Developing Students' Self-directed Learning Capabilities: Exploring the Use of Artificial Intelligence in the Primary English Classroom – Event 3

Holistic Planning for AI Integration in L&T Components

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*: Provide personalised grammar and vocabulary support with instant feedback
  - *Snorkl*: Enhance oral practice and sentence improvement through interactive AI-based feedback

- **Embed SDL Strategies**
  - Students set goals, track progress, and create content
  - Encourage reflection (e.g. KWL charts, self-assessment)

- **Assess and Reflect**
  - Formative assessment (teacher observation, questioning)
  - Self-assessment and self-editing supported by AI tools

Resource materials

- Theme: Technology used now and then
- Level: KS2
- Objectives

a. To introduce a set of vocabulary about past and present technology, and expand students' vocabulary bank using AI tools
b. To enhance understanding of textual features of a blog entry and a leaflet
c. To enhance development of literacy skills (e.g. identifying writers' feelings (reading), using comparative adjectives and synonyms (vocabulary), applying simple present and simple past tenses (grammar), organsing information in a leaflet (writing))
d. To promote self-directed learning capabilities
e. To nurture AI literacy

Demonstration

Snorkl

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

You will now try out this AI tool as a KS2 student. You will be instructed to scan a QR code to join the lesson.

Using Snorkl to promote self-directed learning

- **Independent speaking practice:** Students can read aloud their sentences to AI, improving pronunciation and fluency without teacher intervention.

- **Autonomous error analysis:** Students review feedback to identify mistakes and learn correct grammar and vocabulary independently.

- **Enhance confidence through self-correction:** Students take ownership of improving their spoken and written language.

- **Instant feedback:** It provides immediate corrections, helping students monitor progress independently.

- **Personalisation**: Students can choose the depth of their responses, tailoring learning experiences to their interests and strengths.

- **Adaptive learning:** Feedback is tailored to individual responses, allowing students to work at their own pace and level.

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?