

AI Competency and AI-Facilitated Literary Development: Voices from Teachers and Students

人工智能提升讀寫素養：教師和學生的聲音

Professor Zhang Yue 張越教授

Professor Weng Xiaojing 翁小婧教授

Mr. Ng Chi Wui 吳智滙老師

11th December, 2024

12:00 p.m. – 12:30 p.m.

K12 Theatre

GenAI: Critical Literacies and Ethical Issues

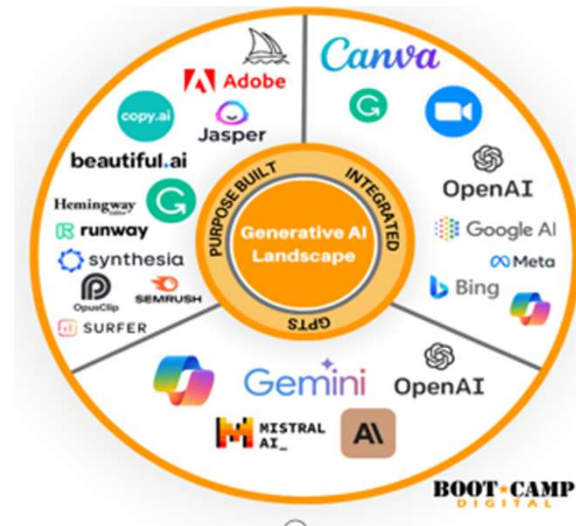
Professor Zhang Yue

Department of English Language Education

The Education University of Hong Kong

AI vs. GenAI

- **Regular curation AI** uses machine learning to label correctly patterns in source binary data and produce programmed responses reliably, consistently, and predictably
- **Generative creative AI (GAI)** includes a multitude of parameters with unpredictable results that are uniquely reconstituted



Generative AI Tools

GenAI tools are reshaping the landscape of education:

- **transforms the implementation of instructional pedagogy** (Luckin et al., 2022), offering unprecedented capabilities for content creation, feedback provision, and personalized instruction (Kohnke, 2023; Moorhouse, 2024; Lim et al., 2023)
- **ethical ramifications** (Zhang, Lai., & Gu, forthcoming), **stereotypes and biases** (Guan, Zhang, & Gu, 2024; Zhang & Gonzales, 2025; Zhu et al., 2024), **injustice** (O'Regan & Ferri, 2024), and even **dehumanization** (Rudolph et al., 2023)

GenAI literacies and criticality

- **Literacy:** “a uniform set of techniques and uses of language, with identifiable stages of development and clear, predictable consequences for culture and cognition”
- **Literacies:** “intrinsically diverse, historically and culturally variable, practices with (AI) texts (and multimodal output)” (Collins & Blot, 2003, p. 3-4)
- **Critical digital literacies:** “practices of interrogating and resisting how power operates in the reproduction of ideologies, inequalities, and modes of exclusion in digitally mediated space” (AI spaces) (Darvin, in press, p.1)

GenAI: stereotypes



(Zhang & Gonzales, 2025)

The fact that the term “*Bun Mui*” is used commonly in Hong Kong makes us wonder how derogatory it is? By looking into its history, we realized how this slang can lead to many topics for discussion such as stereotyping and generalization. In the documentary, the girl was a Bangladesh, so people don’t consider her as a “native teacher.” We wanted to discuss how these stereotypes and prejudice and how a “native teacher” should look like, like a female teacher who is white, but a domestic helper is necessarily a female from south Asia and not well-educated.

GenAI: ethical concerns

As a primary school teacher, I encountered a child in the classroom who accused another child of not deserving to have parents. As a professional teacher, what should I do?

 ChatGPT 

As a professional teacher, it is important to address incidents of inappropriate behavior and statements in the classroom. Here are some steps you can take in response to the situation:

1. Stay calm and composed: It's essential to remain calm and composed when dealing with such incidents. It sets a positive example for the students and helps maintain a safe and respectful classroom environment.

(Zhang, Lai., & Gu, forthcoming)

Caution: Percentage may not indicate academic misconduct. Review required.

