students are representatives of the so-called digital natives generation and they have been online since they were born. This means they need Internet activities and AI supported tools in the classroom. However, the majority of teachers still belong to the older generation, not using Internet and AI supported tools that often. Because of that it is very important to show future teachers (i.e. students) different AI supported tools that can be used in the classroom to make the process of teaching and learning motivating, interesting, involving and supporting individual needs of students. The number of students with special needs is increasing in classrooms. Therefore, it is important to train prospective teachers in how AI tools can be



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	used to support these students and improve inclusive education. AI enables students to develop their own study materials and receive instant feedback, fostering autonomy, active learning, and independent study skills.
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 tools, participants use AI tools during the session itself, enabling direct experience of how they function and how they can be supportive for inclusive language learning. In the case of inclusive education TEL enables more individual approach, equal participation and learner-supportive way of teaching and learning: individualised pace of work and needs, adapting didactic materials easily and increasing their accessibility. All these promote confidence, autonomy, motivation and independence of students. TEL encourages independent learning by giving students access to online resources, instant feedback, and opportunities for self-assessment. It also improves communication and collaboration between teachers and students, both inside and outside the classroom.
Example of a TEL tool or approach relevant to this module.	NotebookLM allows students and teachers to upload their own materials, such as notes, PDFs, or presentations and use AI to summarise information, generate study guides, answer questions, revise, and create learning resources. It supports independent and personalized learning because students can interact with their own study materials and receive immediate feedback and explanations. It can also support students with different learning



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	needs by simplifying complex information and helping them organise their learning more effectively. Moreover, it can present information in multiple ways (e.g. audio or slides). This helps students engage with content in ways that are more accessible and meaningful to them. Other AI-supported tools can also promote inclusive learning. For example, Google Translate, Microsoft translator and DeepL can support learners who speak different first languages or need help understanding spoken and written instructions and tasks. In addition, ElevenLabs can support learners with reading difficulties, visual needs, dyslexia, or those who learn better by listening. ChatGPT, Gemini and Perplexity can also be used to generate quizzes, or adapt tasks for different ability levels.
Alignment with DigCompEdu framework	Primary areas: • Area 1 — Professional Engagement: 1.3 Reflective Practice; 1.4 Digital Continuous Professional Development • Area 2 — Digital Resources: 2.1 Selecting, 2.2 Creating & Modifying, 2.3 Managing, Protecting and Sharing Digital Resources (data privacy, copyright, licensing) • Area 3 - Teaching and Learning: 3.1 Teaching, 3.2 Guidance, 3.4 Self-regulated learning • Area 4 - Assessment: 4.3 Feedback & Planning • Area 5 — Empowering Learners: 5.1 Accessibility & Inclusion, 5.2 Differentiation & personalisation, 5.3 Actively engaging learners
Estimated workload	• Contact hours: 2 hours face-to-face. • Total workload: 2 hours.



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3. Target Learners

Learner profile	Higher Education Instructors/Learners
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 is assumed. Basic knowledge on inclusion or special educational needs can be helpful but is not required.
Learning context	Face-to-face with TEL support. An access to internet-connected devices (participants' own laptops/tablets/phones or institutional computers) is suggested.
Accessibility & inclusion considerations	All activities are introduced and clearly communicated through oral explanations and written instructions on PowerPoint presentation. Both collaborative or individual work are possible, depending on learners' preferences. Participants are encouraged to bring a laptop, tablet, or a phone. Those with limited experience in AI use will be supported by the teacher to ensure active involvement and meaningful contributions from all participants. All digital materials are provided in accessible formats. Power Point presentation is prepared in such a way as to increase its readiness to all the participants.
Group size	12–25 participants per session

