



AI and the Digi-Lingo approach to teaching and learning changes everything!

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The DIGI-LINGO Approach to Teaching and Learning

- The framework – national curricula, PTDL - national practices
- The role of the teacher
- 21st century skills (AI)
- The DIGI-LINGO Approach – PTDL and Guidelines

PTDL = Pluraliteracies Teaching for Deeper Learning

Guidelines/ focus points

- *Communication*
- *Intercultural perspective*
- *Authentic material*
- *Diverse text genres*
- *Student involvement/ personalisation*
- *Diversity and motivation*

The Four Phases

- **Planning (digital)**
- **Lessons**
- **Assessment (for learning/formative)**
- **Evaluation**

Planning

Your subtitle here

- **Personalized learning:** Technological solutions can tailor instruction to individual student needs
- **Assessment and Feedback:** Effective planning is essential for integrating diverse assessment methods that deliver meaningful feedback to students.
- **Remote and Hybrid Learning:** Effective remote teaching requires teachers to plan for the use of digital tools and ensure that all students have access to necessary resources.
- **Purposeful use of technology (AI):** Teachers must plan how these tools can be effectively used to support learning objectives.
- **Reflection and Improvement:** Effective lesson planning includes reflection on what works and what can be improved, fostering continuous learning and development.

Planning

With Ai

Period	Theme	Assessment	Competence Goals	Resources / Activities
August - September	Introduction: Myself and My Daily Life	Oral presentation, short written task	<ul style="list-style-type: none"> - Listen to and understand clear speech on personal topics - Engage in daily-life conversations on familiar topics - Write a text about personal topics 	<ul style="list-style-type: none"> - Role play: Introduction of oneself and daily routines - Create and present a short text about "My Day" - Basic grammar (pronouns, verb conjugation)
October	Family, Friends, and Free Time	Oral conversation and reflection	<ul style="list-style-type: none"> - Engage in daily-life and relevant conversations - Use relevant learning strategies and digital resources 	<ul style="list-style-type: none"> - Dialogue exercises on leisure activities and interests - Prepare a short presentation about a friend or family member - Use digital language learning tools
November	Culture and Traditions	Written text and presentation	<ul style="list-style-type: none"> - Explore and present cultural expressions from German-speaking areas - Orally explain relevant topics and describe experiences 	<ul style="list-style-type: none"> - Create a poster about a German-speaking holiday - Listen to and analyze German songs - Discuss traditions and present in groups
December	Germany and German-speaking Countries	Written reflection	<ul style="list-style-type: none"> - Explore and describe social conditions and diversity in German-speaking areas - Read and understand authentic texts on current issues 	<ul style="list-style-type: none"> - Read short articles about German-speaking countries - Write a reflection on what was learned - Use digital maps and resources for



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Digital plans

PLAN	BESKRIVELSE	MÅL	RESSURSER OG AKTIVITETER	NOTAT FOR LÆRER
<input type="checkbox"/> Sykdom og sykepleie 21. okt.–1. nov. GRUNNLEGGENDE SYKEPLEIE OG DOKUMENTA... Fjern bilde <input checked="" type="checkbox"/> Synlig for elever	Beskriv hva denne planen handler om.	<input checked="" type="radio"/> gjøre rede for de vanligste sykdommene hos... + Legg til	Sykdom og sykepleie Utdrag av Håndbok for helsef... PP Sykdom og sykepleie KAP ... Quizlet sykdom og sykepleie + Legg til	Legg til tekst
<input type="checkbox"/> Allmenntilstand 21. okt.–1. nov. GRUNNLEGGENDE SYKEPLEIE OG DOKUMENTA... Fjern bilde <input checked="" type="checkbox"/> Synlig for elever	Beskriv hva denne planen handler om.	<input checked="" type="radio"/> forklare hva allmenntilstand er, gjøre rede fo... + Legg til	Allmenntilstand PP Allmenntilstand. INA pptx.... Case 1 og 2 allmenntilstand Ndla - Allmenntilstand + Legg til	Legg til tekst
<input type="checkbox"/> Observasjon og dokumentasjon 21. okt.–1. nov. GRUNNLEGGENDE SYKEPLEIE OG DOKUMENTA... Fjern bilde <input checked="" type="checkbox"/> Synlig for elever	Beskriv hva denne planen handler om.	<input checked="" type="radio"/> forklare forskjellen på subjektiv og objektiv ... <input checked="" type="radio"/> planlegge, gjennomføre, dokumentere og vu... + Legg til	Observasjon og dokumentasjon Observasjon og rapportering.p... Trening på observasjon PowerPoint Observasjon RAPPORTMAL.docx	Legg til tekst

