



TRANSLATING OPPORTUNITY TEXAS



Local Professional Learning Modules for Educators Who Work with Multilingual Learners of English (MLE)

Facilitator Guide for Module 3 *Generative AI and Language Instruction*

Presented by Dr. Holly Hassel, Janine Rudnick, and Dr. Emily Suh

Session overview:

For the most productive discussions, the modules in this series are designed to be used with groups of 3 or more people. We suggest that participants review the [Introduction to the Series](#) before using this module.

Estimated time for completion: 75 minutes (*Video run time 43:07 minutes + 30 minutes of breaks for discussion*)

Facilitator preparation:

- Review the module video. You may also wish to review the slides, which can be found, which can be found here. Share this link with participants after the session.
- Provide participants with the [Participant Handout](#) to take notes and follow along with the presentation.

Objectives: Participants will:

- Surface your pedagogical goals and thinking around generative AI technologies (GenAI)
- Learn about some possible uses of AI for your course
- Explore possible approaches for responsible GenAI use

Snapshot agenda:

Section	Start Time	Content
Intro	0:00	Title, Welcome and norms
		Introduction to the module, acknowledgement of the partners, and introduction to the presenters
		Objectives & Agenda
Section 1	1:56	Big Questions of AI
	6:28	Tool 1 Intro: ChatGPT - How can students use it to learn?

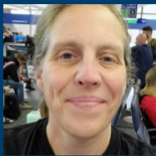






		- Demo
	9:24	Tool 2 Intro: Grammarly Authorship <ul style="list-style-type: none"> - What is it? - How does it work with students? - Sample report
	12:20 (Pause 7 min)	▣ Pause and Reflect
Section 2	13:00	Responsible Use Matrix <ul style="list-style-type: none"> - Components of a RUM - Sample RUM from Michigan Tech Composition Program
	20:07 (Pause 8 min)	▣ Pause and Reflect
Section 3	21:27	Tool 3 Intro: Notebook LM <ul style="list-style-type: none"> - How can students use it to learn? - Sample NotebookLM demo
	31:00	Outcomes Guidance <ul style="list-style-type: none"> - Responsible Use and Policy Development - Example Outcomes 1 and 2
	36:05	Ethical Questions and Generative AI
	38:37 (Pause 8 min)	▣ Pause and Reflect
Section 4	39:30	Big Questions Revisited <ul style="list-style-type: none"> - Discussion with Presenters
	42:00 (Pause 7 min)	▣ Pause and Reflect
Closing	42:27	Thank You Discussion, Questions, Suggested Reading or viewing

Detailed suggestions for facilitation

Black Font = module content/summary

Red Font = facilitation notes

Blue Font = sample response

Section (Time)	Suggestions
<p>Introduction (2 mins)</p>	<p>Facilitator: Welcome and thank participants for their interest. Remind the group of the departmental norms for professional learning.</p> <ul style="list-style-type: none"> • Introduction to module and presenters • Objectives, framing, and research. <p>Facilitation Notes: <i>If participants do not have copies of the handout, consider posting the objectives in a prominent place.</i></p> <div data-bbox="462 653 1490 1228" style="border: 1px solid black; padding: 10px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;">Presenters</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Holly Hassel Professor, Michigan Tech University</p> </div> <div style="text-align: center;">  <p>Janine Rudnick Professor, El Paso Community College</p> </div> </div> </div> <div style="width: 50%;"> <p>Holly Hassel, Michigan Tech University</p> <ul style="list-style-type: none"> • Holly is Professor and Director of Composition where she trains, supervises, and mentors graduate students in the teaching of writing. She also has two decades of experiences teaching at two-year colleges. <p>Janine Rudnick, El Paso Community College</p> <ul style="list-style-type: none"> • Janine is a Professor at EPCC, teaching English as a Second Language and Speech Communication. She is also a technology trainer for the college, focusing on Microsoft and AI. </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;">      </div> </div>
<p>Section 1 (10 mins)</p>	<p>Agenda:</p> <ul style="list-style-type: none"> • Presenters will review different GenAI technologies that can be used by students and instructors • Presenters will discuss pedagogical approaches that build technical skills and critical AI literacy • Participants will reflect on possible uses in their own classrooms <p>Big Questions of AI</p> <p>[<i>Section Summary:</i> This section offers a discussion by Dr. Hassel of big questions surfaced by researchers and practitioners around AI tools and responsible use. These questions will be revisited at the end of the presentation.]</p> <ul style="list-style-type: none"> • How do we refer to these products? Tools? Technologies? • What uses inhibit versus support student learning and skill development? • What, if any, uses are responsible and ethical? • How do I balance concerns about intellectual property, labor, and the environment with the increasing integration of GenAI into our workplaces and classrooms?

