

Uusia mahdollisuuksia ja haasteita tutkimuksen valossa tekoälyn aikakautena

arviointi, oppiminen ja opetus luokkahuoneessa

Ohjelma / Programme



12.15-12.30 Tervetuloa! / Welcome!

12.30-13.30 Johdanto DD-Lang-hankkeeseen, keskustelua / Introduction to the DD-Lang project, discussion

13.30-14.15 Kahvitauko, mahdollisuus keskustella ajankohtaisista asioista: /

Coffee break, opportunity to discuss current topics:

OPH:n edustajia, kansainvälisiä tutkijoita, yo-sensoreita /

Representatives of the FNAE, international researchers, ME censor

14.15-14.45 DD-Lang-hankkeen opettajien kokemuksia / Experiences of teachers in the DD-Lang project

14.45-15.15 Sovelluksia luokkahuoneeseen, tutkijat Jacob Rieker and Meredith Doran /

Applications for the classroom, researchers Jacob Rieker and Meredith Doran

15.15-15.45 Tulevaisuuden mahdollisuudet, projektinjohtaja Ari Huhta ja varajohtaja Dmitri Leontjev /

Future opportunities, PI Ari Huhta and Vice PI Dmitri Leontjev

15.45-16.00 Päätös / Closing remarks

QUESTIONS FOR US TODAY



1. If/when we use AI to save time in our teaching process, what do we do with that time as teachers?
 - a. What about our students and their learning process?

2. Does using AI make teaching/learning process different from what it used to be before it? What changes, and are we happy with these changes?
 - a. and perhaps, if we are not, what can we do about it?

Johdanto DD-LANG -hankkeeseen / Introduction to the DD-LANG project



Key question: How do you help your learners to develop?

1. Online reading exercises
 - to find out what the students can do independently and what they can do with support (mediation)
2. Collaboration with teachers
 - to find out how to use the information from the online reading exercises as the basis for classroom work



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**

The team



Matthew Poehner (Penn State)
Eunice Jang (U.Toronto)
Remi van Compernelle (Carnegie M.)
Richard Donato (U. Pittsburgh)
Jacob Rieker (Penn State)
Meredith Doran (Penn State)

Luke Harding & Tineke
Brunfaut (Lancaster U.)
Tziona Levi (Tel Aviv U. &
Min. of Education)
Yaru Meng (Jiaotong U.)
Marta Antón (Indiana U.)

Ari Huhta, Dmitri Leontjev, Pirjo Pollari,
Kristina Koskela, Vera Vesala, Asko
Tolvanen (**U. Jyväskylä**)
Roman Yangarber, Raili Hildén (**U. Helsinki**)
Anu Halvari (National Agency)

HOW DO WE ASSESS ABILITIES IN THE PROCESS OF DEVELOPMENT?



Photo by [Alexandr Podvalny](#) from [Pexels](#)



Dynamic assessment (DA) is a framework in which teaching and assessment are interrelated parts of **one educational activity** aiming at identifying learners' abilities **in the process of maturing** and **pushing them forward**.

Is about:

- ✓ yielding insights into individual differences and what they mean for instruction
- ✓ both assessing and developing (Poehner & Leontjev, 2020; Lidz, 1991)



Photo by Kristiina Halonen

Mediation



Created by ChatGPT 5.6

Our piloting data example:



Choose the best fitting answer to the question.

Volunteering in Hospitals

Royal Voluntary Service has been there for the National Health Service since the beginning - and we're looking for determined people to keep this tradition going. When you offer your sympathy, commitment and skills as a hospital volunteer, you're helping to improve a patient's experience, support their recovery and ensure that they can return home safely, reducing the chance of them returning as patients. You can also offer help to staff and visitors by volunteering in one of our Royal Voluntary Service Hospital Shops or Cafés. If you haven't tackled anything quite like this before, don't worry. We have an experienced team of people who specialise in voluntary work in hospitals and can help you make the most of your time with us. They'll be ready to guide you through the whole process with plenty of support, showing you how to volunteer at a hospital and answering all of your questions.

What is mentioned as an example of volunteer work?

Creating a positive atmosphere in the hospital

Helping hospital staff in daily caring routines

Providing patients with basic medical help

Selling refreshments at the hospital canteen

Visiting patients at home after the hospital stay

Isnt this answer wrong because the text doesn't specify what kind of work is done for the shops of cafes?