its learning



DIGI-LINGO



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Planning in Teams

- Resources in modules
- Integrated AI tool within Classwork

- Easy for the students to find all resources
- Planning for a variety of activities and assessments
- Advantages in Teams:
 - Assignments – AI
 - Learning accelerators – reading progress

Skolearbeid

▼ Parte 2 - Qué has pasado ✓ Publisert + ...

Periode: oktober

Ganas 2 s. 35-51

Læringsmål:


Her lærer du:


- å snakke om noe som har skjedd
- å snakke om ferieopplevelser
- presens perfektum
- litt om Granada
- litt om hvordan man bor i den spansktalende verdenen


Oppgaver i Book Creator:


- Mi semana s. 41
- El año 2024 s. 45
- Saludos del extranjero s. 47


[Se mindre](#)

 ASK - presens perfektum
<https://elev.asku.no> ...

 ASK - preposisjoner
<https://elev.asku.no> ...

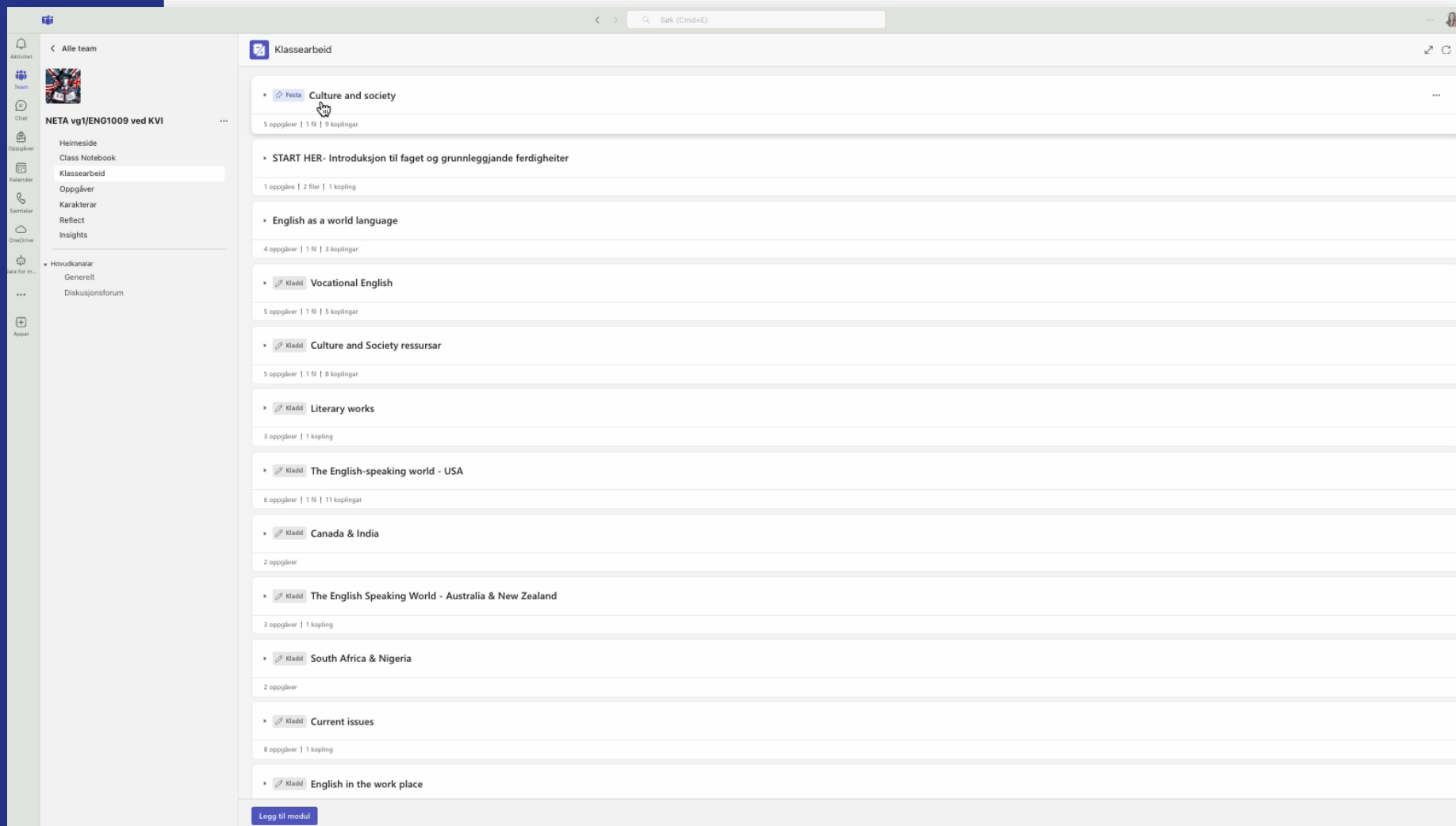
 2 ¿Qué ha pasado?
<https://innhold.aunivers.no> ...