	<ul style="list-style-type: none"> • How can I as an instructor help students navigate the array of GenAI tools available? • How do I help students develop critical GenAI literacy? • What, if any, tools do I want to integrate into classroom activities? • How might I support students who do not want to use GenAI for tech, ethical, or personal reasons?
	<p>AI tools #1-2 [Section Summary: Prof. Rudnick demonstrates the use of features of Chat GPT and Grammarly authorship to support student learning.]</p> <ul style="list-style-type: none"> • ChatGPT demo (https://chatgpt.com/) <ul style="list-style-type: none"> - Study and Learn - Voice mode • Grammarly Authorship demo (https://www.grammarly.com/authorship) <ul style="list-style-type: none"> - Use as a self-assessment tool - Report usage by faculty as guidance

⏸ Pause and Reflect 1 (7 minutes)

Facilitation Notes: Encourage participants to open one of the resources with a partner, as a group, or on their own and try one of the ideas below or make up a new prompt.

Take a few minutes with your group or on your own to explore the resources you just learned about.

- ChatGPT Study & Learn
- ChatGPT Voice
- Grammarly Authorship

💡 Try these ideas:

- Ask ChatGPT to summarize a topic you are teaching this week
- Use ChatGPT Voice for quick answers
- Try a quick writing sample with pasting in Grammarly Authorship

<p>Section 2 (7 min)</p>	<p>Responsible Use Matrix</p> <p>[Section Summary: The presenter provides a model for developing a matrix to share with students to evaluate their responsible use of AI in their learning. Dr. Hassel shares a sample of the tool that was developed for the Michigan Tech Composition program. Additionally, resources to help faculty and students are presented.]</p> <p>LINK to FULL matrix</p> <p>Resources to Help For Faculty:</p> <ul style="list-style-type: none"> • Working Paper 1: Overview of the Issues, Statement of Principles, and Recommendations • Working Paper 2: Generative AI and Policy Development: Guidance from the MLA-CCCC Task Force • Working Paper 3: Building a Culture for Generative AI Literacy in College Language, Literature, and Writing
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For Students:

- [Student Guide to Artificial Intelligence](#) (Elon University/AACU)
- [Student Guide to AI Literacy|MLA Style Center](#) (MLA)

II Pause and Reflect 2 (8 minutes)

Facilitation Notes:

You may pose the sample prompts (in red), share a sample response (in blue) or share your own experience.

1. Thinking about the responsible use matrix, imagine what a similar resource might look like for your class and assignments.

For example, think of a task you ask students to do in your class—which parts might be aided by Gen AI tech and which do they need to do independently and why?

Sample prompts:

- *What kinds of tasks do you have your students complete in class?*
- *What kinds of learning activities do they complete outside of class?*
- *What parts of your course are most difficult for students and why?*
- *What trends have you noticed in relation to roadblocks students have in their academic work?*

Sample Response:

- *Grammar, syntax, and vocabulary activities in class*
- *Reading and analyzing texts*
- *Listening and note-taking*
- *Paraphrasing or summarizing text for meaning*

2. What aspects of your local context influence students' access, experience, and interest in integrating AI tech into their academic experiences?

Sample prompts:

- *For example, what language and cultural groups are represented in your student population?*
- *How proficient are your students in using technology for learning? What levels of previous exposure do they have to which technologies?*
- *What campus resources are available to students to help with academic work? How many are accessible online?*

Sample Response:

- *My institution is Hispanic-serving and includes many students whose home language is Spanish*
- *Many of my students are first-generation college students who have limited support outside of campus for navigating academic challenges*
- *Our campus is rurally located and broadband internet is not reliably or widely available.*

Section 3 (17 minutes)

AI tool #3

- [NotebookLM](https://notebooklm.google/) (https://notebooklm.google/)

[Section Summary: The presenter provides an overview and demonstration of how to use NotebookLM with a model Grammar lesson from her instruction.]

