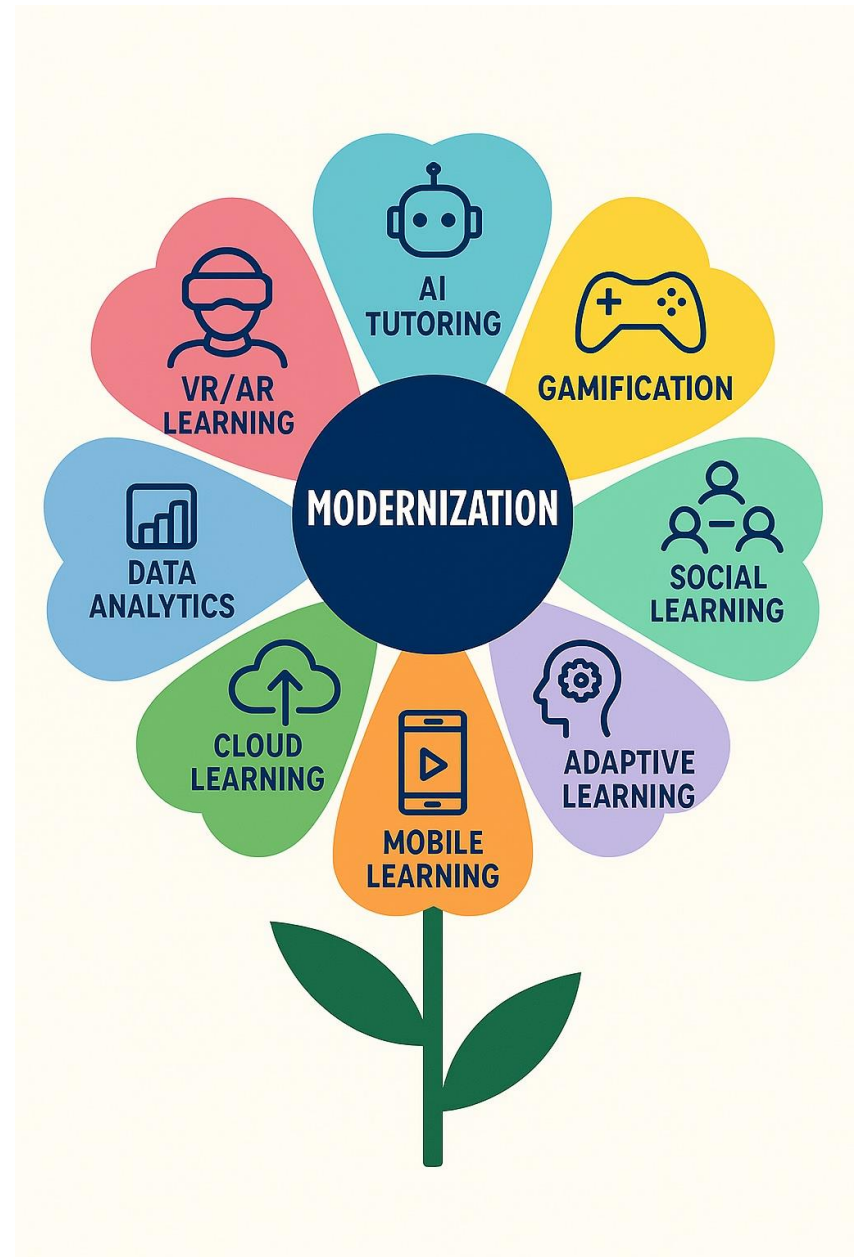


AI Opportunities for Language Teaching and Learning

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Disclaimer

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The content of this presentation is the sole responsibility of Sandy Wagner.

Abstract



This presentation takes a "modernized learning" approach to the incorporation of Artificial Intelligence in our teaching and learning processes and practices.

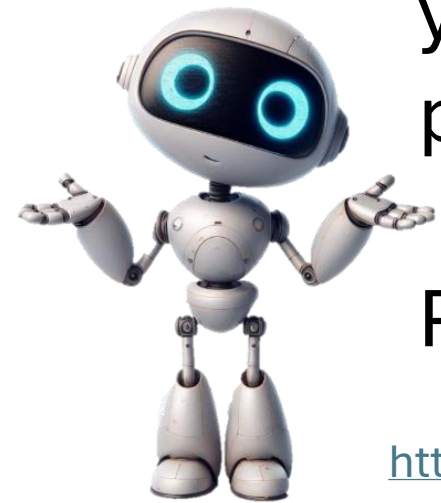
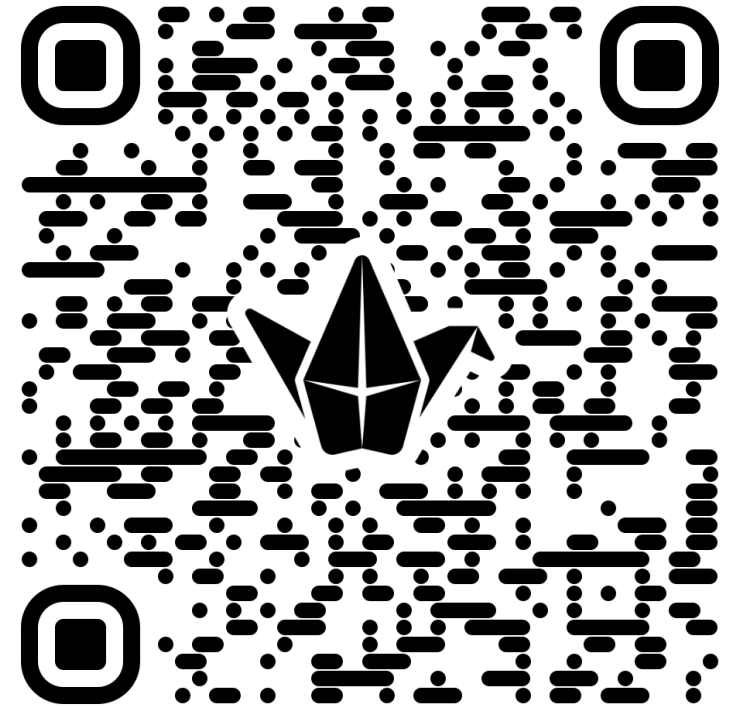
With an "ethical and responsible use" focus, updated guidelines and policies guide the way forward in harnessing the benefits and applications – keeping the human in the loop and sharing best practices.

Before we begin: Some Appreciative Inquiry

How has AI been beneficial for you in either a personal or professional capacity?