 Lydfiler til parte 2 ¿Qué ha pasado?
<https://innhold.aunivers.no> ...

 Quizlet ¿Has...?
<https://quizlet.com> ...

Example

Classwork in Teams



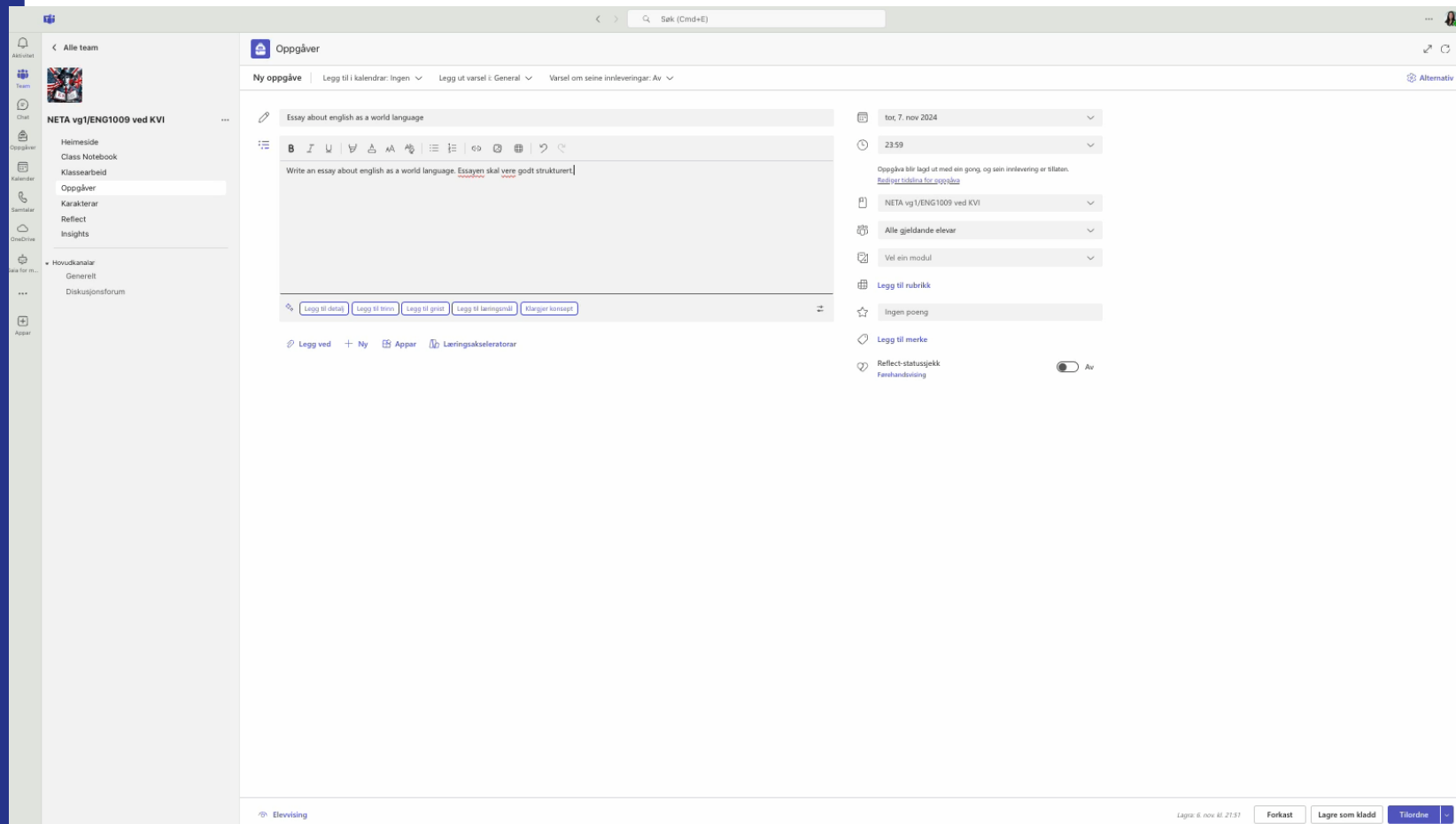
The screenshot shows a Microsoft Teams interface. On the left is a sidebar with navigation options: Aktivitet, Team, Chat, Oppgaver, Kalender, Samtaler, OneDrive, and Appar. The main area displays a classwork module titled 'Klassearbeid' for the team 'NETA vg1/ENG1009 ved KVI'. The module contains a list of tasks, each with a status icon (Festa or Kladd), a title, and a count of assignments and links.

