

Discovering the potential of digital tools and artificial intelligence for pluralistic approaches




Document for teacher educators

Introduction

The aim of this sequence is to foster the development of teachers' digital competences through reflection on the informed use of digital tools and Artificial Intelligence (AI) in the classroom as a means of promoting plurilingualism and communicative equity and supporting the creation of flexible teaching scenarios which are centred on learners' repertoires.

These tasks are for teachers undergoing training and are specifically aimed at developing digital competences that are useful for implementing pluralistic approaches in teaching-learning situations.

- The tasks focus on the use of digital tools and AI, as well as professional reflection on their use: how to select and adapt digital tools and resources for uses which are specific to pluralistic approaches?
- What areas of teachers' teaching repertoires should be developed to foster their digital competences in relation to pluralistic approaches?

Targeted competences	
Dimension 3	
<ul style="list-style-type: none">● <i>Competence in analysing new multilingual and multimodal usage in digital environments to enrich one's didactic repertoire. 3-b</i>● <i>Competence in selecting and adapting digital tools and resources for specific uses in pluralistic approaches and in managing their implementation in one's practice. 3-c</i>● <i>Competence in engaging in critical reflection on the use and impact of digital resources on one's own and learners' motivation to activate and develop plurilingual and intercultural competences. 3-h</i>	

Scenario

Estimated overall time needed: 6h

Support materials: Texts on plurilingual and intercultural education and pluralistic approaches; computers with an internet connection.

Remark: certain tasks can be carried out individually and/or collectively depending on the context.

Step	Aim	Tasks	Remarks
I. Familiarisation with AI	<p>To facilitate the discovery of technologies containing AI in digital tools used in daily personal and social life</p> <p>To raise awareness of the potential of digital tools for implementing pluralistic approaches.</p>	<p>a. Make a list of 5 technologies you have used in the last two years and identify those that involve AI (supporting document - image)</p> <p>b. Share with the group and reflect on those that offer potential for plurilingual and intercultural education</p> <p>c. In groups, explore the potential offered by the digital tools you have identified for implementing pluralistic approaches in the participants' contexts.</p>	<p>Alternative</p> <p>Supporting documents may vary depending on the context and prior knowledge of digital tools.</p>
II. Using digital resources to facilitate the use of pluralistic approaches	<p>To stimulate reflection on the relationship between a critical approach to managing information on the</p>	<p>a. Individually, read a definition of Filter Bubble in the Treccani Online Dictionary.</p> <p>b. In groups, reflect on ways of helping learners to develop the ability to manage information critically and develop their intercultural competence.</p>	<p>Alternative</p> <p>Depending on the context, teacher educators may suggest different texts, documents and websites.</p>

	<p>Internet and the development of intercultural awareness.</p> <p>To create opportunities to learn how to design activities that use digital technology and aim to develop specific attitudes and competences described in the FREPA.</p>	<p>c. Identify activities for learners that will develop their ability to distance themselves from the information circulating on the Internet (cf. point A 9.3 of the FREPA – <i>The will to question the values and presuppositions of the cultural products and practices of one’s own environment/of other cultural contexts</i>).</p> <p>d. Visit the website of the international association EDILIC (Education and Linguistic and Cultural Diversity), which lists a number of websites devoted to pluralistic approaches and the didactics of plurilingualism. Choose a website and/or a project to explore, and select an activity appropriate to one's teaching context that follows one of the four pluralistic approaches (cf. FREPA).</p> <p>e. Share with the group and compare the different activities according to the chosen pluralistic approach.</p>	
<p>III. Critical reflection on AI, pluralistic approaches and teachers’ roles in digital societies</p>	<p>To facilitate reflection on the potential of Generative AI in connection with pluralistic approaches.</p>	<p>a. Choose two of the proposed texts and read them individually.</p> <p>b. Identify some of the key principles and concepts set out in these texts which underpin the development of teaching activities in the context of pluralistic approaches.</p> <p>c. Work together to draw up a common list of selected principles and key concepts.</p>	<p>Alternative</p> <p>Depending on the context, teacher educators may suggest different texts, documents and websites.</p>

		<p>d. Connect to a Generative Artificial Intelligence system such as ChatGPT, Copilot or Gemini and ask it to answer questions about some of the key principles and concepts selected.</p> <p>e. Compare the answers with the key principles and concepts identified in the documents you have analysed and reflect on:</p> <ul style="list-style-type: none"> - The clarity, accuracy and comprehensiveness of the answers - The transparency of the sources on which the system based its answers - The possible manifestation of any bias (cognitive or discriminatory) in the answers provided. 	
	<p>Raise awareness of the role of teachers in the implementation of pluralistic approaches in a digital society.</p>	<p>a. Read the extract from the UNESCO Courier, 2023 (pages 17-19), on the importance of the role of teachers in the use of technological resources in education</p> <p>b. Discuss the content of the text in the light of the principles and values of pluralistic approaches referred to in Dimension 1 of the Reference framework of teacher competences for pluralistic approaches - FTC-PA</p> <p>c. Identify the competences need by teachers that are suited to the needs of digital societies and respect the principles and</p>	

		values of inclusive education, equity, respect for diversity and peace.	
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