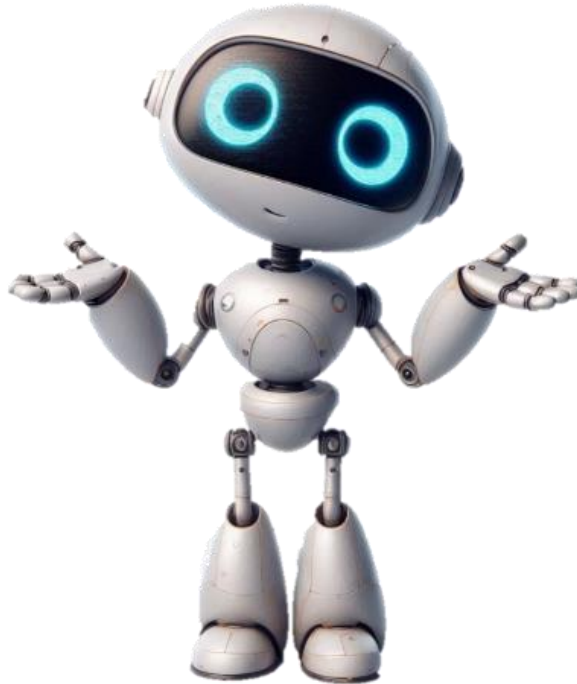
Post on my Padlet Ecosystem.

<https://padlet.com/coursedesigner49/all-things-ai-in-education-and-training-ylarndzzhw9468vy>



Policy

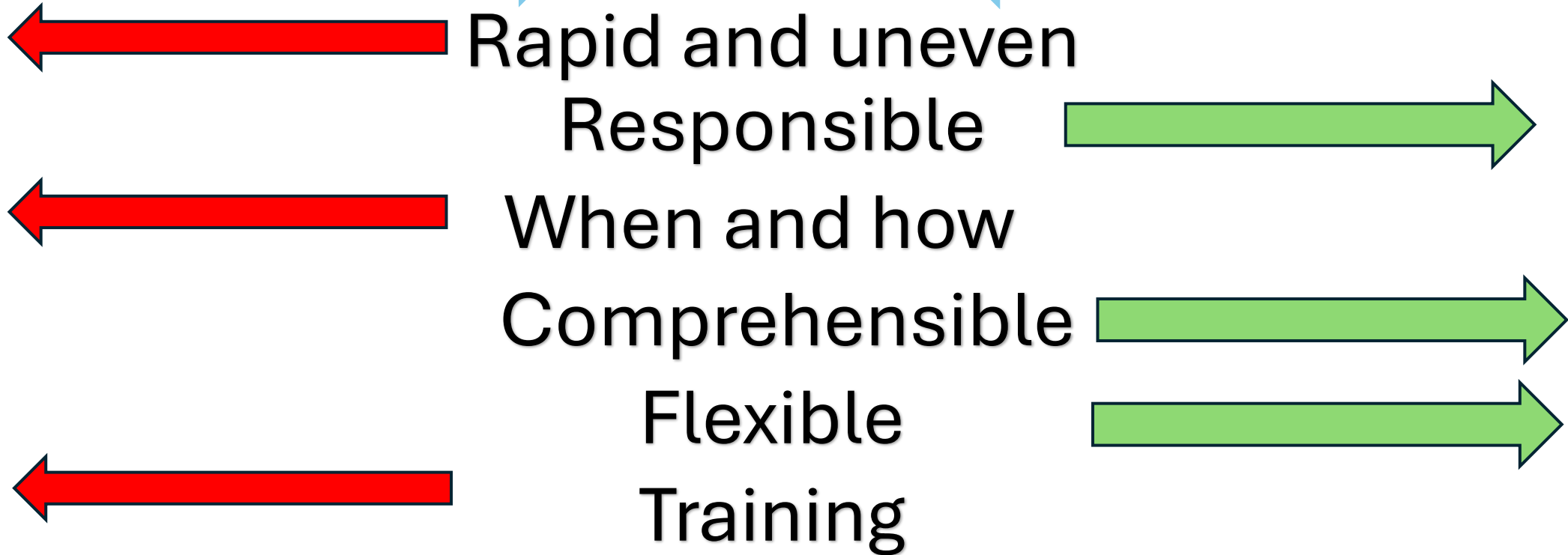
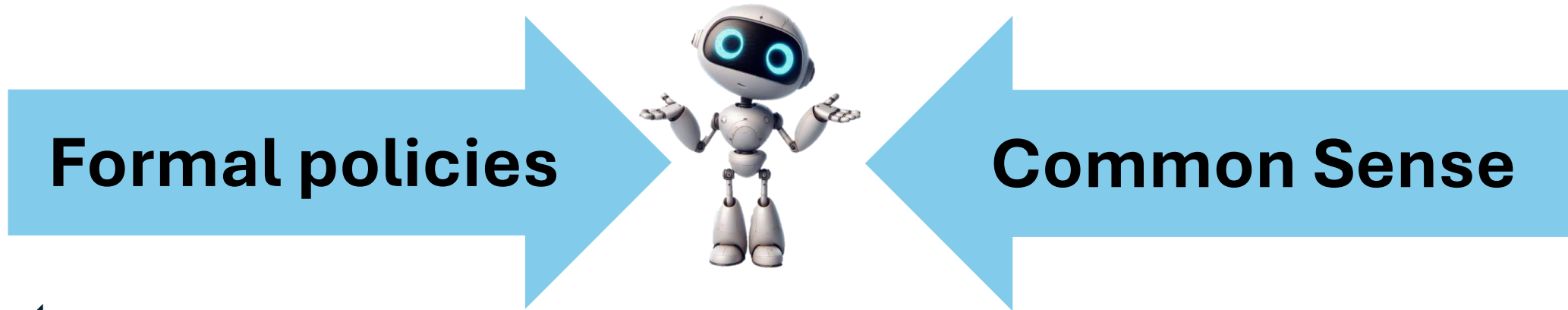
Formal policies



Common Sense



A little help from my friend.....



A Closer Look at Policy.....CoPilot Brainstorm

You picked a big, live topic—let's zoom in on what's actually happening on the ground in universities and in language learning.

High-level trends in generative AI policies in academia

- **Rapid, uneven policy development:** Top universities are actively publishing GenAI guidelines, but the depth and clarity vary a lot across institutions and disciplines. 1 2
 - **From “ban or allow” to “when and how”:** Policies are shifting away from blanket bans toward conditional, context-specific use (e.g., allowed for brainstorming, not for final submissions unless disclosed). 2 3
 - **Emphasis on academic integrity:** Most policies frame GenAI as a potential aid that must not replace original thinking, and stress transparency, citation, and adherence to honor codes. 1 3
 - **Institutional responsibility:** There's growing pressure on universities to provide training, clear guidance, and support structures rather than leaving decisions entirely to individual instructors. 2 4
-

EMERGING GUIDELINES SHAPING
ARTIFICIAL INTELLIGENCE USE IN
ACADEMIA



AI Policy Trends in Universities (2025–2026)



Sample Footer Text

1/26/2026

9

Global Trends: AI Policy Evolution

Transition to Structured Governance

Universities moved from ad-hoc reactions to formal AI policies by 2025, ensuring balanced innovation and ethics.

Transparency and Academic Integrity

Institutions require disclosure of AI use in academic work to maintain integrity and ethical standards.