Status	Task Title	Oppgaver	Koplinger
Festa	Culture and society	5	9
	START HER- Introduksjon til faget og grunnleggjande ferdigheiter	1	1
	English as a world language	4	3
Kladd	Vocational English	5	5
Kladd	Culture and Society ressursar	5	8
Kladd	Literary works	3	1
Kladd	The English-speaking world - USA	6	11
Kladd	Canada & India	2	
Kladd	The English Speaking World - Australia & New Zealand	3	1
Kladd	South Africa & Nigeria	2	
Kladd	Current issues	8	1
Kladd	English in the work place		

At the bottom of the task list is a button labeled 'Legg til modul'.

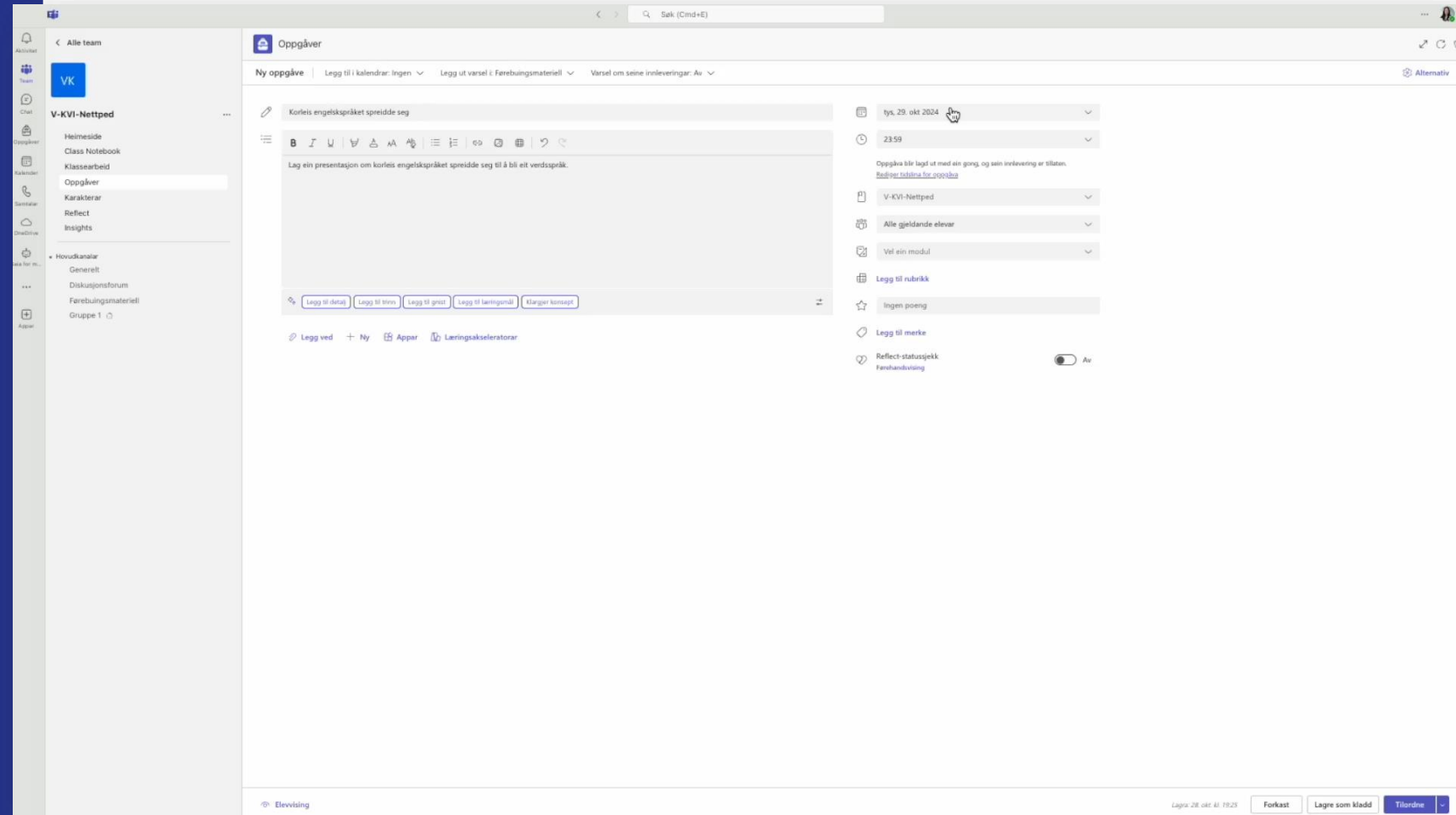
Assessment progress in Teams

Help from AI to create assignment descriptions and rubrics.