(Leontjev et al., 2025)

Piloting data example (contd.)



Selected option / learner's query	Mediation / Chatbot's response
Creating a positive atmosphere in the hospital	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.
Helping hospital staff in daily caring routines	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.
Selling refreshments at the hospital canteen	Correct!
Isn't this answer wrong because the text doesn't specify what kind of work is done for the shops or cafes?	The text mentions that volunteers can "offer help to staff and visitors by volunteering in one of our Royal Voluntary Service Hospital Shops or Cafés." While it doesn't explicitly state what kind of work is done in the shops or cafes, it's reasonable to infer that selling refreshments could be one of the tasks, as this is a common activity in such settings. Therefore, the answer "Selling refreshments at the hospital canteen" is not wrong. It's important to remember that in reading comprehension exercises, sometimes you need to make reasonable inferences based on the information provided.



Item ID	no of learners	% of learners who did not need help	% needing level 1 mediation	% needing level 2 mediation	% needing level 3 mediation	Completed with and without support	% who did not complete
Specific details							
text-30-Koalas	118	47%	16%	10%	12%	85%	15%
text-34-ArriveCAN	114	41%	27%	20%	8%	96%	4%
text-31-Breakfast	115	58%	11%	12%	8%	89%	11%
text-29-Waves	125	40%	31%	13%	6%	90%	10%
text-32-Library	114	31%	17%	17%	21%	86%	14%
text-Volunteering	112	27%	18%	15%	14%	74%	26%

Learner mediated/unassisted performance reports



Username	Set	item_count	attempt_count	correct_on_first_attempt	correct	mediation_score
S1	Specific details, easier	4	4	4	4	4
	Specific details, difficult	5	5	5	5	4
	Deducing vocabulary easier	1	1	1	1	4
S2	Specific details, easier	5	13	1	5	2.4
	Specific details, difficult	5	9	3	4	3.2
	Deducing vocabulary easier	5	7	3	5	3.6
	Deducing vocabulary difficult	5	15	0	5	2
S3	Specific details, easier	5	16	0	3	1.8
	Specific details, difficult	5	7	3	5	3.6
	Deducing vocabulary easier	2	3	1	2	3.5

Learner: why is the answer the last one

Bot: The answer is the last one because it best matches the content of the text you read. The text states that Jeff Winter's style in his book is similar to his style as a referee. This corresponds to the last answer option, "The author displays the same style as he did when working as a referee." The feedback you received also supports this interpretation.

Learner: Can you tell the message of the correct answer easier?

Bot: Sure, the correct answer means that Bill Barich, in his book, was able to really capture the 1 spirit or heart of horse racing. He didn't just write about the races, but he was able to convey what makes horse racing special and unique.

Are there any questions



Using learner information in the classroom

Huom! Jos tunnistat esimerkeistä opettajan, pidäthän tiedon itselläsi tutkimussalassapidon vuoksi.

DD-Lang course



- Elective course
 - Weekly lessons starting from Oct 2025 until mid-Jan 2026
 - 6 second-year upper secondary school students
- Focus on **students working together**
- **Reading-writing connection, peer work** asking for and giving feedback with the intention to develop (reading and writing)
- Classroom activities, including:
 - DD-Lang exercises
 - **AI as a tool for learning**
 - Process writing with a focus on peers giving feedback to each other



I Introduction and the program, timeline, (14.50-15.05)

Playing with the chatbot, the teachers demonstrate and the students start after that.

What is my goal, what do I want to get, what should I learn? The goal is to get as much as possible out of the bot.

Changes in learners' interaction with AI chatbot



Before the intervention

Learner: miksi **vastaus on alin**

bot: Vastaus on viimeinen, **koska se vastaa parhaiten lukemasi tekstin sisältöä**. Tekstissä kerrotaan, että Jeff Winterin tyyli kirjassaan on samanlainen kuin hänen tyykinsä erotuomarina. Tämä vastaa viimeistä vastausvaihtoehtoa "Kirjailija näyttää saman tyylin kuin hän teki työskennellessään erotuomarina". Saamasi palaute myös tukee tätä tulkintaa.

...

Learner: **mitä tarkoittaa novel security features**

bot: "Novel security features" tarkoittaa suomeksi "uusia turvaominaisuuksia". Tässä yhteydessä se viittaa sähköautojen ainutlaatuisiin tai innovatiivisiin ominaisuuksiin, jotka parantavat niiden turvallisuutta tai toiminnallisuutta.

