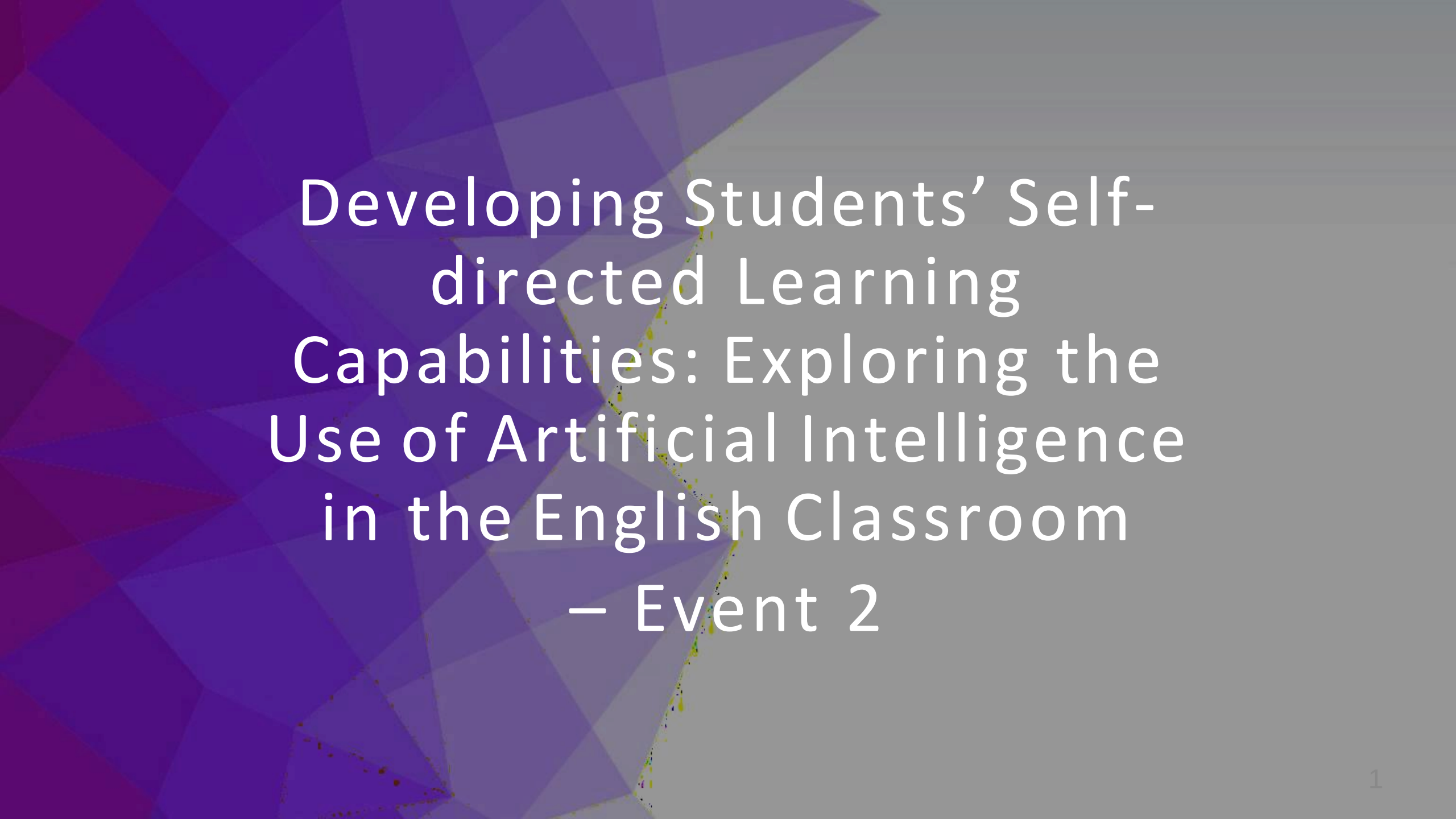




Developing Students' Self- directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the English Classroom – Event 2

Holistic Planning for AI Integration in L&T Components

To integrate AI tools across different learning and teaching components to promote Self-Directed Learning (SDL).

Key Steps

- **Identify learning goals**
 - Vocabulary: Expand word knowledge through context-based AI activities
 - Grammar: Reinforce structures with adaptive AI exercises
- **Select AI Tools and task design**
 - *SchoolAI*: Personalised practice and instant feedback
 - *Curipod*: Interactive presentations and collaborative tasks
- **Embed SDL Strategies**
 - Students set goals, track progress, and create content using AI tools
 - Encourage reflection (e.g. exit tickets, learning logs)
- **Assess and Reflect**
 - Formative assessment (teacher observation, questioning)
 - Peer review and self-assessment supported by AI tools

Resource materials

- Theme: Happy Days – Leisure activities
- Level: KS2
- Objectives
 - a. To introduce a set of vocabulary about leisure activities and expand students' vocabulary bank using AI tools
 - b. To enhance understanding of textual features of a featured article
 - c. To enhance development of literacy skills (e.g. making inference (reading), using adjectives to describe feelings and compounding (vocabulary), applying narration structure (writing), practising phrasal verbs (grammar))
 - d. To promote self-directed learning capabilities
 - e. To nurture AI literacy
 - f. To cultivate a positive mindset that supports mental well-being

Demonstration

Curipod

- Refer to your handout.
- Designing interactive tasks on Curipod.

You will now try out this AI tool as a Primary 4 student. You will be instructed to scan a QR code to join the lesson.

There is no 'One size fits all'

At different stages of the lessons, we may consider...

1. using other AI tools to adapt task difficulty and cater to diverse learner needs.
2. creating prompts with/ for students with diverse learning needs.
3. generating reading comprehension questions based on a reading text.
4. Brainstorming ideas with AI before/while writing.

Using Curipod to promote self-directed learning

- **Autonomy and choice:** Open-ended questions allow students to explore topics in their own way, choose examples that interest them, and express personal opinions.
- **Critical Thinking:** Open-ended questions challenge students to analyse, justify, and evaluate different viewpoints independently.
- **Content Creation:** It enables collaborative idea generation through tools like word clouds, helping students share perspectives and co-construct knowledge.
- **Instant Feedback:** It provides immediate corrections, helping students monitor progress independently.
- **Personalisation:** Students can choose the depth and format of their responses, tailoring learning experiences to their interests and strengths.
- **Reflection:** Upon receiving feedback, students review their work, identify areas for improvement, and set new goals for the next task.

Issues of concerns - **IMPACT**

I – Information literacy

Are students encouraged to produce something original?

How can teachers help students distinguish between copying and being inspired when using AI-generated content?

M – Mindful use

How can teachers remind students to verify sources of information provided by AI tools?

How can teachers guide students to identify bias in AI-generated responses?

P - Privacy protection

How can teachers ensure that students do not share their personal data in the chatbots?

How can schools monitor and regulate the use of AI tools to prevent exposure to harmful or inappropriate content?

A – Access for all

Will any student be left out because they do not have access to an Internet connection or the required devices?

What alternatives can be provided for students who lack access to devices or reliable internet at home?

C- Cognitive growth

How can teachers design lessons that balance technology use with hands-on, collaborative, and inquiry-based learning to nurture deep thinking (instead of solely rely on these AI tools)?

How can teachers integrate AI tools in ways that complement—not replace—student-led exploration and discussion?

T – Tech health awareness

How much screen time do you think is appropriate for students?

How can teachers and parents collaborate to set healthy boundaries for AI and screen use at school and home?