Global Regulatory Influences

EU emphasizes fairness and transparency; US prioritizes flexibility; Asia focuses on regulation and risk management.

Curriculum Integration

Universities integrate AI literacy and ethics into curricula to prepare students for AI-driven workplaces.



Sample Footer Text

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10

Rapid Expansion of AI Guidelines

Widespread AI Guidelines Adoption

By 2025, 94% of leading U.S. universities implemented faculty guidelines on generative AI, highlighting commitment to governance.

Tiered AI Use Models

Universities use tiered models categorizing courses as AI-permitted, partially allowed, or prohibited to maintain academic integrity.

Governance Beyond Teaching

AI governance includes research and administration, addressing authorship, data privacy, and scholarly reproducibility.

Global AI Governance Approaches

Different countries adopt unique AI governance models, balancing decentralization, ethics oversight, and rapid integration.

Global Governance Models

REGION	GOVERNANCE APPROACH	KEY FOCUS
United States	Decentralized, faculty-driven	Flexibility, disclosure, assessment redesign
Japan	Government-regulated	Ethics, risk management
China	Centralized, government-led	Rapid integration, technology application
Europe	Regulation-driven	Transparency, fairness, compliance with EU AI Act

Academic Integrity and Assessment



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13

Redefining Original Work

Policy Revisions for AI Use

Universities update honor codes requiring students to disclose AI tools and extent of assistance for transparency.

Pedagogical Strategies

Educators focus on process and critical thinking rather than AI-detection tools due to bias concerns.

Assessment Redesign

Assessments now include oral exams, in-class writing, and reflective portfolios to ensure authentic learning.

Ethical AI Integration

Universities promote ethical AI use and metacognitive skills to uphold academic integrity in technology-driven environments.

Ethics, Literacy, and Student Engagement



Ethical AI and Responsible Innovation



Embedding AI Ethics in Curriculum

Universities integrate AI ethics and literacy to prepare students with responsible technology skills and ethical reasoning.

Faculty Training Challenges

Faculty training lags behind student adoption, creating governance gaps that institutions aim to address.

Workforce Readiness and Credentials

AI literacy programs and credentials support graduates' ethical reasoning and technological fluency for employer demands.

AI as Catalyst for Innovation

AI is reframed as a tool for ethical and innovative learning, positioning universities as leaders in responsible digital citizenship.

Student Partnership and Collaboration



Student Involvement in AI Governance

Students actively participate in AI policy development through ambassador programs and peer support networks.

Co-Design of Learning Experiences

Students collaborate in designing AI-enhanced educational experiences, promoting shared responsibility and inclusion.

Building Ethical AI Culture

Engaging students fosters a culture of ethical AI use and digital literacy in educational institutions.

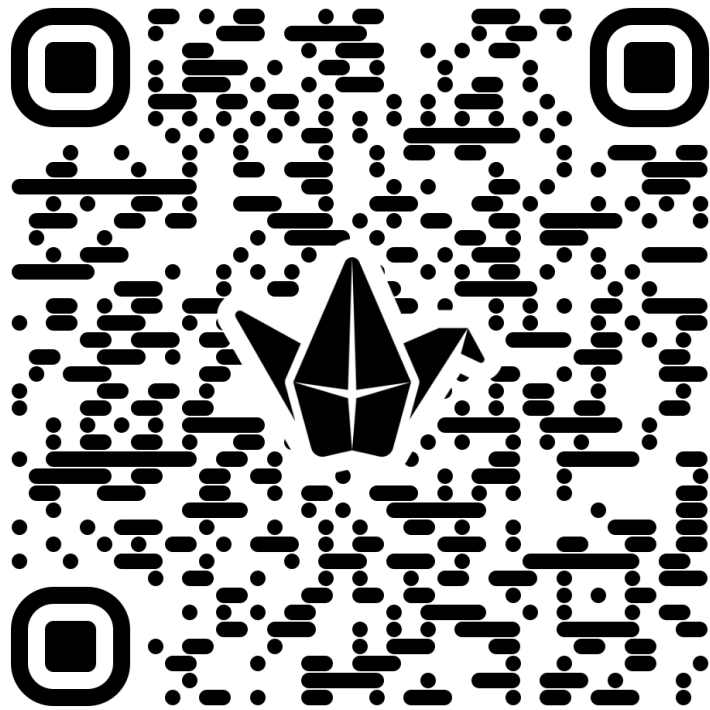
Inclusive Policy and Assessment

Student input in assessment redesign and resource development enhances transparency and policy effectiveness.

Core Elements of AI Policies

POLICY COMPONENT	DESCRIPTION
Disclosure Requirements	Students and faculty must report AI use in assignments and research
Tiered Permissions	Course-level categorization: AI allowed, limited, or prohibited
Assessment Redesign	Focus on process, reflection, and authentic learning
Data Privacy	Guidelines for secure handling of institutional and personal data
Ethics & Literacy	Curricular integration of responsible AI use and ethical reasoning

Your policy concerns



Ethics

Responsible use

Copyright

Beneficial use

Degree of control (how restrictive do you need to be?)

Meaningful Modernization (MM) I:

The DLI Global
Perspective: 5 P's



Join at [menti.com](https://www.menti.com) | use code 4326 0298 Mentimeter

Words that come to mind when you think about "modernization" at DLI

fast bold
creative
leader focus inspiration
transpiration



Url: <https://menti.com>

Code: 4326 0298

<https://www.mentimeter.com/app/presentation/alvxwsj3y38o1ad8yt8ztymts5fqj144/results>

Modernization



Shifting

Restructure

Evaluate

Rethinking

Transforming

Adapting

Streamline

Integrating

Updating

Bridging

Elevating

Tailor

Modernization



Restructure

People

Streamline

Products

Elevating

Partnerships

Tailor

Policies

Evaluate

Processes



Meaningful Modernization (MM) I:

The DLI Global Perspective: 5 P's

Modernizing DLIFLC with the "5 Ps": COL Whitfield

People | Products | Processes | Policies | Partnerships

COL Whitfield presented the following guidance at [Canvas Connect](#), Aug 15, 2025

People: We can modernize people by elevating them so that they can continue to have a positive trajectory in their career, for example through integrated training, such as on coping mechanisms or effective communication.

Products: Products include software, hardware, and new tools, including artificial intelligence. These products can help us modernize how we deliver tailored instruction, build test questions, or support language sustainment after graduation.

Processes: We have opportunities to modernize processes by restructuring them to be "smarter" and more predictable, often standardizing to allow for more forecasting.

Policy: Modernizing policies involves evaluation for relevance and applicability and then restructuring as needed. For example, senior leadership can review current regulations to ensure they meet today's needs.

Partnerships: Partnerships both within DLIFLC and externally with partner institutions can be modernized through streamlining and collaboration.

I encourage everyone to prioritize collaboration as we modernize at DLIFLC!