After the intervention

Learner: miksi tuo on paras vaihtoehto

bot: "Matkailun hinta" on paras otsikko, koska se kuvastaa tekstin pääidea...

Learner: **miten voin harjoitella tätä**

bot: Voit harjoitella lukemisen ymmärtämistä monin eri tavoin. Tässä muutama vinkki:

... **Harjoittele tekstin pääidean tiivistämistä yhdellä tai kahdella lauseella**. Tämä auttaa sinua keskittymään tekstissä olennaiseen....

Learner: **millä strategialla saan ymmärrettyä** helpoiten sen mitä tekstissä haetaan. Vaikka moni vastaus olisi oikea, miten ymmärrän sen mikä on oikeasti pääasia.

bot: Ymmärtääksesi tekstin pääasian, voit käyttää seuraavia strategioita:

...Kysy itseltäsi kysymyksiä: **Mitä tekijä yrittää sanoa? Mikä on tekstin tarkoitus? Mitkä ovat tekstin tärkeimmät kohdat?**

From AI feedback to mediation

Huom! Jos tunnistat esimerkeistä opettajan, pidäthän tiedon itselläsi tutkimussalassapidon vuoksi.

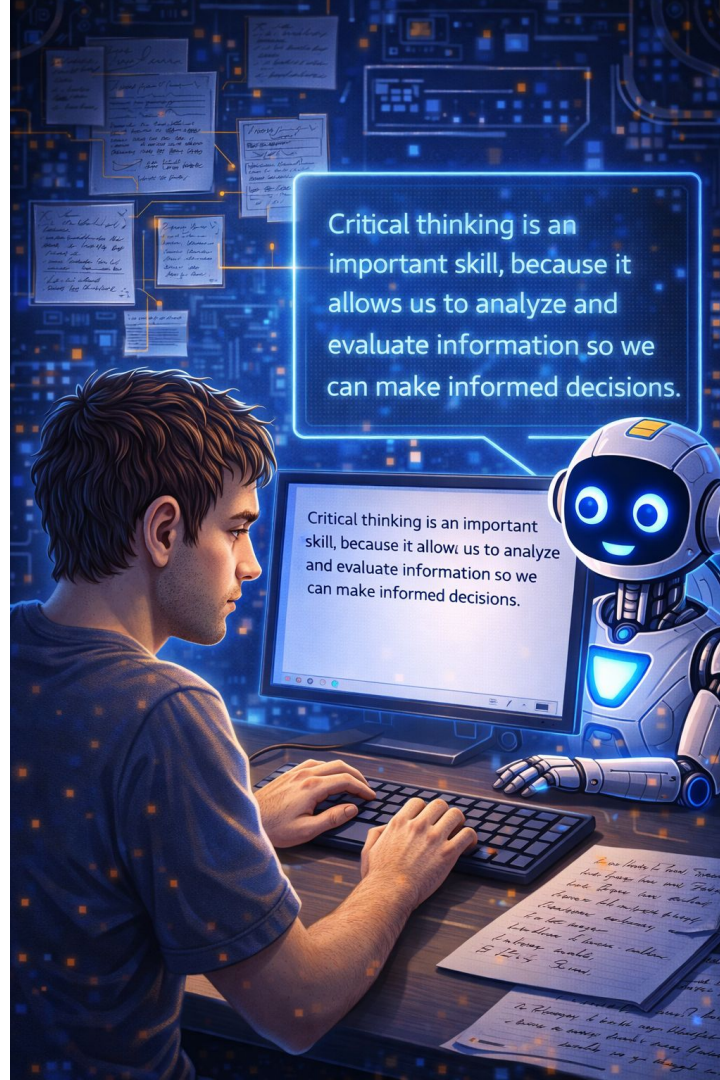


Image: AI-generated



Family is important part of society and it was always like this. In the past people stayed close with their family and they didn't think so much about other kind of relationships. But now the situation is little bit different.

Nowadays many people have friends who are very close and sometimes even more close than their real family. For example, if someone moves to another country, they can feel lonely and then friends can help them a lot. These kind of relationships are sometimes called found family and they can be very strong.

However, I think family is still important and maybe even more important than before. Parents take care of children and give them support which friends cannot always do. Also society still works based on families, for example laws and benefits.

