

Modelo normalizado para actividades de Formación del Profesorado Universitario

TÍTULO DE LA ACTIVIDAD FORMATIVA

AI for Lecturers in Bilingual Settings

PROGRAMA AL QUE PERTENECE EL CURSO

Programa de formación del profesorado adscrito al Plan de Plurilingüismo

DIRECTOR/ACADÉMICO/A DEL CURSO

Nombre y apellidos: Víctor Pavón Vázquez
Categoría profesional: CU
Departamento: Filologías Inglesa y Alemana
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PROFESORADO QUE IMPARTE EL CURSO

Nombre y apellidos: Cristina María Gámez Fernández
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Facultad o Escuela: F. de Ciencias de la Educación y Psicología
Número de horas a impartir: 3,3
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PROFESORADO QUE IMPARTE EL CURSO

Nombre y apellidos: María Elena Gómez Parra
Categoría profesional: CU
Departamento: Filologías Inglesa y Alemana
Facultad o Escuela: F. de Ciencias de la Educación y Psicología
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PROFESORADO QUE IMPARTE EL CURSO

Nombre y apellidos: Leonor María Martínez Serrano

Categoría profesional: TU

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Facultad o Escuela: F. de Filosofía y Letras

Número de horas a impartir: 3,3

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NÚMERO DE CRÉDITOS / HORAS (*Indicar número de horas presenciales y/o virtuales*)

10 h. presenciales

PRECIO DE MATRÍCULA (15 € / crédito)

15 €

CALENDARIO Y HORARIO

6, 7 y 8 de mayo de 2025.

Lugar de Celebración: Facultad Medicina y Enfermería. Edificio Sur. Seminario 9.

Horario: de 17:00 a 20:30

PLAZO DE PREINSCRIPCIÓN / MATRICULACIÓN

Periodo de Preinscripción: Del 13 de noviembre de 2024 al 13 de abril de 2025.

Periodo de Matriculación: Del 21 al 28 de abril de 2025.

La preinscripción se solicita a través de la aplicación informática habilitada para ello (<https://www.uco.es/servicios/fpu/solicitud-cursos/>). Una vez finalizado el plazo de preinscripción se comunicará por correo electrónico si ha sido admitido/a al curso y el

Nº PLAZAS Y CRITERIOS DE ADMISIÓN

Número máximo de alumnos: 20

Abierto a todo el profesorado de la UCO. Los profesores pertenecientes al Plan de Plurilingüismo de la UCO tendrán prioridad y el resto de plazas se otorgarán por estricto orden de preinscripción. De no formar parte del Plan, el solicitante habrá que acreditar un nivel B2 en inglés.

BREVE JUSTIFICACIÓN (Maximo 250 palabras)

IA is nowadays a must for teachers (even more evident in bilingual contexts) due to the possibilities it offers. AI can be utilized by content teachers in bilingual settings primarily due to its ability to personalize learning experiences, enhance language acquisition, and bridge communication gaps. AI-driven tools can tailor educational content to meet the diverse linguistic needs of university students, providing customized support that adapts to their proficiency levels in both languages. This personalized approach facilitates more effective and engaging learning experiences. Additionally, AI can offer real-time translations and language support, enabling teachers to convey complex concepts more clearly and accurately to students who may be struggling with language barriers. By leveraging AI, educators can create an inclusive and supportive bilingual learning environment that promotes both academic success and language development.

OBJETIVOS EXPRESADOS EN TÉRMINOS DE LAS COMPETENCIAS QUE EL ALUMNADO DEBE ALCANZAR

Objectives: The three main objectives of this course are the following ones:

1. To Enhance Teaching Effectiveness through AI Integration: Equip lecturers with the knowledge and skills to integrate AI tools into their teaching practices, enabling them to create personalized and adaptive learning experiences that cater to the diverse linguistic and academic needs of bilingual students.
2. To Promote Bilingual Language Development: Provide strategies and AI-driven resources that support both language acquisition and content comprehension, ensuring that students can grasp complex subjects in their second language while continuing to develop proficiency in both languages.
3. To Facilitate Communication and Collaboration: Train lecturers to use AI technologies for real-time translation, language support, and collaborative learning platforms, thereby improving communication between students and teachers, and fostering a more inclusive and interactive bilingual classroom environment.