AI
38%

Does the definition of plagiarism change when it comes to AI-generated content? Are there any loopholes? With AI helping me collect and generate its own answers, since it is not a person, can I still be accused of plagiarism? AI is not a person, so is it still “guilty?”

Student's Voice

Miss Li Jiajia

Using Creativity and Teacherpreneurship in GenAI- Assisted Curriculum Design

Professor Weng Xiaojing

Department of Curriculum and Instruction

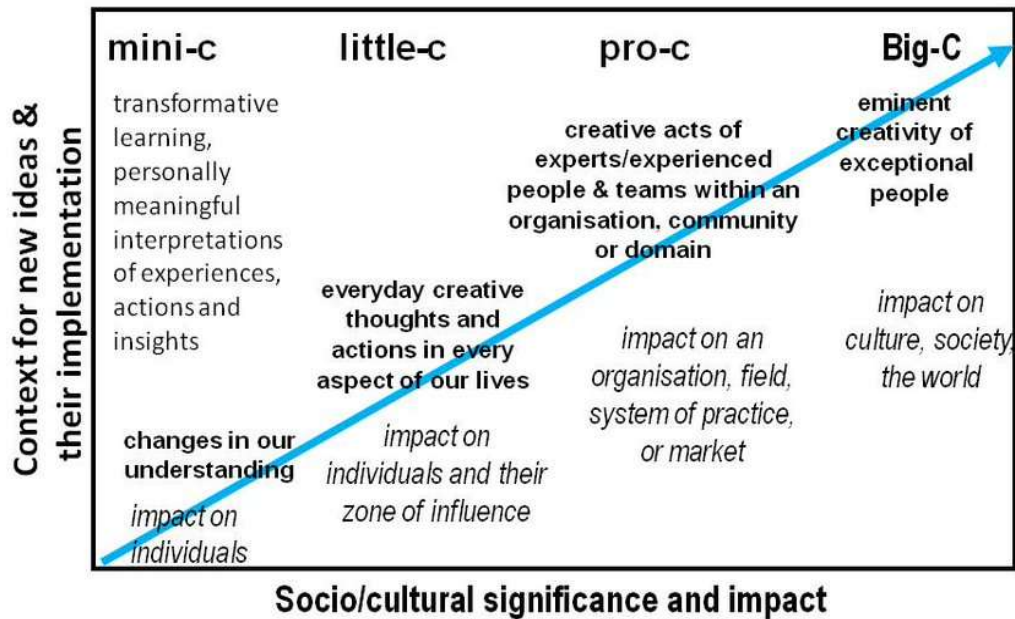
The Education University of Hong Kong

Capacity requirement for effective curriculum design



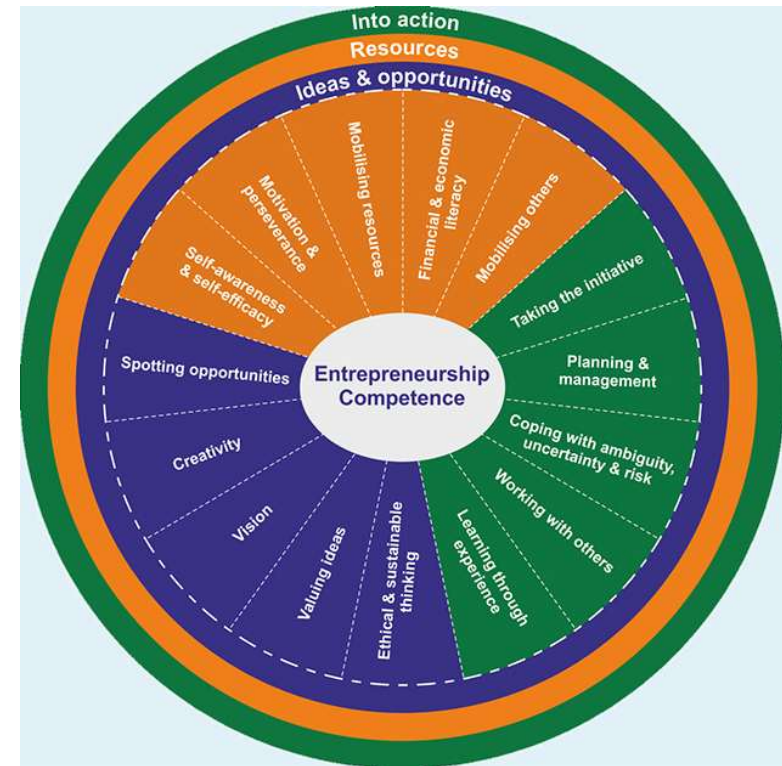
Creativity and Entrepreneurship

Four-C model of creativity
Kaufman and Beghetto (2009)