In conclusion, family is still relevant in modern society, but people also have other important relationships in their lives.



ME: Hei, I wrote this text. Can you fix my mistakes for me there?

BOT: Family is **an** important part of society, and it has always been **this way**. In the past, people **stayed close to their families** and **did not** think much about other **kinds** of relationships. **Today** the situation is **a little** different.

Nowadays many people have friends who are very close and sometimes even **closer** than their **biological** family. For example, if someone moves to another country, they can feel lonely, and friends can help them a lot. **These kinds** of relationships are sometimes called “found family,” and they can be very strong.

....

Me: Hei, I wrote this text. Can you help me to learn to write better based on what you see in it?
Give me strategies.



BOT: strengths:

Clear main idea: you compare traditional family vs. close friends (“found family”)....

Key improvements: Sentence variety & grammar

- Strategy: mix short and complex sentences; practice combining clauses with connectors (because, although, while)...

Guiding questions to revise your text:

Which sentence states your strongest claim? Can you make it clearer?..

Next step exercise (10–15 min)

- Rewrite one paragraph using at least two linking and one complex sentence; post it and I’ll give targeted feedback.

Sample Duck AI feedback (for an individual learner)



1. **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.
2. **Character Development:** Offer more insight into the character backgrounds, motivations, and development throughout the story. Explain how Malorie evolves as a character and the significance of her relationships with Tom and the children.
3. **Detailed Plot Summary:** Enhance the plot summary by including more key events and their significance. This could help convey the story's progression more effectively.
4. **Emotional Impact:** Expand on the feelings the book evoked in you. Share specific moments that impacted you emotionally and explain why they resonated with you.
5. **Atmosphere Description:** Provide a more vivid description of the book's atmosphere, perhaps with specific examples of scenes or writing style that contributed to the tension.
6. **Personal Connection:** If you didn't strongly identify with the characters, mention how their actions and decisions impacted your reading experience. Reflect on what you learned from the characters' struggles.
7. **Language and Style:** Analyze the language used in the book. Discuss whether it enhanced or hindered your reading experience and how it contributed to the overall tone.
8. **Recommended Audience:** Elaborate on who you believe the ideal audience for the book is and why. Consider age, interests, and the types of themes they might enjoy.
9. **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?
10. **What Would You Change?:** Provide more detail on what you would change if you were the author. Discuss the impact of such changes on the narrative and the message of the book.

From AI feedback to mediation



1. Discussion with learners regarding intentionality when interaction with AI chatbots: correcting mistakes Vs developing own writing
2. Prompting AI Chatbot such that it guides learners instead of correcting
3. Teacher's mediation: making sure that learners use AI feedback to develop own writing

Discussion



1. If/when we use AI to save time in our teaching process, what do we do with that time as teachers?
 - a. What about our students and their learning process?

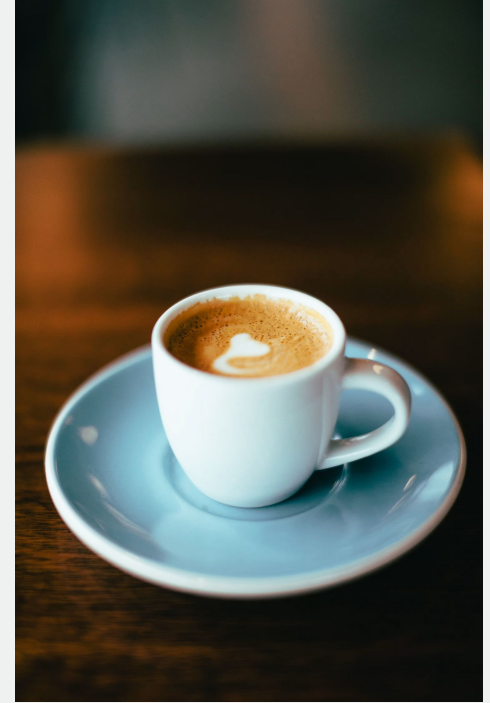
2. Does using AI make teaching/learning process different from what it used to be before it? What changes, and are we happy with these changes?
 - a. and perhaps, if we are not, what can we do about it?

Coffee break



13.30-14.15

Enjoy!