4. Learning Outcomes - DigCompEdu

DigCompEdu Area	Area 1 (Professional Engagement): 1.3 Reflective Practice; 1.4 Digital Continuous Professional Development. Participants learn
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	that different AI tools can be a great help in students and teachers everyday reflective practice and become a must-have in contemporary life-long learning. They get familiar with a chosen set of such AI tools supporting education. • Area 2 (Digital Resources): 2.1 Selecting, 2.2 Creating & Modifying, 2.3 Managing, Protecting and Sharing Digital Resources (data privacy, copyright, licensing). Participants get familiar with a chosen set of AI tools for education, learn how to choose them according to the needs related to inclusive education and how to use them in a classroom and outside it to make the process of teaching and learning learner-supportive and efficient. • Area 3 (Teaching and Learning): 3.1 Teaching, 3.2 Guidance, 3.4 Self-regulated learning. Participants engage in cooperative activities to analyze feedback quality and create efficient prompting techniques, as well as how to assist in critically analyzing and utilizing AI-generated feedback. • Area 4 (Assessment): 4.3 Feedback & Planning. Participants see how AI may enhance evaluation and produce feedback that encourages learning and revision while upholding professional judgment and instructor supervision. • Area 5 (Empowering Learners): 5.1 Accessibility & Inclusion, 5.2 Differentiation & personalisation, 5.3 Actively engaging learners. Participants explore the possibilities given by AI tools in the process of supporting teaching and learning (adapting it to individual pace of work, developing own materials, receiving feedback etc.).
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Learning Outcome 1	On successful completion, learners will be able to identify and (critically) apply chosen AI tools to support learners' or teachers' efficiency and support the process of learning and teaching (Task 1).
Learning Outcome 2	On successful completion, learners will be able to reflect on differentiated and learner-supportive FL AI-based tools and apply them in their everyday learning or teaching practice (Task 2).
Learning Outcome 3	On successful completion, learners will be able to critically evaluate the implications and consequences (both positive and negative) of using AI tools in FL teaching (Task 3).
Learning Outcome 4	On successful completion, learners will be able to reflect on and justify their own AI integration decisions in FL teaching and learning contexts (Task 4).

5. Assessment Strategy

Assessment type	Formative
Assessment methods	Assessment is formative, practice-based, and integrated throughout the workshop that is accompanied by the PowerPoint presentation and screen sharing. Participants take part in individual, pair and group activities in which they use different (but suggested by the facilitator) AI-based tools and check their possibilities in the context of inclusive and learner-supportive teaching and learning. Additionally, they use pedagogical and ethical standards to critically assess AI-generated feedback and verify the functionality of recommended AI tools in inclusion-based active learning. Tasks that actively utilize the selected AI tools within the framework of inclusive, differentiated, and learner-supportive teaching and learning—which is provided by a facilitator—consolidate learning. Then the whole-class reflection and discussion will be held



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	to enable participants to articulate principles for responsible, effective use of AI in this context.
Digital tools used	NotebookLM, ElevenLabs, ChatGPT, Gemini
Feedback approach	Peer feedback Instructor feedback Self-assessment
Assessment rubric / criteria	The criteria of participants' assessment are as follows: - the capacity to determine the pedagogical goal of AI use, evaluate if the technology significantly aids language acquisition, and exhibit critical awareness by identifying potential hazards (over-reliance, etc.) (Task 1). - effective AI integration with teaching and learning process (Task 2). - analyzing AI-generated feedback critically to determine its advantages, disadvantages, accuracy, and compatibility with language-learning goals (Task 1). - ability to use chosen AI tools to individualise the work, develop and change own teaching/learning materials etc. (Task 2). - preparing proper prompts that allow to generate feedback that makes learning and teaching differentiated and learner-supportive, as well as in compliance with the teaching and learning aims that can be reached out by all the students, irrespective of their individual limitations (Task 2). - comparing and defending the pedagogical relevance of various AI tools and AI-generated feedback outputs in light of educational inclusion principles and learner demands (Task 4).



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	- raising awareness of the ethical issues surrounding AI tools and AI-supported feedback (transparency, privacy, bias, academic integrity, and learner and instructor autonomy) (Task 3). - considering the function of AI in language evaluation and feedback and explaining how AI can enhance, but not take the place of, instructor activity and student growth (Task 3).
Alignment with learning outcomes	Learning Outcome 1 is related to identifying and (critically) applying chosen AI tools to support learners' or teachers' efficiency and support the process of learning and teaching (Task 1) - participants evaluate their knowledge of and ability to effectively apply available AI tools in accordance with FL teaching/learning aims. Learning Outcome 2 is related to reflecting on differentiated and learner-supportive FL AI-based tools and applying them in participants' everyday learning or teaching practice (Task 2) – participants learn how to integrate them with their teaching and learning process (using proper prompts, individualising content and pace of work, creating and adapting teaching/learning materials etc.). Learning Outcome 3 is related to (critically) evaluating the implications and consequences (both positive and negative) of using AI tools in FL teaching (Task 3) – participants reflect on the role of AI in language assessment and feedback, raise their ethical awareness of AI tools and AI-supported feedback (transparency, privacy, bias, academic integrity, learner autonomy, teacher autonomy), and explain how AI can complement teacher activity and learner development but not replace it. Learning Outcome 4 is related to reflection on and justification of the participants' own AI integration decisions in FL teaching and learning contexts (Task 4) – in accordance with user demands and