(Kaufman & Beghetto, 2009;
Lehmkuhl et al., 2021)

The European Entrepreneurship Competence Framework



(López-Núñez et al., 2022)

With creativity and entrepreneurship in mind, the integration of GenAI tools promotes the curricular innovation by

- ✓ providing more comprehensive content
- ✓ offering up-to date information and diverse perspectives
- ✓ ...

Students' Voices

Mr. Liu Chengye

Miss Chang Wencai

Case of innovative learning design for English student teachers: making AI language learning apps

STEAM education (domain)

(Harris & De Bruin, 2018)



Language learning (context)

(Lee & Stephens, 2020)



App making (instructional design)

(Israel et al., 2013; Pérez-Jorge & Martínez-Murciano, 2022)



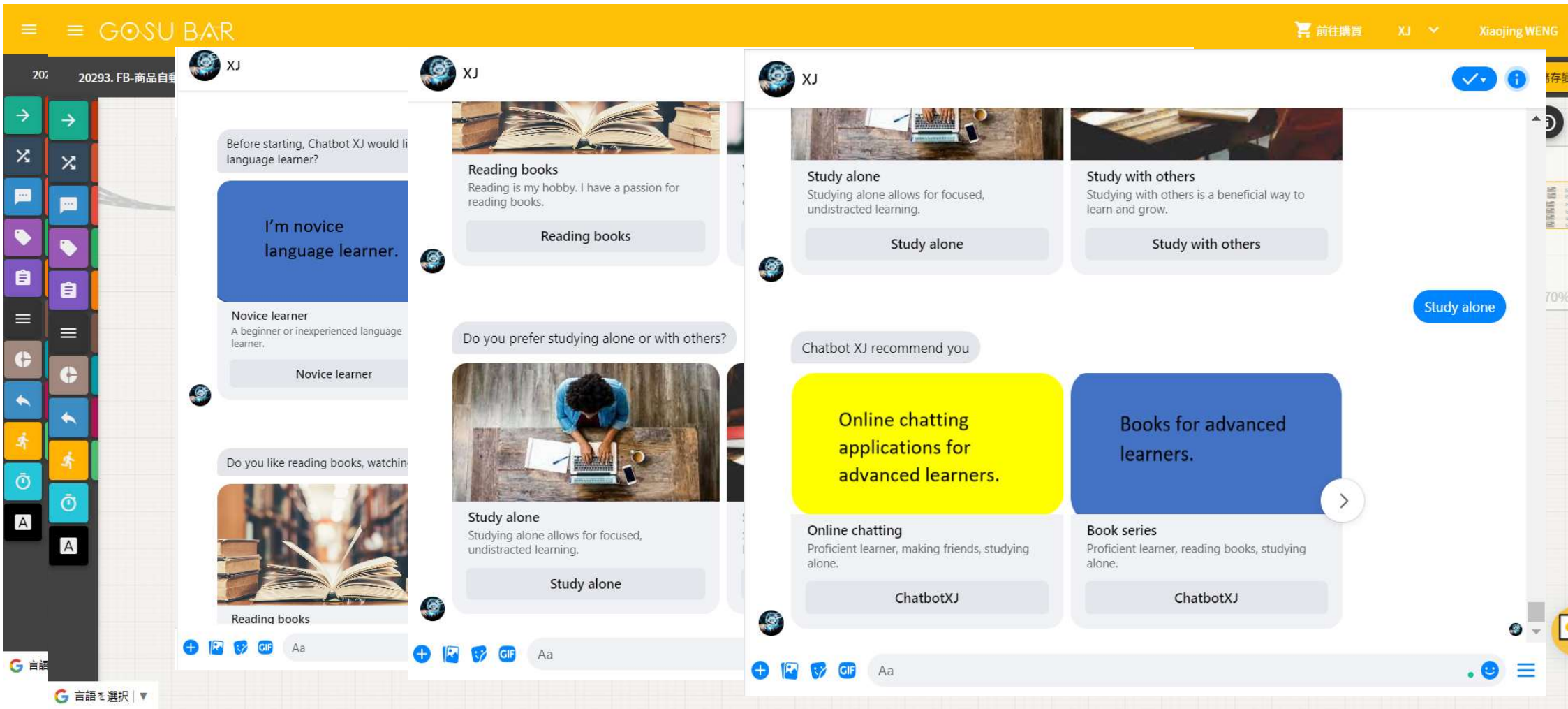
AI (interdisciplinary technology)