The DLI Global Perspective



Products

Include software, hardware, and new tools, including **artificial intelligence**. These products can help us modernize how we deliver tailored instruction, build test questions, or support language sustainment after graduation

Processes

Modernize by restructuring them to be “smarter” and more predictable, standardizing to allow for more forecasting

Partnerships

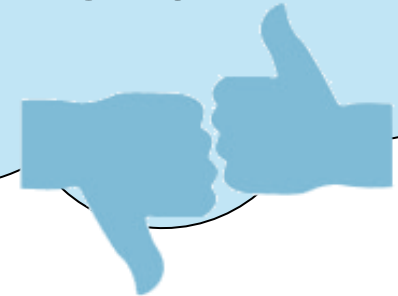
Within DLIFLC and externally with partner institutions through streamlining and collaboration

MM 2:
Learning
Ecosystem and
product/process

Knowledge Check:

***As you view each example,
consider if it might represent
a learning ecosystem.***

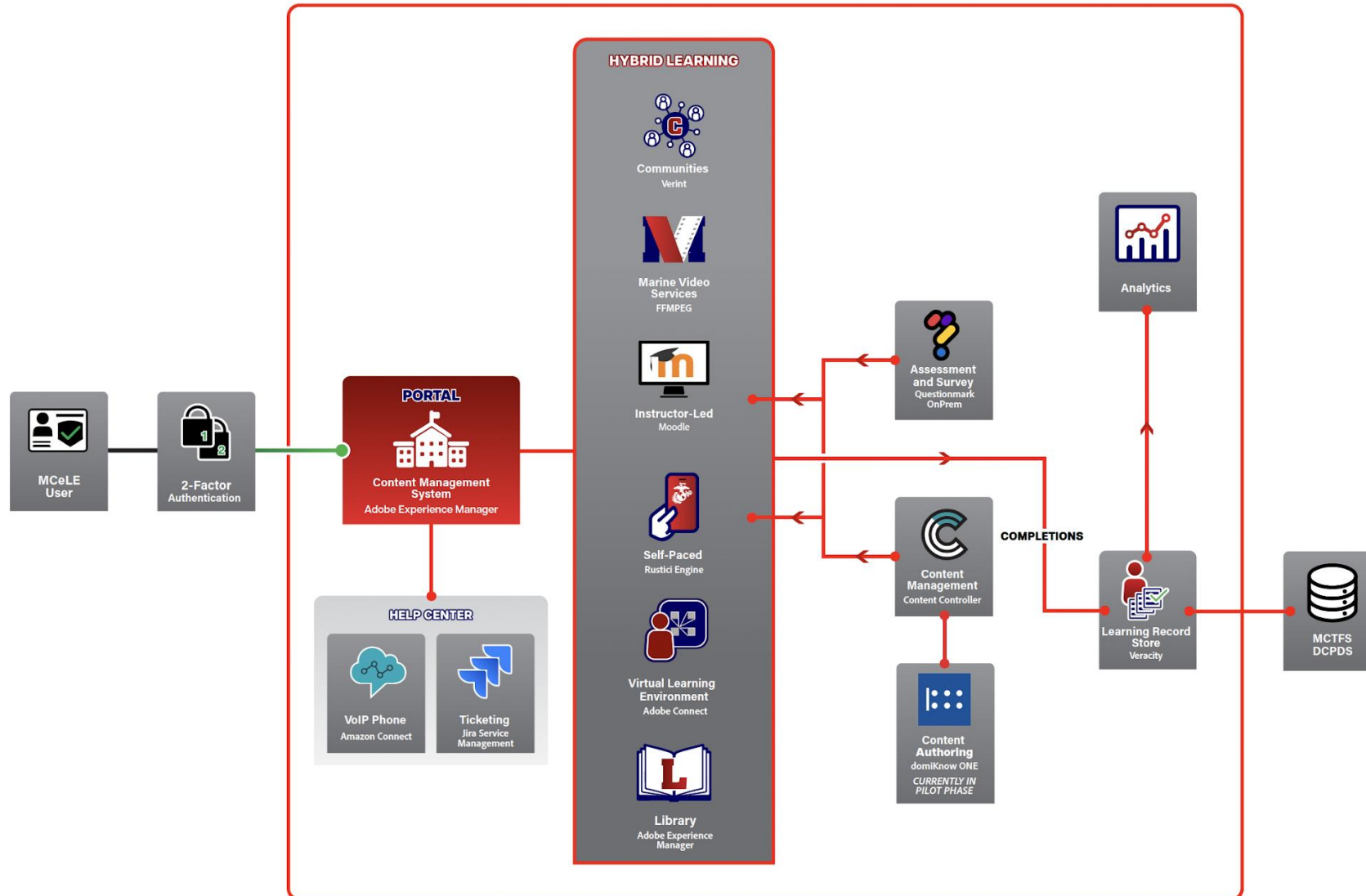
Record a yes
or no response
in chat.





Marine Corps eLearning Ecosystem (MCELE)

<https://www.marinenet.usmc.mil/my.policy>



Education Information Ecosystem



LASER is a tool launched by @UNESCOstat to assess whether a country's #education data ecosystem collects and leverages the variety of #data sources required for policymaking.

Learn more & download #SDG4 LASER Assessment Summary! tcg.uis.unesco.org/laser/ #Data4Education



