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Ethical Use of GenAI: Enhancing English Writing Learning and Teaching

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4D racers
Strive for the BEST



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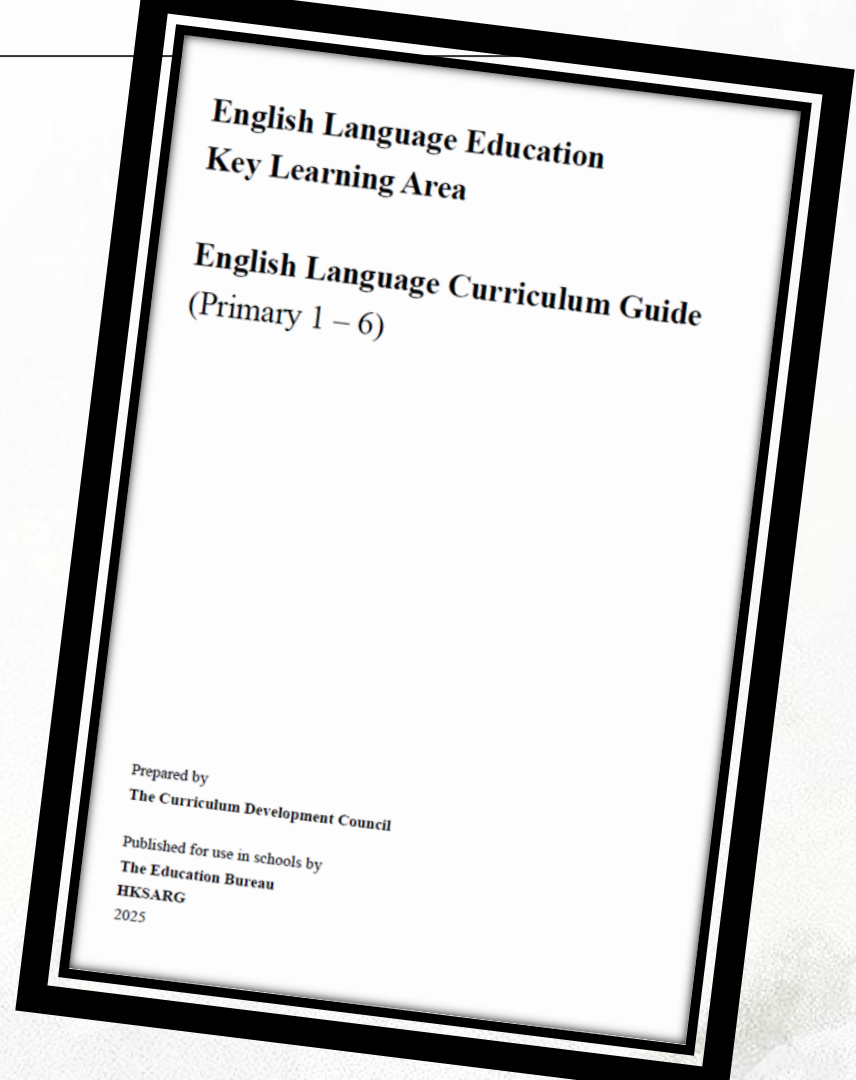
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Conclusion

Have you noticed?

The latest English language curriculum **guide** for primary schools from the EDB in June 2025



4 Major Changes from the latest curriculum guide

Schools are encouraged to:

- (1) Reading across the Curriculum (RaC)
 - enhance **RaC** through strengthening the roles of English teachers in cross-curricular collaboration, developing students' reading to learn capabilities and reading habits, and promoting values education using relevant reading contexts;
- (2) e-Learning and Information Literacy
 - promote **e-learning and information literacy** with a view to developing students' self-directed learning capabilities, enhancing their multimodal literacy, and fostering the ethical use of information;
- (3) Assessment Literacy
 - extend Assessment for Learning (**AfL**) to Assessment as Learning (**AaL**) to help students become self-directed learners, and optimise assessment and assignment policies; and
- (4) Values Education
 - incorporate **values education in the English Language curriculum** to help students become informed and responsible citizens with a sense of national identity and an awareness of national security.



GenAI Tools can help with these areas

Background

- UNESCO's *Guidance for Generative AI in Education and Research* (2023) emphasizes:
 - **humanistic visions**
 - **ethical usage**
 - **equitable usage**
 - **safe usage**



The most challenging
for front-line teachers

Challenges



as a teacher...

• Key Ethical Challenges Identified by the UN

- **Academic Integrity:** Risks of plagiarism and over-reliance on AI-generated content
- **Data Privacy:** GenAI tools often collect sensitive user data
- **Bias and Discrimination:** AI outputs may reflect biases in training data
- **Environmental Impact:** High energy/water consumption by AI systems

Challenges - Student Overreliance

- Students may bypass critical thinking by submitting AI-generated work without engagement or first-hand contribution to their work. Learning outcomes set by teachers will not be achieved.



