



Tin Shui Wai Government Secondary School

天水圍官立中學

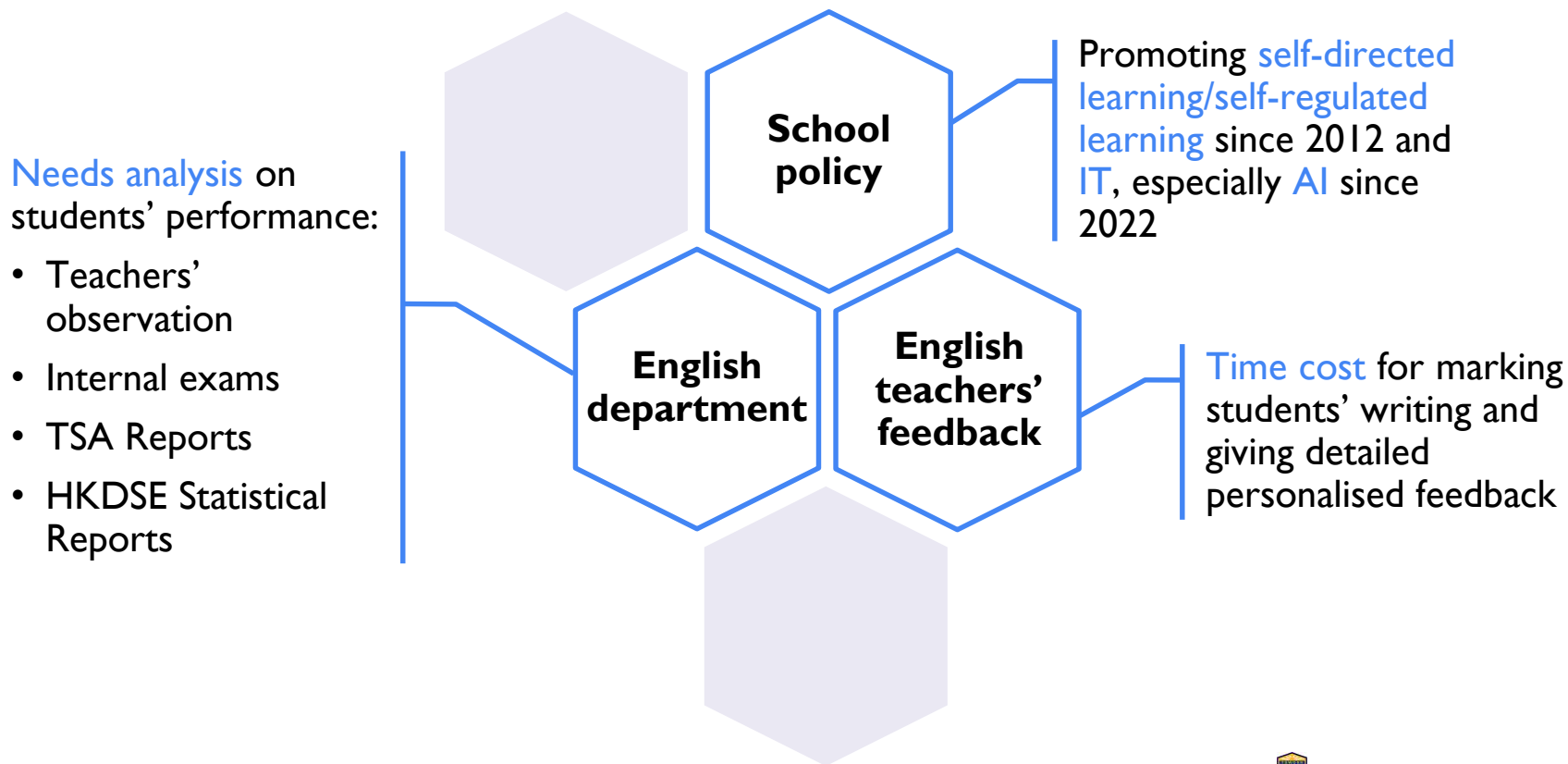
EmpowerED: **Elevating Self-Directed Learning** **through AI Writing Marking Platform** **on a Data-driven Approach**

School Background

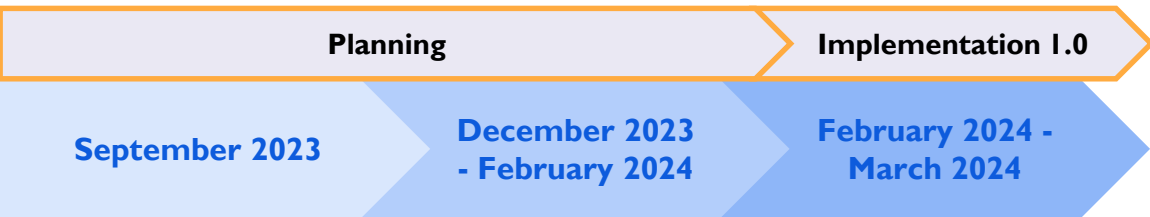
- A government school in Tin Shui Wai, with the majority of students with an average level of English proficiency
- 4 CMI classes at each level
- Characteristics of students:
 - Most are more motivated to use Cantonese and Putonghua.