LASER for Education Information Ecosystem

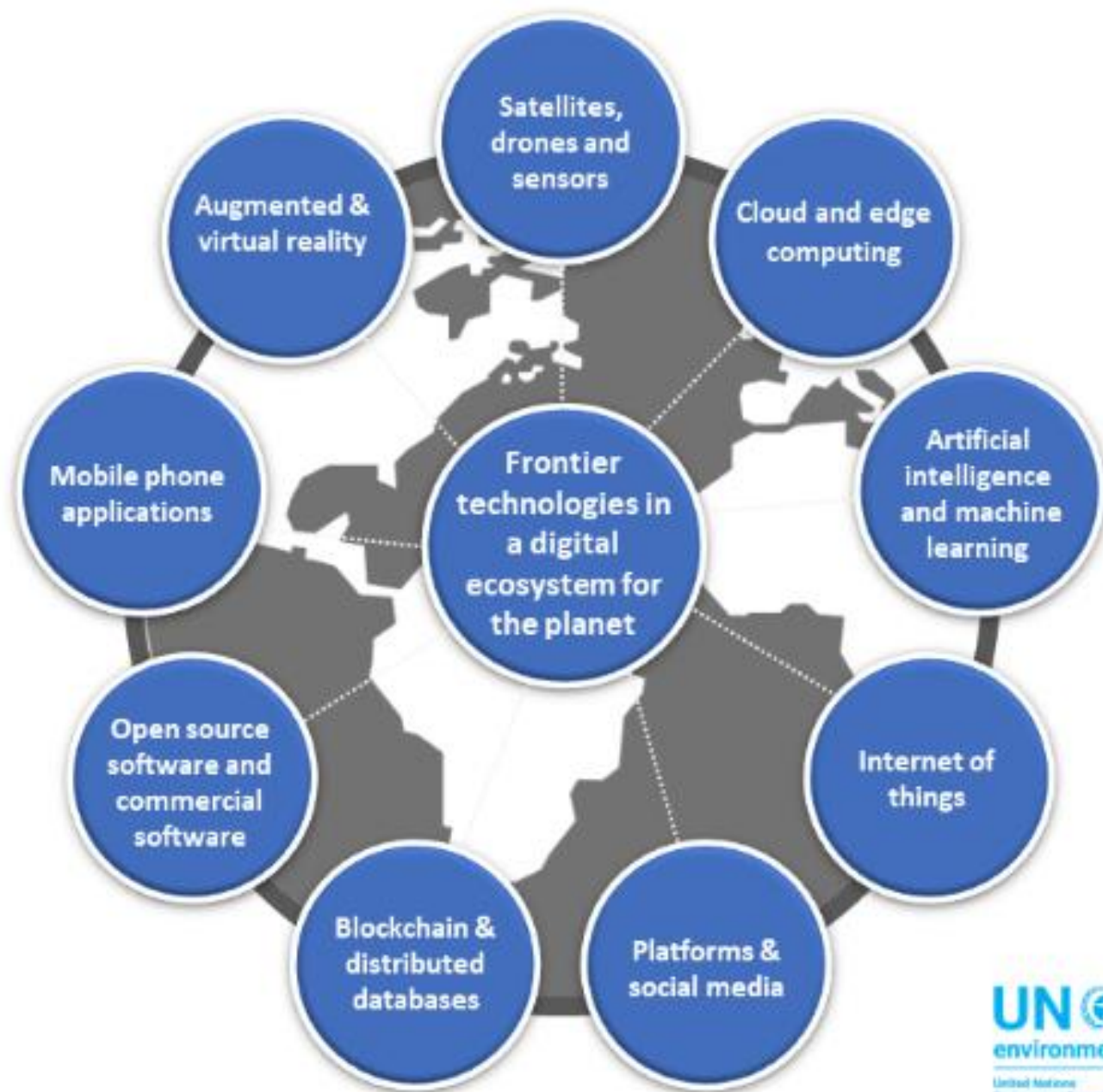
Learning assessment system meets international standards.

Addministrative data on key indicators is regularly collected and covers major education issues and dimensions of inequality.


Survey population system collects education indicators and dimensions of inequality on a regular basis.


Expenditure is reported regularly for all sources of private and public expenditure.

Revision and Monitor Progress looks at the accountability through the publication of indicators reports, the elaboration of national plans & the monitoring of progress through benchmarks.



Tech Tools


 Educational Tools

 Canvas

Policies for Tech Use

 Classroom Tech Support (or contact
helpdesk@dliflc.edu)

 Security Policies

 E-Tools and Command Policy


Tech Resources


 Aiso Library


 Tech-Related Presentations

AI: Resources

 Language Skills Resources: Online Tools & AI

 Reach Every Student, Every Day | SchoolAI

 AI Tools 2025 - eLearning Industry


 AI Shared Instructional Resources

 AI Tools for Language Learning

Tech Tutorials

 LinkedIn Learning: Online Training Courses & Skill Building

 Transcribe your recordings - Microsoft Support

 Getting started with Reading Progress in Teams - Microsoft Support



Learning Ecosystem Concept

“...an eLearning environment wherein educational technologies, authoring tools, and resources are all present, for the sole purpose of instilling knowledge and developing skills for all learners within the eLearning setting.”





Learning as a lifelong, dynamic, and continuous process



Cognitive agility and continual growth



Effectiveness and efficiency in learning- personalized pathways of progress aligned to individual characteristics



Instructional methods incorporate deep learning, real-world applications, positive learning culture, tracking

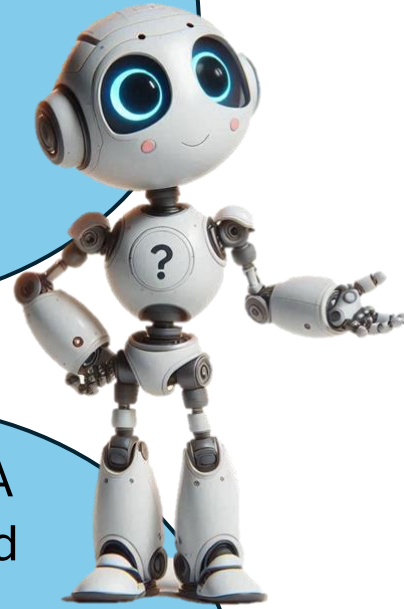


Interconnected web of tools, content, technology and factors that produce the learning experience

A whole learning experience of formal and informal learning

Requiring A modernized mindset

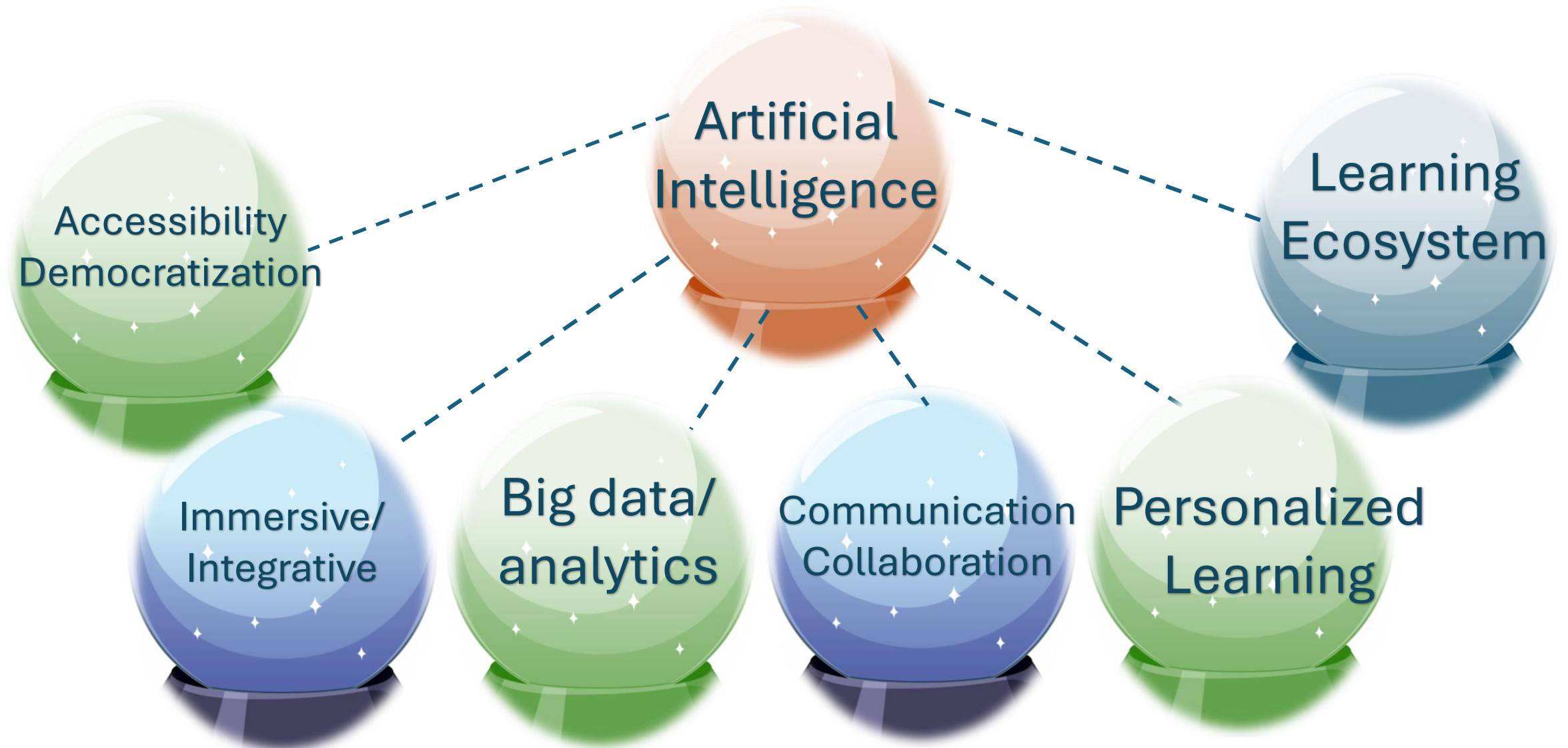
Design more strategic, integrated approaches to learning