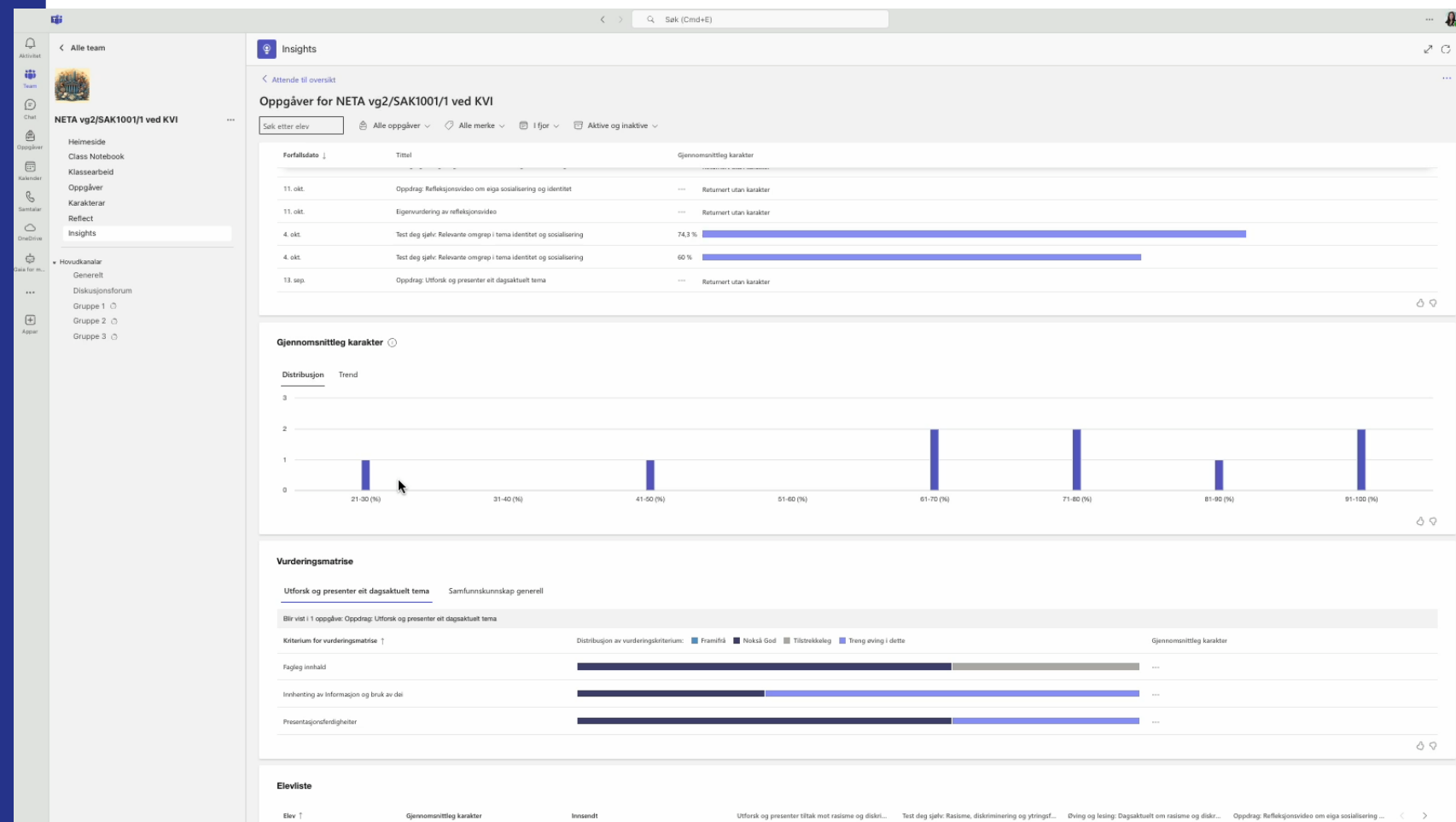
Assessment progress in Teams

Help from AI to create assignment descriptions and rubrics.



Assessment progress in Teams

If the teacher uses these tools integrated in Teams consistently, the app insights will provide you valuable information.



Learning Accelerators – Reading



Automatisk gjenkjenning FORHÅNDSVISNING ⓘ ☒

Understrykking av bakgrunnsstøy FORHÅNDSVISNING ⓘ ☐

Returner fullstendig rapport til eleven Rediger

90
Riktige ord per minutt

89%
Nøyaktighetsgrad

17 Uttalefeil
12 Tilføyelser
0 Selvtetter

6 Utelatelser
2 Repetisjoner

5
Øvde ord

¡Hola Nils **Voy a estar** !

¿**Qué tal**? Yo estoy bien. Sé que has pensado en viajar a España el próximo año. Te voy a hablar sobre mis planes , a ver si me puedes **hacer acompañar para** una de las fiestas .

¿Sabes qué? He **comprado** un coche, y voy a visitar a muchos amigos aquí en España. Primero, en **febrero**, voy a visitar a mi hermana Leonora. Estudia en Cádiz, y

Elevarbeid

← Returnert [Vis logg](#)

 ¿Qué vas a hacer el próci... ...

[Utfør handling i elevvisning](#)

Tilbakemelding

B *I* U   

Muy bien! Has entendido el texto perfectamente.

Du leser med fin flyt.

Fortsett å jobbe med reglene for uttale. Husk at vokalene ikke er like som på norsk. U=O, Ø=Å.