	<p>Outcomes Guidance [Section Summary: The presenter discusses how to use an outcomes model to instruct students on monitoring their own use and learning with GenAI tools.]</p> <ul style="list-style-type: none"> - Link to Outcomes Guidance document - Example Outcome 1: You monitor your own learning as you use GenAI tools. - Example Outcome 2: You recognize that GenAI is fundamentally different from human communication. <hr/> <p>Ethical Questions and Generative AI [Section Summary: In this section, the presenters revisit key ethical questions surrounding the use of AI. They explore how these issues intersect with both practical applications and research contexts, highlighting concerns raised by practitioners, researchers, and students. The discussion concludes with actionable ideas and considerations to help participants thoughtfully integrate AI into their work with students.]</p>
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II Pause and Reflect 3 (8 minutes)

3. Consider the technologies introduced and activities for accountability for students..
 - a. Reflect in writing or in discussion with a partner on your own current thinking about GenAI and language instruction.
 - b. What are the possible benefits to your students' learning?
 - c. What are the possible limitations?

Sample prompts: Ask participants how they think students use AI in their classes. Have they tried AI technologies for learning? What have they (or you) tried? What tools or technologies would help them learn more effectively? What do we need to be aware of when using AI?

Sample Response: Student engagement is always a plus, so if a chatbot or other technology can interact with students, it is a plus. On the other hand, AI can provide incorrect information, so there are limitations.

<p>Section 3 (3 minutes)</p>	<p>Big Questions Revisited [Section Summary: The presenters have a discussion about these questions in relation to the presentation and for future consideration by ESOL faculty and staff.]</p> <ul style="list-style-type: none"> ● How do I help students develop critical GenAI literacy? ● What uses inhibit versus support student learning and skill development? ● What, if any, uses are responsible and ethical?
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II Pause and Reflect 3 (7 minutes)

4. Take a few minutes to discuss these questions and the other 'big questions' amongst your cohort. Share what excites you about AI as well as concerns you have and ideas to mitigate them.

Sample prompts: There are many AI tools to use in language teaching. Which ones will you try? How will you approach the use of the tools so the concerns can be mitigated?

Additional resources - for faculty/staff looking to further their knowledge of tools can find guidance at the following sites/videos:

- Grammarly Authorship Demo Video: <https://youtu.be/D6PKyw5wzNs?si=mXqhiv6va6h1lcBz>
- NotebookLM How-to Video: <https://www.youtube.com/watch?v=3DWWKuodafw>
- ChatGPT Study and Learn Video: [ChatGPT's New "Study and Learn" Mode Is Insane! - YouTube](#)

Closing (3 min)	Facilitators: Wrap-up and charge: <ul style="list-style-type: none">• Thank participants for their contributions during the module.• Point out the follow-up reading recommended by the presenters.• Remind participants of the next meeting.• Remind the group of the process for receiving documentation of their participation in the professional learning session.
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References

- Anderson, D. J. (Lead author). (2025). *Student guide to artificial intelligence* (2025 ed.). Imagining the Digital Future Center, Elon University; American Association of Colleges and Universities. <https://studentguidetoai.org/> [Student Guide to Artificial Intelligence+2](#) [Student Guide to Artificial Intelligence+2](#)
- MLA–CCCC Joint Task Force on Writing and AI. (2023). *Working paper 1: Overview of the issues, statement of principles, and recommendations*. AI & Writing Working Papers. <https://aiandwriting.hcommons.org/working-paper-1/> [Humanities Commons+1](#)
- MLA–CCCC Joint Task Force on Writing and AI. (2024). *Working paper 2: Generative AI and policy development: Guidance from the MLA–CCCC Task Force*. AI & Writing Working Papers. <https://aiandwriting.hcommons.org/working-paper-2/> [Humanities Commons+1](#)
- MLA–CCCC Joint Task Force on Writing and AI. (2024). *Working paper 3: Building a culture for generative AI literacy in college language, literature, and writing*. AI & Writing Working Papers. <https://aiandwriting.hcommons.org/working-paper-3/> [Humanities Commons](#)
- Modern Language Association. (2024). *Student guide to AI literacy*. MLA Style Center. <https://style.mla.org/student-guide-to-ai-literacy/> [MLA Style+2](#) [MLA Style+2](#)