



“At this point I'm all for AI myself”: Resolving classroom tensions through development of teacher assessment and AI literacy in dialectical teacher-research partnership

Vera Vesala & Dmitri Leontjev

Classroom-Based & Multilingual Language Assessment SIG, June 11

EALTA2026

DD-LANG (Dynamic Diagnostic Language Assessment) Project



Research to advance the **theoretical, empirical and practical basis** of foreign language (L2) assessment supporting learning

- funded by the **Research Council of Finland** and University of Jyväskylä Sept.1. 2022 – Aug. 31. 2026
- focuses on **reading** and writing in English as a foreign language in upper secondary schools in Finland (16–18 -year-olds) during preparation for national Matriculation Exam (ME)

2 major goals:

- 1) Elaborating assessment framework to support teaching & learning by integrating **dynamic** and **diagnostic L2 assessment**
- 2) **Combining online dynamic-diagnostic assessment and classroom assessment, teaching, and learning**

Research as *praxis*



- Dialectical **teacher-researcher collaboration**
- Theory guides what teachers might try and adapt to their own contexts, the results of this practice feed back to theory for further elaboration & refinement at conceptual level
→ **Theory is used to change practice and is validated in it**

In DD-Lang researchers & teachers working together to:

- **Understand** teacher conceptions about and practices of L2 teaching, learning, and assessment
- **Use theoretical concepts and frameworks** bringing them together with teachers' interpretations, and understandings rooted in their teaching experiences
- **Reflect** together on the use and usefulness of computerized DD-Lang assessment for teaching, learning, assessment as well as on teachers' practices through the lens of theoretical concepts and frameworks

Methodology and our focus today



- Context: **7 upper secondary schools** in 4 cities in Finland, EFL classes
- Participants: **EFL teachers** (n = 14)
 - 14 - 24 years of teaching experience
- Timeline:
 - **2023**: teacher questionnaire and interviews
 - **2024** teacher workshops >>> online and onsite meetings with teachers >>> **2026** classroom interventions

How does iterative praxis engagement with teachers lead to shifts in teacher thinking about assessment in relation to teaching & learning?

Methodology and our focus today



How does iterative praxis engagement with teachers lead to shifts in teacher thinking about assessment in relation to teaching & learning?

Our focus:

1 experienced late-career English teacher, large upper-secondary school

Data:

- Audio-recorded discussions
- Collaborative lesson plans
- Learner performance samples and reflections

Teacher interview with OPE3: introducing the concept of AI as a pedagogical tool



OPE3: And one thing I'd like to mention with regard to writing today is **artificial intelligence, ChatGPT. That's a- it's ruining the thing here!** You know, **people use THAT and turn in the computer's generated work as their own.** ... I'd have to be a fool to believe that they actually wrote it. (...) So what I'm thinking of doing is from now on, instead of asking the students write an essay at home ... we'll write one essay in class and we'll use the Abitti platform to do it that will ... make sure nobody's gonna go online

Dmitri: Yeah, very smart. ...[Y]ou say it as a more of a like judge, a pity and yeah, in general, it's more of an obstacle for ... **are there any also opportunities there in your opinion?**

OPE3: I guess so ... **I'll have to think of, in what ways it could be used.** But I don't know. Maybe if I set a task for a student to write a paragraph like that and “Okay, **why don't you put it on ChatGPT and ask them to correct all the mistakes you made**”. And **if they do that and if it makes any sense**, you know, **that might be a useful tool ... They could actually have immediate feedback** if they write something and **that would be fabulous.**

Teacher meeting: OPE3's developing concept of AI as a pedagogical tool



Dmitri: **I remember we talked about this challenge** that I think we are all kind of facing now as educators as teachers is **that is AI is not just the opportunity also its challenge** in that is kind of like students are drawn to just say like, well, what's the correct answer, please write an essay for me, or this sort of things, right? ... it's a little bit like what sort of opportunity the AI chatbot gives ... **so it's also about what students asked it ... how you ask certain things**. So perhaps that could be something that you can look at as teachers with the chatbot. Like, **what is it that I ask from the chatbot... as a sort of a student, that helps me potentially more as a student, right?**

