

9th SSH-CHES Teacher-Training Conference – 30 January 2026

Personalizing Language Instruction: Addressing Learner Diversity through Universal Design for Learning

For this second session of the SSH-CHES teacher-training conference on student inclusion, we invite participants to reflect on how emerging AI technologies can support more inclusive teaching practices. Our 2024 conference on neurodiversity and its implications for language learning (materials available on the SSH-CHES website) highlighted the importance of adopting a *plus-one* mindset in course design—providing multiple means of engagement, representation, and expression for all learners (see Torres & Kavita, 2019; Vogt, 2022). While AI integration in the classroom does not always offer added value compared to traditional tools (Cotelli Kureth & Noghrechi, forthcoming), we believe that the thoughtful use of AI to remove barriers and tailor learning experiences to diverse student needs holds significant potential for advancing inclusion in higher education. This conference will offer both conceptual insights and hands-on ideas for language instruction. Participants will be invited to reflect on their own practices and explore concrete ways to diversify learning materials to better address student diversity. In best practice workshops led by colleagues from Swiss higher education institutions, we will discuss how AI tools can be successfully implemented in language courses to foster learner autonomy and inclusion.

PRACTICAL INFORMATION

Day: Friday, 30.01.2026

Venue: University of Zürich, Rämistrasse 71, KOL-F-101

Time: 10h00-16h45

Language: The keynote will be in English; the discussion groups and workshops in English, French or German.

Registration opens: December 8 2025 – January 15 2026

Free for members of SSH-CHES-CSUS; CHF 60.- for non-members

GENERAL PROGRAMME

Friday January 30 2026:

- 9h30-10h00: Coffee and snacks in the lobby next to room KOL-F-101
- 10h00-10h15: Welcome (Sara Cotelli Kureth & Daniela Fernando) – KOL-F-101
- 10h15-11h15: Best practice workshop 1 → see short descriptions below
- 11h20-12h20: Best practice workshop 2 → see short descriptions below
- 12h30-13h30: Vegetarian lunch
- 13h30-14h15: Group discussion 1, by language (different rooms)
- 14h30-15h30: Keynote, Kate Grovegrys, Madison College (online) – KOL-F-101

Bridges to Student Success: Leveraging AI to Support Universal Design for Learning

AI is reshaping what is possible in language education, giving educators new ways to transform long-standing barriers into bridges that strengthen learner success. When paired with Universal Design for Learning, AI becomes a powerful ally for creating learning experiences that are more inclusive, more flexible, and more responsive to the needs of every student. By embracing AI fluency, teachers can design learning that boosts engagement, strengthens comprehension, and expands the ways students express their growing proficiency. AI allows us to fundamentally reimagine language learning so we can support all learners while preserving the uniquely human and intercultural nature of communication.



- 15h30-15h45: Short break (without catering)
- 15h45-16h30: Group discussion 2, by language (different rooms)
- 16h30-16h40: Conclusion – KOL-F-101

Best Practice Workshops – Descriptions

Workshop 1 (DE) and **Workshop 8** (EN) – Room: KOL-F-103

Aline Bieri & Nina Schnatz, ZHAW

Successes and challenges of integrating genAI into academic writing instruction: insights from a ZHAW engineering course

Drawing on two iterations of our *Scientific Writing with AI* course for engineering students, we present the prompting journal used to scaffold and reflect on genAI use across writing phases. We share student and teacher perspectives, highlight inclusive practices that foster autonomy and epistemic agency, and discuss successful and less successful examples of genAI integration with transfer potential to language teaching.

Workshop 2 (FR) and **Workshop 9** (EN) – Room: KOL-G-222

(2) Hasti Noghrechi, UniNE

L'IA comme partenaire pour faire réfléchir les apprenant-es à leur apprentissage

Certain-es apprenant-es n'ont jamais appris à réfléchir à leur apprentissage et la rédaction d'un bilan est compliquée. Pour éviter un recours systématique à l'IAGen pour rédiger ce bilan d'apprentissage, nous avons demandé aux étudiant-es de soumettre leur conversation avec un agent qui a été construit pour leur permettre une réflexion sur leur apprentissage. Deux outils ont été utilisés (Copilot et Fobizz) et seront montrés. La discussion portera sur les potentialités des agents d'IA pour l'enseignement/apprentissage des langues.