(Wang et al., 2022)



Making AI language learning tool: Chatbot

automatic feedback, intelligent tutoring, personalization (Huang et al., 2022)



Use of GenAI in Hong Kong English Language School-Based Assessment

Mr. Ng Chi Wui

Academic Unit of Social Contexts and Policies of Education

The University of Hong Kong

Hong Kong Diploma of Secondary Education Examination (English Language)

Component		Weighting	Duration	
Public Examination	Paper 1	Reading	20%	1½ hours
	Paper 2	Writing	25%	2 hours
	Paper 3	Listening & Integrated Skills	30%	About 2 hours
	Paper 4	Speaking	10%	About 20 minutes
School-based Assessment (for school candidates only)		15%		

(Assessment Framework for 2025 HKDSE (English Language), p.2)

Requirements of English Language School-Based Assessment

- **Two** assessment tasks (7.5% each)
- One **individual presentation** and one **group interaction**
- Content based on **print / non-print fictional / non-fictional texts** read / viewed
- Assessment conducted by **students' subject teachers**

(HKDSE 2025 English Language School-based Assessment Teachers' Handbook, p.6)

Objectives of English Language School-Based Assessment

- To provide a more **balanced** and **trustworthy** assessment system
- To improve **validity** and **reliability** of oral language assessment
- To promote **assessment for learning** (Berry, 2008; Ng, 2018)

(HKDSE 2025 English Language School-based Assessment Teachers' Handbook, p.2)

Official AI Policy in English Language School-Based Assessment

“As Artificial Intelligence (AI) tools are developing rapidly and are increasingly becoming embedded in many aspects of our lives, teachers can also discuss the use of AI tools in learning and completing assignments in the context of SBA. Using AI tools in the learning process can undoubtedly offer new and exciting opportunities if used in a proper manner. However, using an AI tool to gain an undue advantage is considered to be malpractice and can have serious consequences. Students should also note that while AI tools are powerful and are likely to become even more powerful in the future, they cannot replace the actual learning experience. Overreliance and misuse of AI tools will diminish students’ authentic learning opportunities. It should also be noted that AI tools are not without their shortcomings. Just as with other reference sources, it is important to realise that the use of AI tools in SBA must be properly acknowledged.”

(HKDSE 2025 English Language School-based Assessment Teachers’ Handbook, p.14)

Official AI Policy in English Language School-Based Assessment

“Malpractice refers to any activities that allow a student to gain an undue advantage over others, examples of which include, but are not limited to:

- *presenting work completed by others, including those generated using Artificial Intelligence tools, in part or in whole, as one’s own work;*
- *including material copied directly, in part or in whole, from books, newspapers, magazines, CDs, the Internet or other sources without proper acknowledgement.”*

(HKDSE 2025 English Language School-based Assessment Teachers’ Handbook, p.22)

Students' Voices

Mr. Lai Tsz Kin

Mr. Wan Sze Chit

Suggestions

- Development of **authentic** tasks with an appropriate level of **cognitive demand** (Tanaka-Ellis, 2024)
- Use of AI for **brainstorming** and **planning** instead of paraphrasing (Xu & Tan, 2024)
- Instruction on responsible use of AI: **accountability** and **transparency** (Li et al., 2024)
- Development of **teachers' AI digital competencies** (Ng et al., 2023)

Question and Answer Session

yuezhang@eduhk.hk

xweng@eduhk.hk

ngchiwui@connect.hku.hk