Poeng

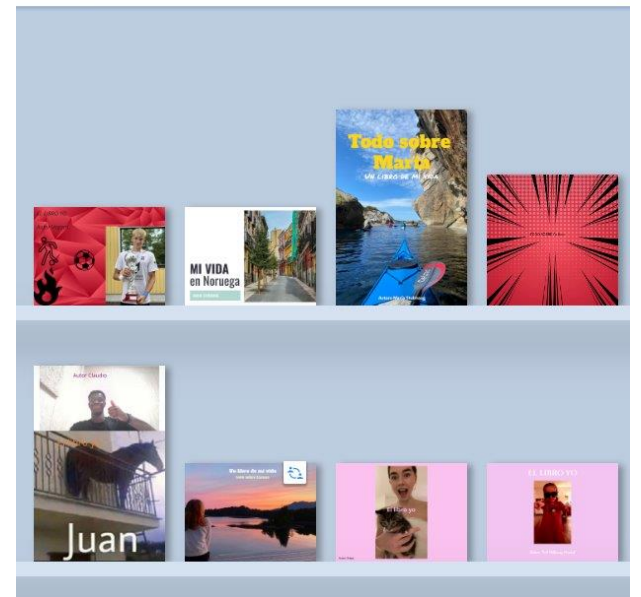
Ingen poeng ✓

Returner ▼

Assessment for Learning

- Book Creator - Student portfolio
 - A collection of texts, voice recordings, videos and photos.
 - Tools for comments – feedback and dialogue for learning
- Used in combination with oral assessments and student self-evaluation forms

Spansk 1 vg2 2024-2025
16 böcker ▾



Book Creator



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Generative AI in the Classroom

Egendefinert praterobot

SPANISH ASSISTENT - SENTENCE CONNECTORS: Hi! What do you already know about connecting words in Spanish? Have you used any before, or would you like to start with simple connecting words to get started

Skriv inn meldingen din...

Send

SPANISH ASSISTENT - SENTENCE CONNECTORS: Hi! What do you already know about connecting words in Spanish? Have you used any before, or would you like to start with simple connecting words to get started

BRUKER: y, pero, porque

SPANISH ASSISTENT - SENTENCE CONNECTORS: Great! You already know some basic connecting words: **y** (and), **pero** (but), and **porque** (because). Let's start with a task to practice these connectors.

Exercise 1: Introduction to Simple Connectors

Please write three sentences in Spanish using the connectors **y**, **pero**, and **porque**.

Here's an example to inspire you:

- Me gusta estudiar, pero prefiero jugar fútbol.

Now it's your turn! Write your three sentences.

Skriv inn meldingen din...

Nullstill

Generative AI

- Different prompts for different grammatical purposes
 - sentence binders, verb tenses, and prepositions.
- The advantage:
 - the student doesn't need to figure out the prompt, but is taken directly to the task and learning process.

BRUKER: Can you create a more difficult task? I already know the basics

SPANISH ASSISTENT - SENTENCE CONNECTORS: Sure! Since you're comfortable with the basics, let's move on to a more challenging task.

Exercise 2: Connecting Ideas

Write a paragraph in Spanish about your day or your hobbies. Use at least three different connecting words to link your ideas. You can use connectors like **y** (and), **pero** (but), **porque** (because), **sin embargo** (however), or **por lo tanto** (therefore).

Here's an example to guide you:

- Hoy tengo clases de español y matemáticas. Me gustan mucho porque los profesores son muy buenos. Sin embargo, prefiero las clases de arte porque son más divertidas.

Now, go ahead and write your paragraph!

Skriv inn meldingen din...