(9) Hasti Noghrechi and Sara Cotelli Kureth, UniNE

AI as a partner to make learners think about their learning

Some learners have never really been taught how to think about their learning and thus, writing an overview of their learning is very difficult. To avoid students turning systematically to GenAI to write such a document, we have asked learners to share with us their conversation with an agent that was built for this purpose. Two tools were used (Copilot and Fobizz) and will be demonstrated. The discussion will focus on the potential of agents for language learning and teaching.

Workshop 3 (EN) – Room: KOL-F-123

Simon Milligan, UNIBE

Bringing AI research into the classroom

Discussing scientific research about the effects of AI on academic writing can help students understand how best to use LLMs. However, the connection from research to student practice needs to be scaffolded differently for different learner groups. This workshop uses three research articles that appeared in 2025 as examples to open a discussion of how explicitly connecting research to coursework can help doctoral and other students develop the ability to evaluate AI input effectively.

Workshop 4 (EN) – Room: KOL-G-203

Sara Cotelli Kureth, UniNE

AI-assisted L2 writing: What student writing processes tell language teachers

This workshop will first report on a study involving data from approximately 50 Swiss students who were asked to write an essay in English. Their computer screens were recorded throughout the task, and the resulting data were subsequently coded and analysed. Key findings will be presented, after which teachers will be invited to discuss how these findings can be taken into account when teaching writing to their own students.

Workshop 5 (EN) Room: KOL-G-220

Tilman Schieber and Oliver Mülken, FHNW

Andrew the English Tutor

A brief introduction to an AI-supported system for English conversational practice.

We demonstrate how asynchronous feedback and guided interaction can enhance the chatbot experience. The session will introduce the ideas behind Andrew and give a short demo. We will then have time to brainstorm possible applications.

Workshop 6 (DE) – KOL-H-320

Martina Schwegler, ZHAW

Täuschend echt: KI-Fallen erkennen und Lernzugänge erweitern

Wie können wir Lernenden helfen, KI-generierte Texte nicht nur zu nutzen, sondern auch kritisch zu hinterfragen? Dieser Workshop zeigt, wie KI-generierte Texte Lernende durch sprachliche Glätte und scheinlogische Formulierungen täuschen können. Auf Basis studentischer Arbeiten zu einer KI-generierten Grafikbeschreibung werden typische „AI-Illusionen“ unterschiedlicher Kategorien sichtbar gemacht. Die Teilnehmenden identifizieren solche Fehlstellen selbst und entwickeln Plus-One-Scaffolds, die helfen, KI-Texte systematisch zu überprüfen und Missverständnisse zu vermeiden. Der Workshop liefert konkrete, niedrigschwellige Ideen, wie kritisches Lesen und AI Literacy genutzt werden können, um unterschiedliche Lernbedürfnisse besser zu adressieren.

Workshop 7 (FR) – KOL-H-321

Lise-Marie Moser et Linda Sanvido, UniNE

Utilisation de l'IA pour la correction de productions écrites de niveau A2-B1 en français

Des apprenants adultes du français au niveau A2-B1 ont utilisé l'IA pour corriger leur exercice d'écriture. Le contexte d'apprentissage et les raisons de la mise en place de cette expérience seront expliqués. On décrira la procédure suivie et on présentera quelques résultats. Les questions suivantes seront abordées : « La procédure a-t-elle permis aux apprenants de développer une plus grande autonomie dans leur apprentissage ? » et « La procédure a-t-elle permis d'inclure certains types d'apprenants, mais a-t-elle au contraire exclu d'autres types d'apprenants ? »