



“It’s ruining the thing here!”: AI as a pedagogical tool in developing classroom assessment and teaching practices

Global Advances and Local
Applications

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Global to local: AI in Finnish upper-secondary school classrooms



- A unique educational context
 - **High teacher autonomy** and agency in how teaching/assessment are implemented
 - Only **one high-stakes examination**
 - Learner agency, and different learning paths, fostered from the beginning
- **Varying reactions** from different municipalities **regarding the use of AI in the classroom**
 - E.g. the city of Helsinki banned the use of AI tools in the classroom in spring 2025 (Sinkko-Westerholm, 2025)
 - Varying levels of how much AI training is provided to the teachers

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*



- “Theory without an experiment is a voluntary play of mind; an experiment without a theory is a knife without a handle” (Veresov, 2014)
- **Theory is used to change practice and is validated in it:** theory guides how teachers may develop their classroom practices, which allows for theory-building

Example of Graduated Mediation Scale

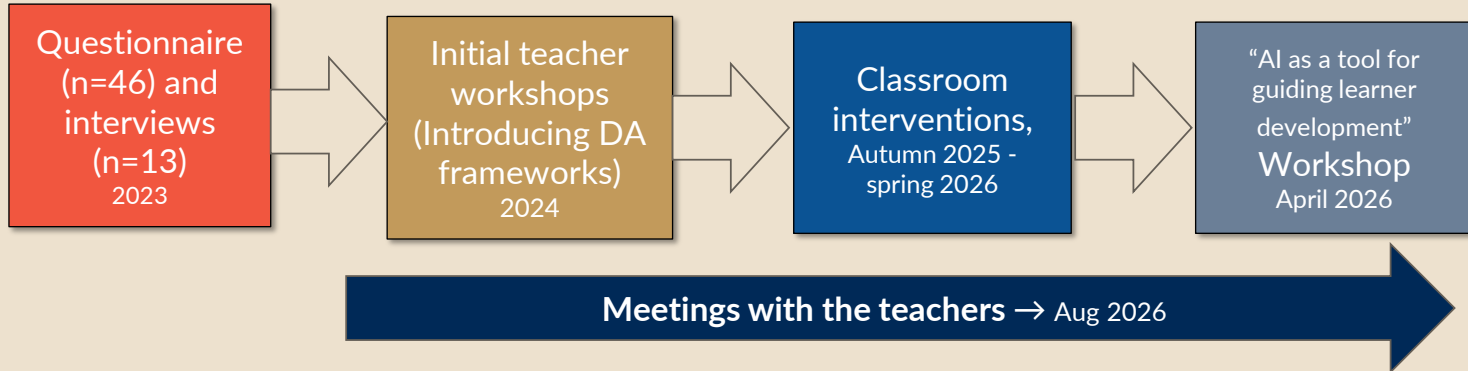


1	<p>Look at the key parts of the question and the options. Think about what the question is asking. Then try to find this information in the text, thinking about how you search for it.</p>
2	<p>Once you think you found the place with the details you need, look around this part and think about the meanings of words and phrases you see. Try to connect them to the question and the options. Remember that the details in the text are often said in a different way than in the question.</p>
3	<p>You can also look for:</p> <ul style="list-style-type: none">● The order of details, paying attention to verb tenses and words like <i>first</i> and <i>then</i>.● How these details are connected, like comparing using <i>likewise</i>, or contrasting using <i>but</i>.● Sometimes you need to choose the details that best match the question and the option.● You can also use your knowledge about the topic to find the answer.

Our praxis with teachers



- 7 upper secondary schools in 4 cities in Finland, EFL classes
- EFL teachers (n = 14)
- Upper-secondary school students in various years (n = 513)



Early collaboration with OPE8 and OPE3: AI as an obstacle for student learning

Teacher interview OPE8 (with OPE6, OPE7): AI as a threat to academic integrity



OPE8: Yeah, we're getting more and more of them and and it's kind of making me wonder if the students actually realize that ... **do they understand the fact that when they are not writing themselves, they learn NOTHING** ... I had a course where a big number of the students submitted something that clearly wasn't written by them. And it's- **it just boggles the mind. Why would they do that?** ... Then you think, if I start having this dis-discussion about this text, you know like, "Is it actually written by you?" And how to prove that? And how-how do you give feedback about the text when you're not 100% sure if the student has actually produced it ... **so that is also a problem that we didn't used to have, but nowadays we have it.**

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

R2: 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



R2: **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?