MM 4:
AI and Learning
ecosystems



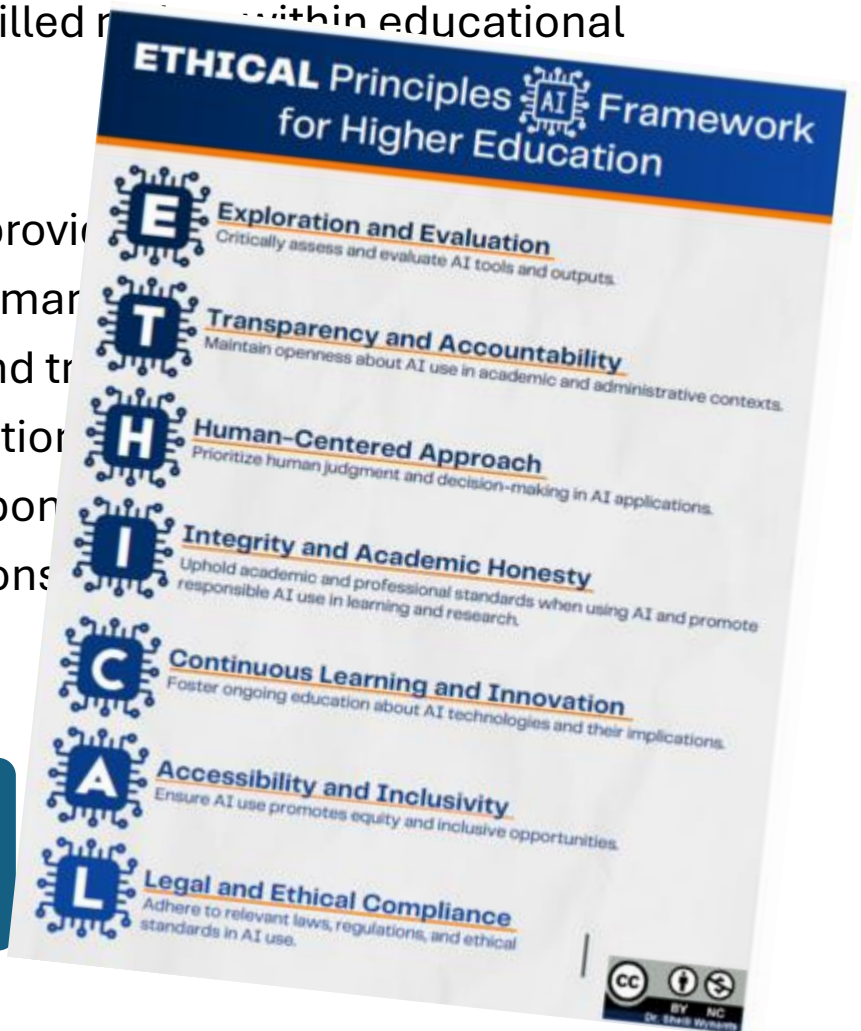
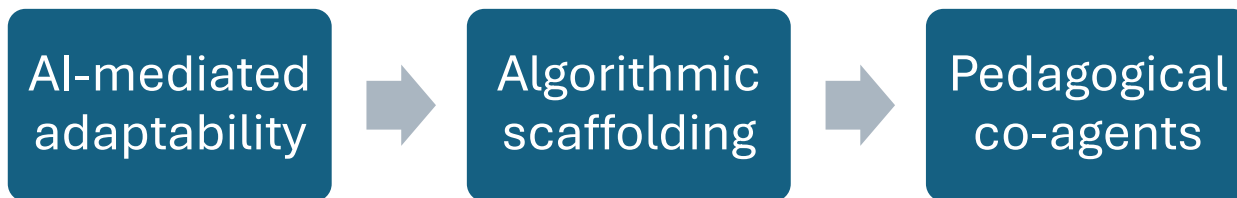
Huge impact when used in ethical, responsible
and modernized ways



.....an emerging “species” entering an existing educational ecology.

AI introduces robust capabilities—rapid data processing, advanced personalization algorithms, and sophisticated natural language interactions—that occupy previously unfilled niches within educational environments.

AI fulfills multiple roles within these ecosystems: serving as **tutors** who provide assistance, **content creators** generating instructional materials and summarizing patterns in learner data, and **administrators** managing routine queries and transactions. For instance, learning analytics platforms commonly incorporate AI functions that monitor learner performance but proactively adjusts instructional content in response, analogously to an autonomic nervous system regulating internal conditions.



MM5:

AI Evolution and
where we are
today

Prompt

I need to create a table with information on how AI has evolved with specific examples. For example, we have moved from prompt engineering to collaboration partner with more human-like interactions. Also, chatbots have become more sophisticated. We began with Siri and Alexa and have moved beyond these simpler forms of AI.

