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GETTING STARTED

Most teachers spend more than half their time on tasks outside of the classroom: preparing classes and the material to go with them; taking care of admin, sending messages and so on. AI can help streamline much of this work, leaving more time and energy for teaching, and a private life too.

Some of the **AI tools** we'll be using in this module:

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

ChatGPT <https://chatgpt.com/>

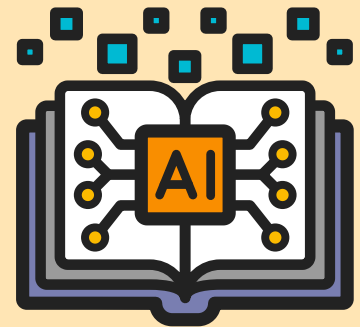
Google Gemini <https://chatgpt.com/>

Claude <https://claude.ai/new>

Images:

DeepAI <https://deepai.org/>

Canva AI <https://www.canva.com/ai-assistant/>



OVER TO YOU: PRACTICE AND REFLECTION

1. Think about your own work:

How much time do you spend on teaching / how much on preparation, administration and so on? What tasks would you most like to get rid of? Which of these could AI help with?

2. Do some research:

- Check for online groups where teachers share tips on using AI for supporting their work. Join one or two which seem most useful.
- Check language teaching / publisher websites and subscribe to some newsletters. You might find useful tips and training courses there.

If it all gets a bit overwhelming, you can always leave / unsubscribe!

WRITING PROMPTS

Be as precise as possible when asking AI to carry out a task: it saves having to redo things. Think and plan carefully first. Tell AI:

- its role (who you are)
- the context (learners, topic...)
- the exact output needed (email, materials...tone, length, difficulty...)

IMPORTANT! If you input material that AI should use to create the output, make sure that it is not covered by copyright

IMPORTANT! Always evaluate outputs critically; be prepared to edit if needed



OVER TO YOU: PRACTICE AND REFLECTION

1. Think of a simple task you'd like to hand over to AI. Define the information needed, then try writing a prompt and evaluate the results:
How satisfied are you with the results? What needs rewriting? Try it again.

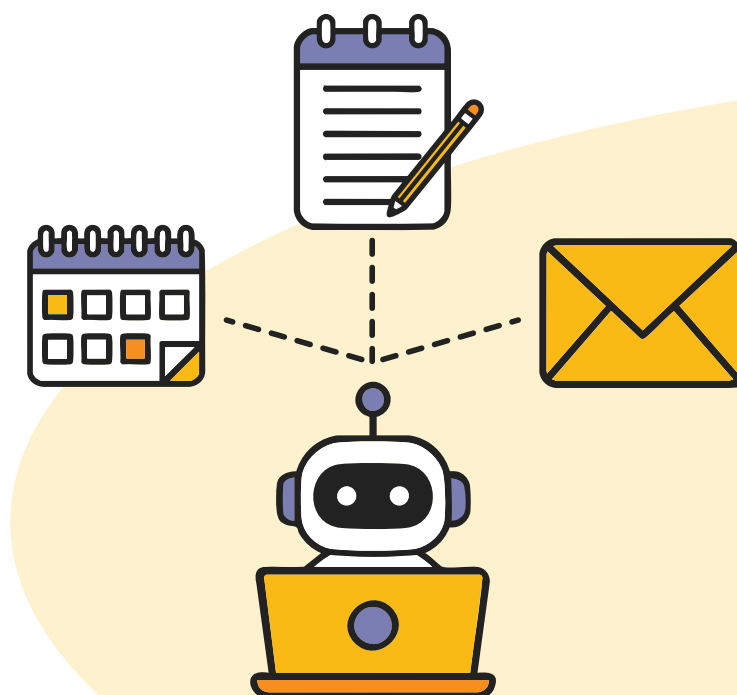
2. Think and plan:
Where can you collect your successful prompts?
Is there anyone else you'd like to cooperate with on this?

AI FOR ADMINISTRATION: USING AI TO SIMPLIFY BACKROOM TASKS

Some examples:

- writing: emails, presentations, organizing notes..
- brainstorming, planning... courses, classes...

IMPORTANT! Never input personal data into AI tools; always download before adding names, emails etc.



OVER TO YOU: PRACTICE AND REFLECTION

- Think of two administrative tasks that you would like to hand over to AI.
 - Plan prompts for these. **REMEMBER NOT TO INCLUDE ANY PERSONAL INFORMATION!**
 - Try out the prompts in two different AI tools.
 - evaluate. Are you happy with the results?
 - Rewrite if needed. Don't forget to save the prompts that work!
- Reflect on the process: what have you learnt? How can you write better prompts in the future?

AI FOR LESSON MATERIALS – TAILORED TO MEET YOUR EXACT NEEDS

- warmers: to revisit recent topics/preview new material
- games: to practice required grammar, vocabulary, skills
- reading passages on topics of interest to learners – at correct level
- pronunciation exercises to practice sounds that cause problems...

Hint 1: Ask AI to suggest suitable materials

Hint 2: Ask AI to modify material so that it is suitable for different learners



OVER TO YOU: PRACTICE AND REFLECTION

1. Think about a class you are going to teach.

Try producing a warmer and another exercise related to the topic of the class... then modify one or both of these so that is suitable for two different types of learners.

2. Think of a picture resource that you want to create (it could be an illustration for a slide or for a practice exercise, for example). Write a prompt in two different picture generation tools. Amend as needed. Which tool seems most useful for you?

AI FOR LEARNERS

The benefits:

- real world skills, authentic materials adapted to suit
- always available to help
- personalized materials, tailored coaching

Teacher input:

- teach prompting
- encourage responsible use



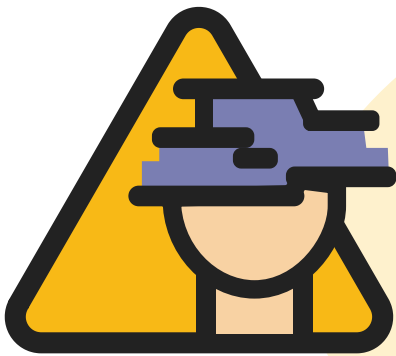
OVER TO YOU: PRACTICE AND REFLECTION

1. Your institution(s): Is use of AI tools allowed? Are there any limits on the tools that can be used?
2. Your learners: Who are they? What tools do they have available? What digital skills do they possess? What would be most useful for them to practice using AI tools?
3. Supporting the use of AI tools: How much support do your learners need? When/ where/ how can you teach them to use AI tools? In class? Independently? What issues do you need to cover with them?

POTENTIAL DRAWBACKS OF AI: THINGS FOR YOU AND YOUR LEARNERS TO BE AWARE OF

- shortcuts: replacing learning and interaction
- copyright breaches, oversharing personal information
- stereotypes and hallucinations
- damage to the environment.

More in online course unit 3 <https://www.empower4digiline.eu/project-results/online-train-the-trainer-course/>



OVER TO YOU: PRACTICE AND REFLECTION

1. Think about your own context / learners: what issues are most important to bear in mind?
2. Take a look at some activities that you could use to raise awareness of some of these issues in the online course (link above)
3. Think: what types of activities / exercises could you organise to ensure that your learners cannot rely too much on AI when completing assignments?