OPE3: You know, I just like to say **at this point that I'm all for AI myself, I find it very useful**. And I said it before, and I told you that now that you put this in practical terms, it's beginning to excite me, as I've already started using AI myself in my teaching ... I asked my students ... to write an essay and then feed in the YTL essay correction criteria and ask them for corrections ... the students ... thought, okay, this guy, he's lazy, he just doesn't want to correct our essays. ...I tried to sort of dispel this kind of feeling and attitude by telling them ...this is something you can do on your own and and get some positive feedback ... **the corrections it makes are pretty much the same I would make myself** so I sort of feel that **it would be a waste of my time to spend, say, 20 hours correcting film reviews** the students have written in class ... like you said, **this is actually an opportunity to, uh, you know, devote your time to something more constructive ... in teaching.**

Collaboratively designed classroom intervention with OPE3

Students working on their book review drafts with AI feedback

Designing the classroom intervention

1. A joint planning meeting with OPE3 in their school
 - **Informed by concepts** such as **mediation**
 - AI as a **pedagogical tool vs efficiency tool**
 - A draft document for the intervention created by OPE3 →
1. Detailed lesson plan sent by OPE3, which we commented on

- AI is good at giving feedback but that's not the whole story. **Mediation is also a part of the story.** What is mediation? The answer: it's not only about reading the corrections AI has made to your essay. It's also about what you can do about learning to come to a desired outcome in a different way.

Classroom intervention: The lesson plan



1. A discussion of the **intentionality of using AI in order to learn, not to replace thinking**
2. Students asking **feedback for their first draft from DuckAI**
 - The detailed prompt provided by the teacher
 - Focus on other aspects besides accuracy, asked not to make any corrections, e.g., *If you had been the author of the novel, is there anything you would have done differently*
 - Students were allowed to work with their peers and discuss the feedback they got
1. Students **submitting the second draft** that they made with the help of AI
 - **Including the feedback** they got from DuckAI
1. Students **asking DuckAI to give explicit corrective feedback** with explanations
2. Students **reflecting on the usefulness of AI feedback**

First paragraph (pre- & post-AI feedback)



Before	After
<p>Bird Box was published in 2014. It's written by Josh Malerman. It's a horror novel. Its leading characters include Malorie, Tom and two kids who are just called girl and boy.</p>	<p>Bird Box was published in 2014. It's a horror novel written by Josh Malerman.</p> <p>Its leading characters include Malorie, Tom and two kids who go just by girl and boy. The main themes in the book deal with fear and survival and what is their impact on relationships with other people close to you. It also deals with how isolation affects people and proves that humans are social creatures and need other people to stay sane.</p>

Example of DuckAI feedback and learner reflection



- **Clarify Book Themes:** Discuss the main themes more explicitly, such as fear, survival, and the impact of isolation. This can give readers a deeper understanding of what the book explores beyond the plot.
- **Purpose of the Book:** Reflect on what you think the author's purpose might have been in writing the book. Was it meant to entertain, provoke thought, or convey a particular message?

Reflection:

- **The points listed by DuckAI felt equally challenging.** [I] went through them one by one, focusing on understanding what the core of the challenge was and thinking how to overcome it.

Post-classroom intervention discussion with OPE3



Dmitri: **AI doesn't have the intellect** ... even though it has intelligence in the AI, **but meaning is made by the people** ... it selects the next token, that's what it does.

OPE3: Actually, this guy sitting right behind you, he was like, he did it already, what do I need to do, **so I had to explain to him ... why not try and improve your text** already, so he did actually... get the hang of it. He started working on it a bit more. So that might be a little problematic as well, you know, AI being ... **a fast tool for everybody to use ... that's why we're using it because we get things done fast.** And you asked what the students, what they used AI for homework, so doing fast.

Dmitri: But I think **what we offered them** today, thanks to you, was like, in a way, **the opposite of fast.**



- **Teacher development in praxis:** practice and theory working together
 - Trajectory from AI as a challenge to AI as an efficiency tool to as a tool for learning and development
 - AI literacy, assessment literacy, and practice development as interrelated
 - Welcome to listen to our paper on Friday in the *AI-mediated assessment literacy across stakeholder groups* symposium



Kiitos!
Thank you!

Vera

vera.e.vesala@jyu.fi

Dmitri

dmitri.leontjev@jyu.fi

WWW:

http://r.jyu.fi/DDLANG_en