Nullstill

Generative AI

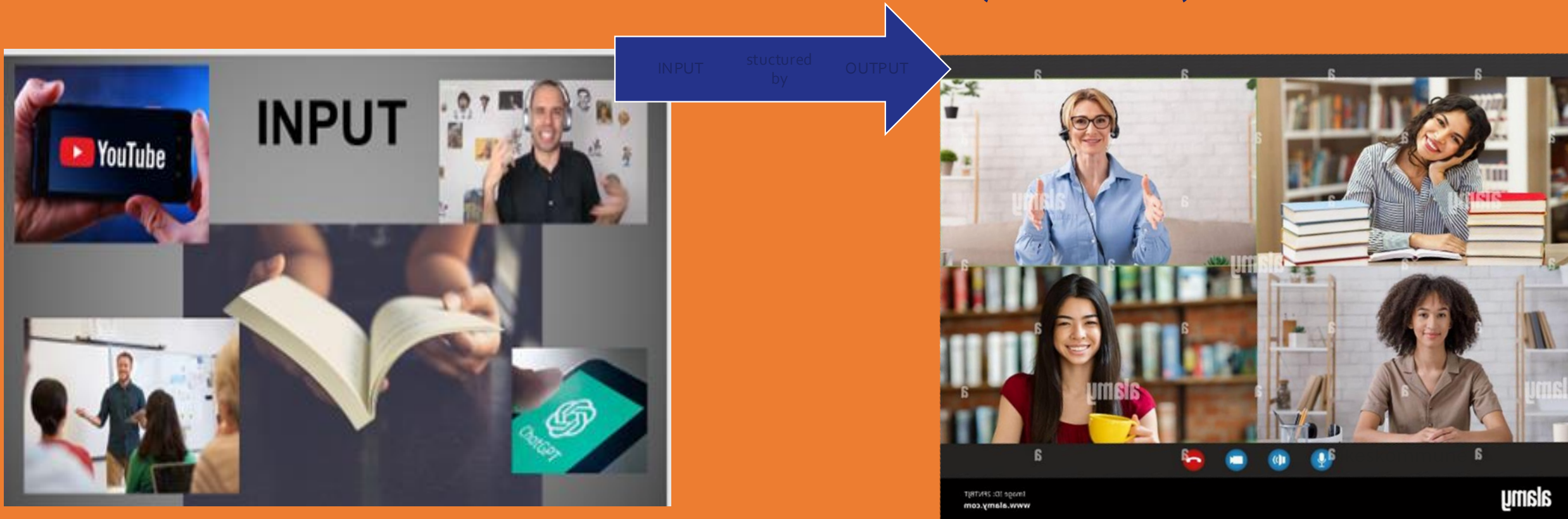
- My experience; the students don't know what to ask the LLM.
- When I create the prompts, we spend the time learning, and not trying to figure out how to use the LLM. "Time on task" ([Kolb](#), 2020)
- Evaluate when it is appropriate to use LLMs. Variation is key.



Combining e-learning/multiple tool-approach to face-to-face developing oral skills

- **INPUT: TEXT, VIDEO OR PICTURE.**
MULTIPLE APPROACHES PREPARING FOR CONVERSATION ON TOPIC.

- **OUTPUT: LET'S TALK!**
- **SMALL GROUPS- ON-LINE (BREAKOUTS) OR IN CLASS**



Lessons

- Collaboration – physical/digital
- Collaboration – main tool in i.e. Zoom, Teams or Meet
- Communication and working with authentic texts
- The student as a "producer"



The Independent Student

- inner motivation
- Variation in input (authentic texts of different types, podcasts, films, series)
- homework
- cultural knowledge as a motivating factor
- when input is given a goal it changes the way you study
- The teacher is the most important tool:
- a small conversation is enough
- to be seen
- to check their homework
- to keep them in progress
- to be scaffolded/supported in their language learning process
- we want the learning process to be ongoing also outside the classroom

Planning for assessment

Planning

- Clarify expectations with the students
- What competencies should the students have by the end of the lesson/ period?
- What methods and tools are suitable for developing this competence?
- How will I be able to see if the students have learned?

Planning for assessment

Lessons

- Logistics - Which digital tools should be allowed to use?
- Which tools will help the students develop the desired competence?
- Clarify the learning objectives and Assessment criteria with the students.

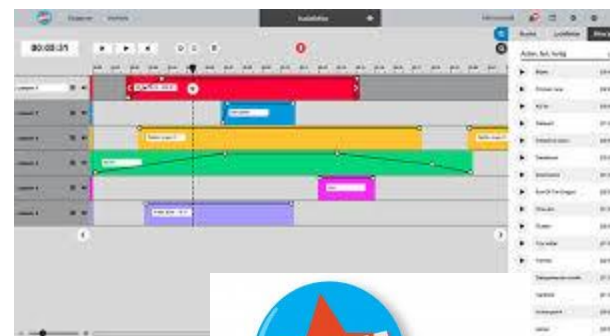
Planning for assessment

Assessment

- Capture competence in the process
- Engage in Learning Dialogue
- Provide Constructive Feedback

Best practices

- Open assignments – student involvement
- Problem solving
- Process-based assessment
- Appreciative feedback in process
- Multimodal submissions
 - Book creator
 - Digital posters
 - Podcast
 - Short films
 - [NDLA](#)



BOOK CREATOR





Thank you!



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