How AI Has Evolved: From Scripts to Collaborative Partners

Era / Shift	What It Was	What It Became	Interaction Style	Concrete Examples	What Changed for Users	Key Enablers
Rule-based → Machine Learning	Hard-coded rules and decision trees	Statistical models that learn from data	Form-based, keyword triggers	Early IVR menus, spam filters	Narrow, brittle behaviors → adaptive predictions	Feature engineering, more data
ML → Deep Learning	Shallow models	Neural nets handling vision, speech, text	More natural voice & image handling	ImageNet breakthrough (2012), neural MT	Better recognition & translation accuracy	GPUs, large labeled datasets
Task-specific → Foundation Models	One model per task	General pre-trained models fine-tuned for many tasks	Natural language prompts	BERT (2018), GPT-3 (2020)	Reuse across tasks; fewer data per task	Pretraining at scale, transfer learning
Prompting → Instruction-Tuned LLMs	“Prompt engineering” with tricks and examples	Models trained to follow instructions safely	Plain-language requests & few-shot prompts	InstructGPT (2022), RLHF	Less fiddling with prompts; safer defaults	Human feedback & preference modeling
Chatbots → Multiturn Assistants	Single-turn Q\A	Memory-aware, multiturn conversation	Chat, context retention	ChatGPT (2022), Bing/Copilot (2023)	Dialogue feels coherent across turns	Dialogue datasets, better context windows
Voice Triggers → Conversational Agents	Wake words + fixed commands	Open-domain, mixed-initiative conversation	Human-like dialogue, turn-taking	Siri (2011), Alexa (2014) → ChatGPT/Copilot w/ voice (2023–24)	From commands to conversations	ASR+TTS + LLMs, dialog management
Chat-only → Multimodal	Text in/text out	Text, image, audio, video in/out	Describe images, talk to documents, listen/speak	GPT-4V (2023), GPT-4o (2024), Gemini multimodal	Richer inputs; show-not-tell interactions	Unified multimodal modeling, fast decoding
General Chat → Tool-Use & Agents	No external actions	Calls tools/APIs, runs code, browses	“Do this for me” automation	Code Interpreter, browsing, plugins/agents (2023)	Research, data wrangling, and workflows automated	Function calling, sandboxed execution
Cloud-only → Hybrid & On-device	Always remote inference	Mix of cloud + on-device for speed/privacy	Lower latency, offline modes	Apple Neural Engine use-cases; small LLMs on device	Faster responses, improved privacy	Model distillation, hardware accelerators
One-size-fits-all → Domain & Enterprise Copilots	Generic assistants	Role-specific copilots (coding, office, sales, edu)	Embedded in daily tools	GitHub Copilot, Microsoft Copilot in M365 (2023)	Productivity in-context (docs, email, slides)	Tool integration, identity & permissions
Outputs → Verified Workflows	“Just text” answers	Citations, provenance, approvals, logs	Traceable, auditable outputs	Grounded answers with sources in enterprise	Trust & compliance for org use	Retrieval, policy & safety layers
Static Knowledge → Retrieval-Augmented	Fixed training cutoff	Fresh info via search/your files	Up-to-date, your-doc answers	RAG pipelines in enterprise copilots	Accurate, current, context-aware	Vector search, connectors, grounding
Single-user → Collaborative Partner	You instruct, it replies	Co-creation: planning, drafting, revising	Pair-writing, brainstorming, role-play	Lesson planning, rubric creation, email drafting	Feels like a teammate, not a tool	Planning algorithms, memory, persona control

Source: CoPilot

✓ Sources Used for the AI Evolution Table

1. Evolution from Siri → Alexa → Advanced AI Assistants

These sources support the timeline and capabilities of early voice assistants and their progression into modern AI systems like ChatGPT and GPT-4o.

• **Siri first widely used voice assistant (2011)**, Alexa launch (2014), Google Assistant (2016), and emergence of ChatGPT (2022)

[\[ts2.tech\]](https://ts2.tech)

• **Historical development from Siri (2011) → Alexa (2014) → Google Assistant (2016) → ChatGPT (2020–2022)**

[\[infini-ai....eehiiv.com\]](https://infini-ai....eehiiv.com)

• **Additional history of conversational AI from ELIZA → Siri/Alexa (2011/2014) → modern chatbots**

[\[yeschat.ai\]](https://yeschat.ai)

Copilot

Here are the **cited sources** supporting the information that went into the AI-evolution table and the language-learning AI table you requested. I've grouped them by topic so you can clearly see where each part of the table came from.

A Key Shift

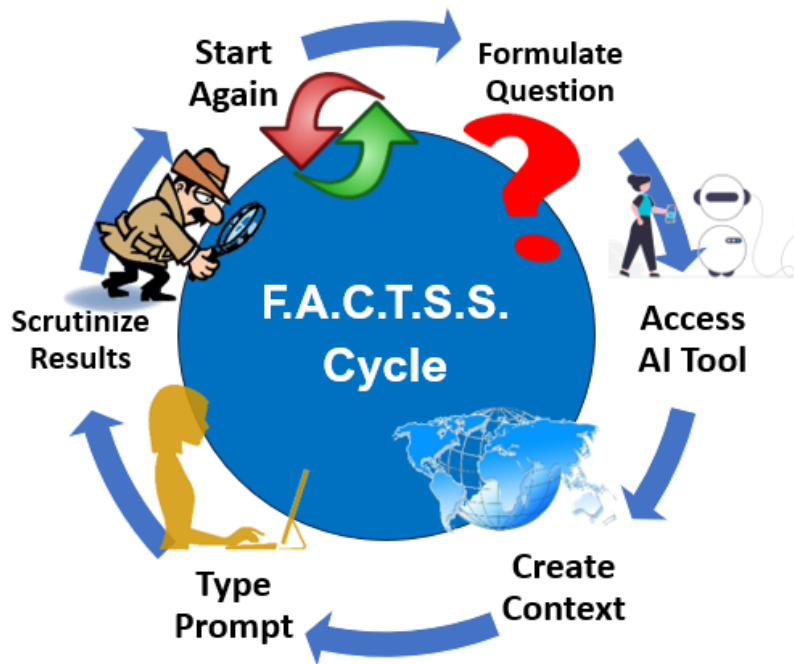
From Prompt Engineering To Collaborative Partners

ERA / SHIFT	WHAT IT WAS	WHAT IT BECAME	EXAMPLES
Prompting → Collaboration	Engineered prompts	Human-like partners	GPT-4, Copilot
Simple Chatbots → Advanced Assistants	Siri, Alexa	Multimodal reasoning AI	GPT-4o, Copilot Voice

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MM6: Sample Applications

Prompt Engineering



From	To
AI as content generator	Human in the loop – AI as a thinking partner
Abstract prompt engineering	Augments critical thinking, research, and drafting (does not replace human effort)- Socratic thinking, Interrogate the expert etc.
Templated prompts	Take a deeper dive: Generate, integrate, refine

And now.....even more

The screenshot displays a ChatGPT interface with a summary card titled "Your year with ChatGPT". The card features five circular statistics: 2 total chats, 13 messages sent, 1 image generated, 25 em-dashes exchanged, and Nov 18 as the chattiest day in 2025. Below the card, a notification states "Create another image while you wait" and "You can now ask ChatGPT to make multiple images at a time." The input field contains the text "+ |Ask Your Year with ChatGPT".