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 and the whole experience**

“AI as a tool for guiding learner development” workshop with OPE3 and OPE8

Goal and content of the AI workshop



Our intention: developing teacher practices as we together built understanding of assessment as a part of teaching/learning activity, learner development as a mediated process, the role of AI in it as a tool for learning, and pedagogical decisions that lead to orchestrating these activities

1. Discussing the classroom intervention with OPE3
1. Using the classroom intervention data for further pedagogical innovation

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>

- **What stands out to you in the two versions?**
- **How did this student take up the feedback they were given?**
- **Would you say the after version is 'better'?**

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.
- **Do you think that the mediation from DuckAI was productive for this particular learner? Why or why not?**

Workshop discussion with OPE3 and OPE8: Teachers' role in the age of GenAI



R6: **What space is there for continued like pedagogical innovations** of trying out new things that are teaching when it comes to teaching writing, getting students to do meaningful, you know, pair group work and **what the role of AI in all of this might be?**

OPE3: ... **I'm outsourcing** some of **something I did before myself**, you know, **and accept it**.

OPE8: Yeah, but also you use it in a very sort of structured way.. I think that's kind of **a key thing that it that there needs to be a structure. I don't think students actually understand themselves how to use it [AI]** in a smart way or anything like that. I think that **that's definitely something that is changing** that **we have to sort of provide the structure like what to do** ... like the example that you used here, like pedagogy, essentially.

R2: Right, it's, like, how do you use it pedagogically, so the example that we did together, well, mostly you, OPE3, you know, was one example, how to make it pedagogical.

R6: And especially getting them to, to **change their orientation towards whatever the activity is**, right?

AI as pedagogical tool: Creating a lesson plan



Phase 4: Pair work as ZPD activity

Now the developmental heart of your idea: pair work after AI.

Goal

The pair dialogue transforms AI feedback into socially mediated revision.

Why pair work matters

AI can raise possibilities.

The partner can help the writer appropriate, test, resist, clarify, and revoice those possibilities.

This is where external mediation becomes collaborative meaning-making.

Developmental logic

This pair work is developmental when:

- students must explain their intentions
- the partner must interpret the text
- revision goals emerge through dialogue
- students negotiate meaning
- the final decision stays with the writer

This pair work becomes performative when:

- the partner merely checks correctness
- the pair only hunts for errors
- AI feedback is accepted automatically
- the writer has no reason to articulate their own orientation

So the pair must work on **meaning, evaluation, interpretation, and communicative effect**, not only language form.

Discussion



- Capitalising on teachers as **agentic actors** in educational context of Finland through **Vygotskian praxis**
- **Using theoretical concepts** of mediation and the DA framework **to mediate teacher understanding of AI as pedagogical tool** informing classroom teaching, learning and assessment
- **Teachers' role in the age of GenAI:** *technicians and interpreters of AI feedback or...?*

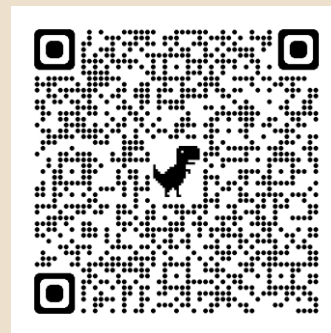


Kiitos!
Thank you!

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Copy the following instructions and feed the instructions into Duck AI: The students in my class have been given the following instructions on how to write a book review on a book of their own choosing: Write a book review on the book you read as you homework assignment. Your review should be at least 2200 characters long. It may be considerably longer if you so desire. The sky's the limit. The review should be written in essay form. Answer all the questions the teacher has provided you with below. In addition to answering all the questions, feel free to comment on the book any way you want. The questions are there to help you get started and to make sure you get the writing task done...

Do not correct any of the grammatical and spelling mistakes the student has made. Instead suggest ways the student could improve the contents of the review at this stage. Please number the suggestions for ease of use.