Introducing AI into the School English Language Curriculum



Milestones for introducing AI



IT in Education

- Promotion of AI in learning and teaching

English Department

- Research for companies offering AI writing marking services

Pilot programme of the selected platform

- AI Writing Marking Platform in 2 classes, S1 and S5



Pilot Programme

Levels: One S.1 and one S.5 classes.

Stage	Students' task(s)	Teachers' assisting role
Teaching		<ul style="list-style-type: none"> Teach the writing task
1 st Draft	<ul style="list-style-type: none"> Complete the 1st draft 	
AI Platform	<ul style="list-style-type: none"> Scan the written draft and upload to the AI platform Read the comments and personalised sample 	
2 nd Draft	<ul style="list-style-type: none"> Revise the 1st draft based on AI's feedback and complete the 2nd draft for final submission 	<ul style="list-style-type: none"> Mark the 2nd draft and give feedback

Planning



IT in Education

- Promotion of AI in learning and teaching

English Department

- Research for companies offering AI writing marking services

Pilot programme of the selected platform

- AI Writing Marking Platform in 2 classes, S1 and S5

Selection Criteria

- OCR handwriting recognition technology – encourage students to proofread their writing
- Constructive and detailed feedback and comments
- Personalised sample

English Department

- Subscription to an AI Writing Marking Platform

English Department

- Incorporation of the AI Writing Marking Platform in S1 (summer bridging programme, S4 and S5 (supplementary lessons) during summer holiday



LingoTask

Functions we have subscribed to:

- OCR (Handwriting recognition)
- Grammar correction
- Writing suggestions
- Tailored comments based on HKDSE marking criteria
- Personalised sample
- Reading aloud of the sample

Planning 2.0

allowed. It's ~~the~~ matter of hygiene. You may leave food residues which are attractive to mice and cockroaches. Would you want to study with those scary insects? You will not only affect the students who are willing to learn, but the juniors need to follow up your action. Please put yourself in others' shoes! School is a place that teaches ~~place teaches~~ you rules. If you're not following the rules, the school will ~~be~~ panic. Then what's the point of setting up rules?

AI Comments

Content	5.5 / 7.0
Language	5.5 / 7.0
Organisation	5.5 / 7.0
Total: 16.5 / 21.0	

Content

- Alignment with task requirements:** The essay effectively addresses the task by welcoming new students and discussing the importance of following school rules and developing interpersonal relationships. Each point is relevant to the intended theme of the speech.



Holistic Curriculum Planning Considerations

- Teachers' readiness
- To enhance learning and teaching **without adding extra workload**

School year	Year levels	Strategies
2024/25	S.1	<ul style="list-style-type: none"> Introducing the AI platform in Pre-S.1 Bridging Programme (August 2024)
	S.1 to S.3	<ul style="list-style-type: none"> Incorporating the AI platform in at least once each term for process writing
	S.1 to S.5	<ul style="list-style-type: none"> Granting autonomy to English teachers to try out the AI platform with flexibility (Common practices: free writing, news clippings, Paper 3 integrated skills, writing corrections)
	S.6 (Initiated during mock paper setting)	<ul style="list-style-type: none"> Incorporating the AI platform in marking Paper 2 Part B in S.6 mock exam

Beyond the curriculum and classroom...

- Some senior form students (esp. S.6) have asked for [more writing practice](#).
- Teachers set tasks and assigned them to particular students to submit their writing.
- They can read the suggestions, scores, comments, feedback and personalised samples.