Category	Value
TOTAL CHATS	2
MESSAGES SENT	13
IMAGES GENERATED	1
EM-DASHES EXCHANGED	25
CHATTIEST DAY IN 2025	Nov 18

Create another image while you wait
You can now ask ChatGPT to make multiple images at a time.

+ |Ask Your Year with ChatGPT

ChatGPT can make mistakes. Check important info.

And now...try this.

1. Go to: <https://chatgpt.com>
2. Prompt: I would like to see
3. View results
4. Let's share: What was your



<https://chatgpt.com/c/69695ad0-f49c-8325-969e-ea7205c23f1d>



Your year with ChatGPT

Project Mission

Modernization:

We encourage users to follow the structure of the prompts in our database to revise and innovate their own, and to then join us in our open educational practices (Ehlers, 2011) by submitting their creations for inclusion in the database by sharing them back through our contributions form.



[AI prompt database](#)

Click on the link above to access our database.



[Share your prompts](#)

Submissions will be considered for inclusion in the database biannually in August & February.

AI Interaction: Socratic Dialog

**FLO Topic: Environment
Level 3**

Importance of Marine Protected Areas



Create a prompt to obtain information on MPAs for marine life survival that promotes a critical thinking approach to the question:

([Source: ChatGPT](#))

Here's a **Socratic questioning activity** designed to guide students to *discover* the importance of marine protected areas (MPAs) through reasoning rather than being told the answer. It works well for middle school, high school, or introductory college classes.

Topic: Why Are Marine Protected Areas Important for the Survival of Marine Life?

Objective

Students will use guided questioning to analyze evidence, challenge assumptions, and draw conclusions about the role of MPAs in protecting marine ecosystems.

Step 1: Opening Question (Engagement)

Ask students to respond verbally or in writing:

- *What do you think happens to marine life if humans are allowed to fish, build, and pollute everywhere in the ocean without limits?*

(Do not correct answers yet—this sets the stage.)

Step 2: Clarifying Questions

Help students define key ideas.

- What do we mean by **marine life**?
- What does the word **protected** suggest?
- What kinds of human activities affect oceans the most?
- What might a **marine protected area** look like in practice?

Step 3: Probing Assumptions

Challenge underlying beliefs.

- Are oceans naturally able to recover from any amount of damage?
- Do you think fish populations will always replenish themselves?
- Is protecting part of the ocean the same as protecting all of it?
- Why might some people oppose marine protected areas?

Step 4: Evidence and Reasoning

Push students to think logically and use cause-and-effect reasoning.

- What happens to a fish population if more fish are taken than are born?
- How might removing top predators affect the rest of the ecosystem?
- What evidence would convince you that MPAs actually work?
- Why might larger, older fish be important for reproduction?

Step 5: Exploring Consequences

Step 6: Considering Alternative Perspectives

Step 7: Synthesis (Conclusion: What might happen if MPAs did not exist at all?)

Optional Reflection (Individual)

Have students write a short response:

Has your view on marine protected areas changed? Why or why not? What question do you still have?

Some things never change (but they remain modern)

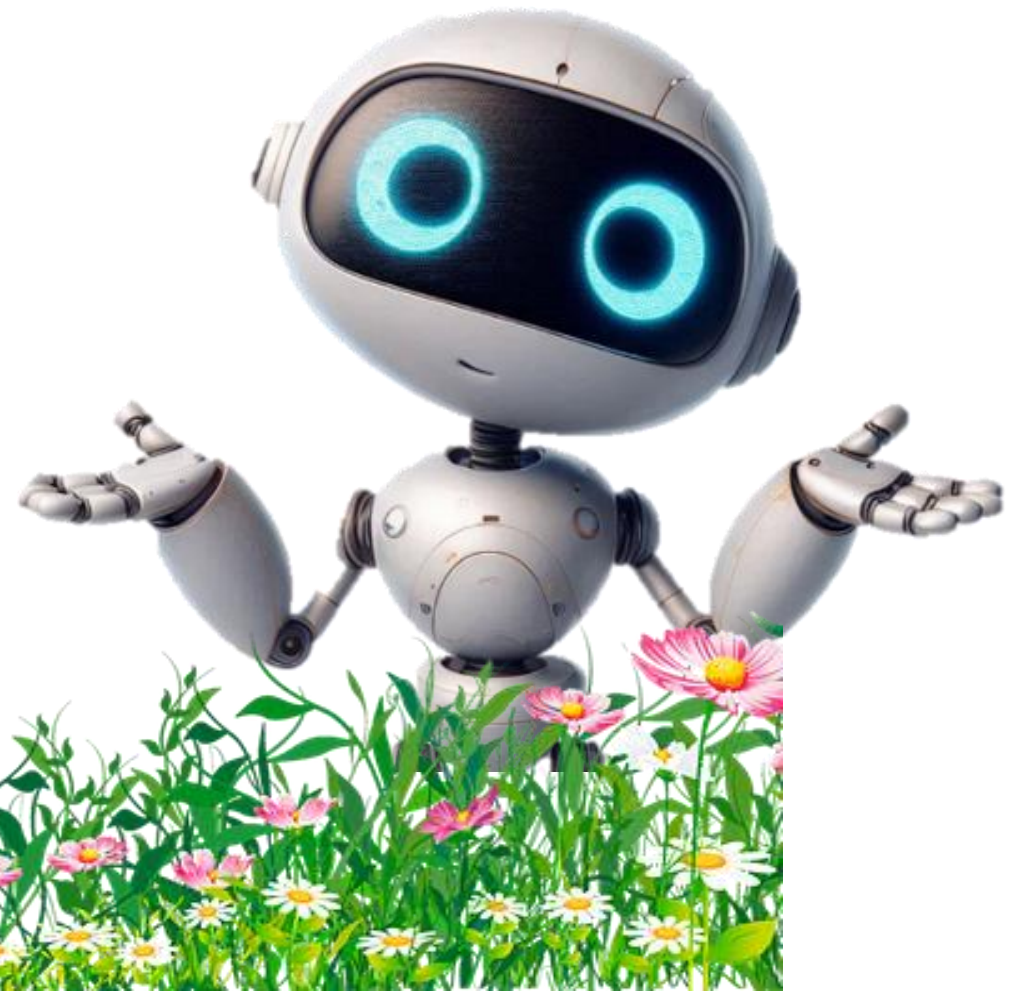
“Teaching with Technology is about the learning first and the tool second” ~Liz Kolb, Clinical Professor of Education Technologies and teacher education, University of Michigan, Ann Arbor, MI



- ✓ *Prioritize human skills*
- ✓ *Use AI as a partner (not a master)*
- ✓ *Use critical thinking – question/evaluate output*
- ✓ *Be a continuous learner – adapt along with AI*
- ✓ *Provide human oversight and governance (clear AI policies to maintain control and accountability-clear guidelines for students)*
- ✓ *Foster human connection*

Questions?

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References

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[news/how-ai-is-](#)

[d+Educational+Tools+list](#)

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[ponsored/2025/5/shaping-](#)

[learningindustry.com/the-](#)

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