Ethical Guardrails - (How to Prevent Copying)

As a post-GenAI era teacher, we should focus on the following things with our students:

- **Process-Oriented Tasks:**
 - Students should complete tasks step-by-step, rather than a complete long task that is easily copied from GenAI. E.g., pre-writing tasks, pre-reading tasks ...
- **Mandatory Reflection:**
 - Teachers should require make use of Assessment as learning strategies like peer-assessment and self-reflection tasks to make sure students think about their learning process.
- **GenAI / LLM models should only support as a Peer Reviewer:**
 - GenAI should be used only as a support aid, to provide feedback to students rather than giving them examples or answers. Reflective questions from the GenAI can be utilised. (E.g, what should you include in a story? What should be included in the introduction? ...)

GenAI as a teaching tool



Encourage and enhance
self-assessment practices







Enhance overall
learning experience

Assessment as Learning – How?














Peer and Self-assessment as Learning Activities

In addition to giving feedback, teachers are advised to provide opportunities for peer assessment and self-assessment. Peer assessment enables students to learn among themselves and encourages interaction. Self-assessment promotes reflective thinking, which is vital for developing students' capacity for lifelong and self-directed learning. Meaningful peer and self-assessment does not mean the mere provision of assessment forms for students to evaluate themselves or their peers. Instead, teachers are advised to guide students throughout the assessment process, discuss or negotiate with them the success criteria, provide sample work for discussion or illustration of the expected standards, and explicitly introduce metacognitive strategies (e.g. goal setting, the use of reflection tools such as K-W-H-L charts) that enhance the depth and quality of students' self-reflection. Examples of self-assessment forms that encourage students' self-reflection and enhance their metacognitive skills are provided in Appendices 21, 24 and 25.

Colour the right number of stars. More stars mean better work.

1. Did my classmate speak clearly and loudly enough? Did my classmate look at us most of the time?	
2. Do I like my classmate's presentation?	
3. Did my classmate talk about ...? (the topic, e.g. the food and drink items for the picnic)	
4. Did my classmate tell me more about ...? (the topic, e.g. explain what/why/how)	

Circle the right icon(s):

1. The best part of the presentation was ...			
	(Introduction)	(Body)	(Conclusion)
2. My classmate is good at ...			
	Attitude	Techniques	Organisation
			
	Content	Language	
3. My classmate can do even better next time in ...			
	Attitude	Techniques	Organisation
			
	Content	Language	

Answer the questions:

6. What did I learn from the project?

7. Who helped me? How?

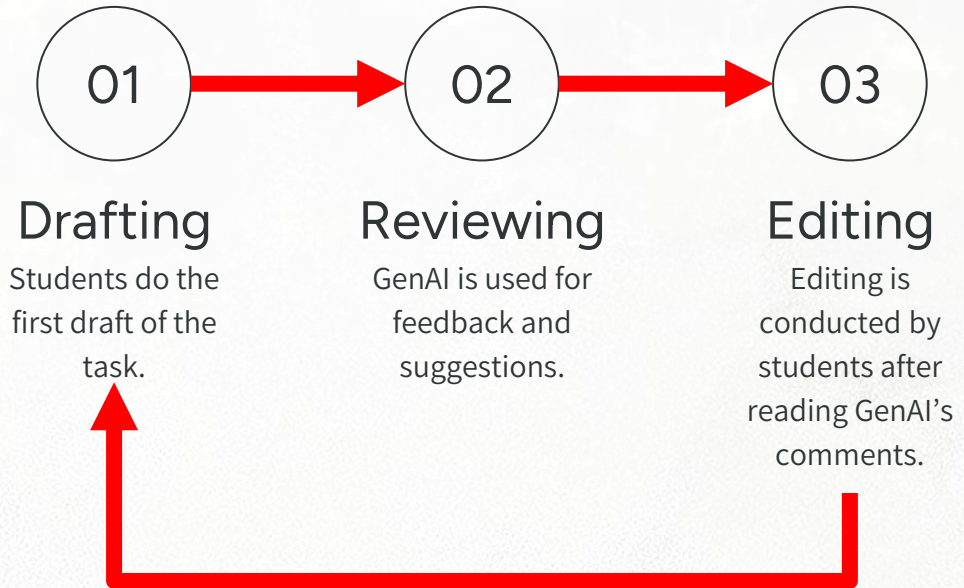
8. Who did I help? Why? How?

9. How can I do better next time?

Suggested Pedagogical Framework

Assessment as Learning

- Rather than focusing on the novelty of GenAI, the use of **assessment as learning** is combined with GenAI.
- GenAI works as a **support tool** to students' learning.
- This makes the task to be **process-oriented** rather than being one-off product-oriented.



Pilot results

2 weeks

Jupiter's rotation period

4 sessions

The Sun's mass compared to Earth's

**8 pre-service English
teachers**

Distance between Earth and the Moon



Positive Results



Self-assessment practices

Students showed better self-assessment practice in general. The tasks emphasised reflective learning process.



Emotions

Overall, students have higher level of enjoyment with lower level of boredom in the given tasks.



AI Ethical Reflection

Without being taught what ethical use of GenAI explicitly, students have got a more ethical manner towards the use of GenAI.

Looking ahead...

- Looking for implementation in secondary schools and primary schools.
- Free of charge!
- Sign up if you want to be one of the first schools!
- Only limited places available.

Contact Information Submission
for Collaboration Opportunities
with Dr Alex LAM



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