CONTENIDOS

1. AI Tools and Platforms for Personalized Learning:
 - Overview of AI technologies available for content teaching in bilingual settings.
 - How to use AI-driven platforms to assess student needs and tailor educational content.
 - Practical applications of adaptive learning systems that adjust to individual student's language proficiency and academic progress.
2. AI in Language Acquisition and Support:

- Techniques for integrating AI to enhance bilingual language development.
 - Utilizing AI for real-time translation and language assistance.
 - Case studies and best practices for using AI to support vocabulary building, grammar instruction, and language immersion.
3. AI for Enhanced Communication and Collaboration:
- Implementing AI tools to facilitate communication between teachers and students from diverse linguistic backgrounds.
 - Strategies for using AI to create interactive and collaborative learning environments.
 - Training on AI-powered educational platforms that support peer-to-peer learning and teacher-student interactions, including feedback and assessment tools.

METODOLOGÍA

Prof. Gómez Parra, Martínez Serrano, and Gámez Fernández will employ a hands-on, interactive approach to collaborate with UCO content lecturers enrolled in this course. The program includes two sessions, each lasting three hours and conducted face-to-face, where the three professors will be present in the classroom with the students. During these two sessions, participants will actively engage with AI tools and platforms through guided exercises and real-world simulations, enabling them to apply and experiment with these technologies in bilingual educational settings. Following these sessions, a four-hour module will be dedicated to activities and projects tailored to the participants' specific content areas, allowing them to integrate AI tools effectively into their teaching practices.

EVALUACIÓN

- *Criteria:*
 1. Practical Application: Ability to effectively integrate AI tools into lesson plans and classroom activities tailored to bilingual students.
 2. Language Support Proficiency: Demonstrated use of AI to enhance both content comprehension and language development in a bilingual context.
 3. Collaboration and Communication: Competence in utilizing AI for facilitating communication and fostering collaborative learning among students and between students and teachers.
- *Evaluation Instrument:*
 4. Project-Based Assessment: Participants will complete a capstone project where they design and implement a lesson plan or a series of activities that incorporate AI tools. This project will be evaluated based on the criteria of practical application, language support proficiency, and collaboration and communication. The assessment will include a written report and a presentation demonstrating the use of AI in a real or simulated bilingual classroom setting.

Attendance to the 80% of teaching, as well as participation are compulsory for all students.

REFERENCIAS

- Alasadi, E. A., & Baiz, C. R. (2023). Generative AI in education and research: Opportunities, concerns, and solutions. *Journal of Chemical Education*, 100(8), 2965-2971.
- Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. *Journal of AI*, 7(1), 52-62.
- Bilquise, G., Ibrahim, S., & Shaalan, K. (2022). Bilingual AI-driven chatbot for academic advising. *International Journal of Advanced Computer Science and Applications*, 13(8).
- Crompton, H., Edmett, A., Ichaporia, N., & Burke, D. (2024). AI and English language teaching: Affordances and challenges. *British Journal of Educational Technology*.
- Goodman, J., Handa, V., Wilson, R. E., & Bradbury, L. U. (2024). Promises and pitfalls: Using an AI chatbot as a tool in 5E lesson planning. *Innovations in Science Teacher Education*, 9(1), 1-13.
- Liu, K., & Afzaal, M. (2021). Artificial Intelligence (AI) and translation teaching: A critical perspective on the transformation of education. *International journal of educational sciences*, 33(1-3), 64-73.

Dirigir (a través de Registro) a:

Formación del Profesorado Universitario

Vicerrectorado de Estudios de Postgrado y Formación Continua

Avda. Medina Azahara, 5

Rectorado