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	educational inclusion principles, participants evaluate and defend the pedagogical usefulness of various AI tools and AI-generated feedback outputs.
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6.1 Motivation / Introduction Activities

Purpose	To activate prior knowledge about inclusion and AI in teaching and learning, exchange experience, generate curiosity and productive uncertainty before content is introduced.
Estimated duration	10 minutes
Activities	Warm-up activity: Participants are asked a question “Have you ever experienced AI-based tools to be used to make the teaching and learning process more learner-supportive?” and raise their hands for “yes” or “no” answers. Then they are divided into “yes” and “no” groups and are given 5 minutes to briefly discuss their answers, exchange experience and be ready to sum it up. Last 5 minutes are devoted to orally summarizing the answers. The statements are noted down by the facilitator and shown on the screen.
TEL tools	Power Point slide
Link to prior knowledge	The discussion draws directly on participants' own experiences, validating existing encounters with AI as starting points for the following workshop.

6.2 Information Presentation

Key content	Part 1: What is inclusive education and why is it important in FL classroom? Part 2: AI tools that can be used for inclusive, differentiated, and learner-supportive FL teaching/learning
Formats	Slides, live demonstration, infographics



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Accessibility supports	Workshop structure is clear and presented at the beginning to the participants so they know what and when to expect. Analysed AI tools are shown via screen sharing. Flexible participation options for participants with limited AI experience are offered. Slides provided in accessible PDF format and delivered to the participants in advance.
Estimated duration	15 minutes
Source / attribution	DigCompEdu Facilitator-created materials (slides), examples and AI-generated classroom samples.

6.3 Application Activities

Application tasks	Participants are divided into 2 groups and every group is given a different task (the tasks can be done individually within the group if needed): Task 1 (group 1) – prepare AI-generated notes and podcast from the given text. The group is given by a facilitator a PDF text. They work with NotebookLM and are asked to prepare notes and a short podcast from the given text. It is important to get a visually attractive material that will support learning and not disturb users with its too extensive design. Task 2 (group 2) – rephrasing and simplifying the given text. The group is given a text in English. They are asked to rephrase and simplify it in Chat GPT and in Gemini (a proper prompt is needed), then to compare the results from the point of view of the
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	correctness of the output and the change of content (what was lost or changed too much).
Estimated duration	30 minutes
Learner output	Group 1 (task 1): AI-generated notes and podcast Group 2 (task 2): AI-rephrased and simplified text
Feedback method	Peer feedback during group task. Facilitator circulates and provides real-time oral feedback for every group.
Link to learning outcomes	LO1, LO2

6.4 Collaboration Activities

Collaboration type	Discussion, group work. A representative of every group shortly describes the task and the way it was completed. The emphasis is put on the expected outcomes and real outcomes, problems that occurred and general opinion. Then the discussion starts.
Estimated duration	20 minutes
Learner roles	Moderator – presenter of the task. Observer, evaluator and commentator – reflection on expectations and problems.
TEL tools	NotebookLM, ElevenLabs, ChatGPT, Gemini; Google docs, Power Point + shared screen
Inclusion notes	Flexible participation roles.

6.5 Reflection Activities

Reflection focus	Participants actively use chosen AI tools for particular FL learning/teaching tasks related to
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	inclusive, differentiated and learner-supportive learning. They critically evaluate AI-generated materials and feedback. Participants identify ethical and pedagogical issues, and propose responsible, effective approaches to formative AI-supported assessment.
Estimated duration	10 minutes
Reflection format	Discussion
Guiding prompts	Key questions learners respond to during reflection: 1. How can we use AI to increase inclusion in FL teaching and learning? 2. What should teachers/learners be aware of when using AI for FL teaching/learning in the context of inclusive and learner-supportive uses of AI?

6.6 Close / Review

Review activities	Key take away discussion
Estimated duration	10 minutes
Knowledge check	Informal knowledge check through group/ whole class discussion.
Next steps	Recommendations on follow-up activities and applications at home / for one's needs.
Learner satisfaction / module evaluation	Short questionnaire in Google Forms covering: perceived relevance, clarity of content, quality of activities, facilitator effectiveness, overall rating. Open items: 'What worked well?' and 'What would you change?' Results reviewed by facilitator and module coordinator before the next group of participants.



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