Pre-S.I Bridging Programme (Aug 2024)

Implementation 2.0

Considerations

- Students' performance in **Pre-SI HKAT**
- Students' **readiness** to use the platform in the future

Stages	Students' task(s)
Teaching	
1 st Draft	<ul style="list-style-type: none">• Complete the 1st draft of the presentation scripts
AI Platform	<ul style="list-style-type: none">• Scan the written draft and upload to the AI platform• Read the comments and listened to the personalised sample
2 nd Draft	<ul style="list-style-type: none">• Revise the 1st draft
Presentation in class	<ul style="list-style-type: none">• Present to their classmates in the classroom
Presentation in school hall	<ul style="list-style-type: none">• Present to all students and teachers in the school hall

Pre-S.I Bridging Programme (Aug 2024)

Implementation 2.0

Stage	Students' task(s)	Teachers' assisting role
Teaching		<ul style="list-style-type: none">• Introduce the task• Set goals with students
1 st Draft	<ul style="list-style-type: none">• Complete the 1st draft of the presentation scripts	
AI Platform	<ul style="list-style-type: none">• Scan the written draft and upload to the AI platform• Read the comments and listened to the personalised sample	
		<ul style="list-style-type: none">• Answer students' questions that arose from the AI writing marking platform
2 nd Draft	<ul style="list-style-type: none">• Revise the 1st draft	
		<ul style="list-style-type: none">• Rehearse with students
Presentation in class	<ul style="list-style-type: none">• Present to their classmates in the classroom	<ul style="list-style-type: none">• Grade the presentations and choose the best group in class
Presentation in school hall	<ul style="list-style-type: none">• Present to all students and teachers in the school hall	

S.6 Mock Exam – AI as a Second Marker

To ...

- explore the possibilities of using AI; and
- promote Assessment as Learning
- provide personalised feedback to students

S.6 Mock Exam – AI as a Second Marker

Stage	Teachers' role	AI's assisting role
Marking by First Marker (English teachers)	<ul style="list-style-type: none"> Mark the scripts (as usual) Remark on language errors 	
Marking by Second Marker (AI Writing Platform)		<ul style="list-style-type: none"> Grade the scripts for reference Generate a personalised report of feedback (3-12 pages)
Triangulation between First and Second Markers	<ul style="list-style-type: none"> Identify scripts with 3 marks or more discrepancy, with reference to HKDSE marking in writing, between First and Second markers 	
Remarking		<ul style="list-style-type: none"> Remark the identified scripts (using another robot)
Final Marking	<ul style="list-style-type: none"> Mark the problematic scripts if there are still scripts with 3 marks or more discrepancy between First marking and remarking and make final judgement 	

S.6 Mock Exam Follow-up – SDL Questionnaire and Result

- Discrepancy of 3 marks or more: 24/119 (~20%)
 - Poor handwriting (OCR fails to recognize the words)
 - Spelling mistakes
 - Wrong text-types
 - Number of words written

S.6 Mock Exam Follow-up – SDL Questionnaire and Result

- Students complete a Google Form with the help of a guided worksheet to note down their reflections from the report.

S.6 Mock Examination

Exercise for Paper 2 Writing Part B



Scan the QR code. Complete the tasks and questionnaire in the Google Form.

Exercise 1: Read the **Student's Writing** (5 min)

Compare your handwritten script on the Answer Sheet for Part B to the Student's Writing.

- Can the computer understand your handwriting?
- Were there any spelling mistakes when you wrote?

>> Highlight the differences and errors on the personalised report.

Handwriting is crucial in an examination.

Exercise 2: Read the **Better Writing Suggestions** section (10 min)

- How many suggestions have been given by the AI?
- What have you learnt from the suggestions?
- Are there any suggestions that you disagree with? Why? (Please discuss this with your teachers)

Focus on: spelling, word choice, collocation and how to express an idea

Exercise 3: Read the **AI Personalised Model Essay** (10 min)

>> Highlight some good vocabulary items and useful expressions. (Focus on language)

>> Use another highlighter to highlight the main idea. (Focus on idea, elaboration and organisation)

Focus on: Content, Language and Organisation



S.6 Mock Exam Follow-up – SDL Questionnaire and Result

S.6 Mock Examination

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Focus on: Content, Language and Organisation

Part 1: Focusing on handwriting and spelling

Part 2: Focusing on language

- Are there any suggestions that you disagree with? Why?

To promote critical thinking and information literacy

Part 3: Focusing on ideas

To avoid plagiarism



What did students learn from the report?

