



Work Package 4 Module 5

Inclusive, differentiated, and learner-supportive uses of AI

Activity 3: Concluding part (20 minutes)

Learning outcomes

This activity is aimed at evaluating the implications and consequences (both positive and negative) of using AI tools in foreign language, as well as on reflection on and justification of the participants' own AI integration decisions. 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. Participants evaluate and defend the pedagogical usefulness of various AI tools and AI-generated feedback outputs.

Instruction

1. Ask the participant the following summing-up questions:
 - *How can NotebookLM/Gemini Notebook be used to make teaching and learning foreign language inclusive, differentiated, and learner-supportive?*
 - *How can ChatGPT/Gemini be used to make teaching and learning foreign language inclusive, differentiated, and learner-supportive?*
 - *What should we be aware of when using AI-supported tools in foreign language teaching and learning?*
 - *What have you learnt today?*
2. Ask the participant to go into GoogleForms and complete a short questionnaire (give them 5 minutes).
3. Thank the participants.



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GoogleForms Summing-Up Questions:

1. Have you learnt anything new? Yes/No
2. Was the content relevant for teaching and learning foreign languages? Yes/No
3. Was the content presented in a clear way? Yes/No
4. Was it interesting? Yes/No
5. What is your opinion about the workshop – it was (tick a proper answer): very good/ good/ neutral/ bad/ very bad
6. What worked well? Open question
7. What would you change? Open question