- Better ideas
- Better word choices and phrases – synonyms
- Collocation
- Organisation

Advantages



Effectiveness

- Enhanced accuracy and variety of sentence patterns in writing (teachers' observation)

Students' motivation

- Higher chances for students to read/proofread their work

Catering for learner diversity:

- Personalised feedback and sample

Learning & teaching efficiency

- More drafts and writing tasks completed
- Higher marking efficiency

Problems We Have Faced

Accuracy

- Self-correction of spelling mistakes by OCR's strong capacity

Autonomy

- Weaker students' tendency to ignore the correction provided by AI

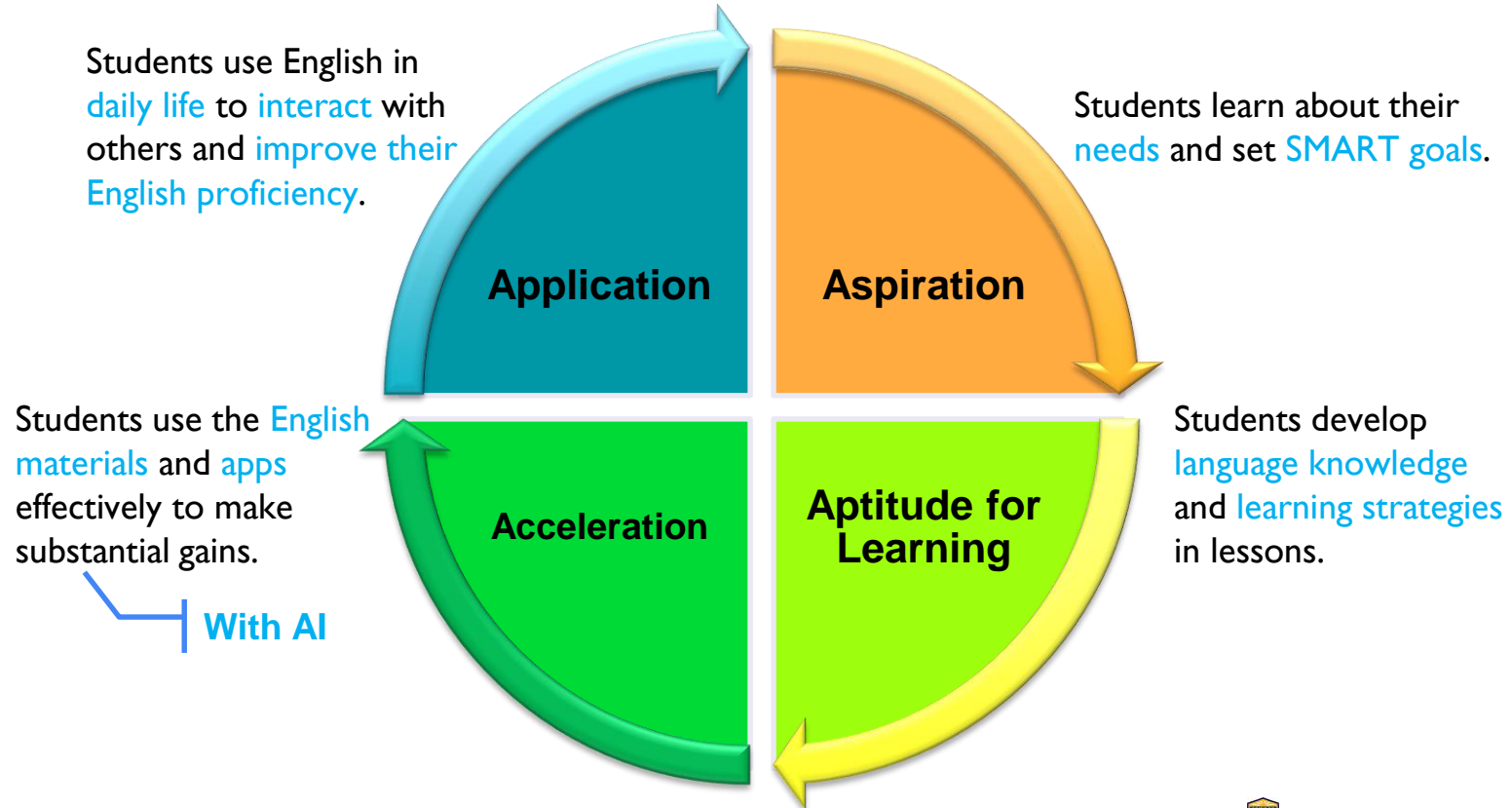
Media & Information Literacy

- Over-reliance on the personalised sample
- Plagiarism with other AI tools

Appropriate level of samples

- Challenging language produced by the AI platform

Conclusion: 4As of Self-directed Learning



The Way Forward

For English teachers

Implementation
2.0 – Evaluation

- Organising more professional development on the use of AI
- Promoting professional exchange among colleagues

For students

- Teaching metacognitive skills to promote self-directed learning, e.g. goal-setting, planning and evaluating performance
- Promoting values education – media and information literacy

For curriculum planning

- Incorporating meaningful use of AI in designing units/modules
- Developing databases of students' performances for further needs analysis

Thank you