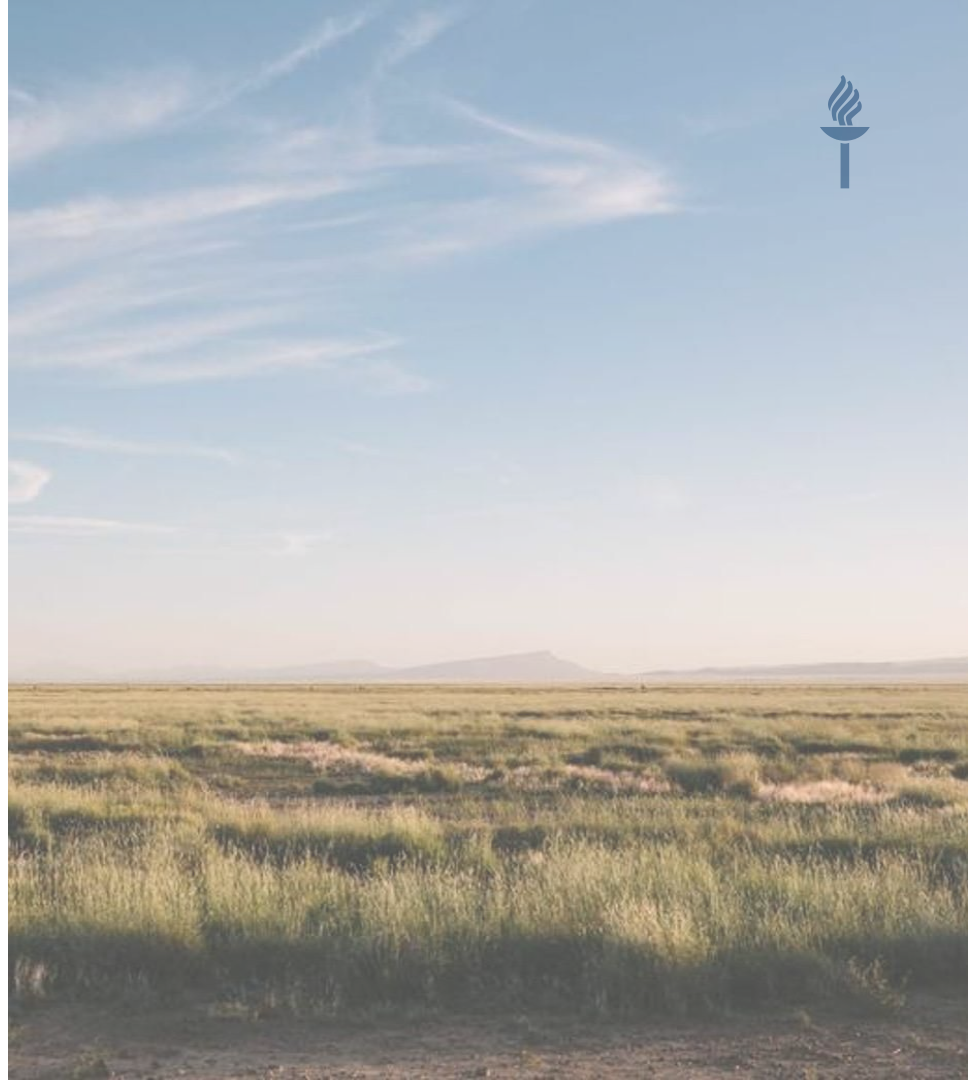


<https://unsplash.com/photos/selective-focus-photography-of-latte-in-teacup-jn-HaGWe4yw>

Experiences of Teachers in the DD-Lang project

OPH
31. 8.
2026

Marcus Wallin



Marcus Wallin



DD-Langin yhteistyöopettaja

Lukion ja peruskoulun
englannin kielen lehtori

Oppikirjailija

Sensori



DD-Lang



- Aloitus 2024; koululta mukana 3 opettajaa
- Mukana kaikkien vuositasojen opiskelijoita, ryhmien koot 18-36 opiskelijaa
- keskusteluja, haastatteluja



Miten tietoa voi käyttää?



1. Opiskelijat tottuneita perinteisiin tehtäviin, jotka antavat konkreettisia vihjeitä - holistinen lähtökohta vaikutti haasteelliselta
2. Oikean ja väärän vastauksen takana on valtavasti opettajalta piiloon jäävää tietoa
3. Tehtävien huolellinen kommentointi ja läpikäynti hyödyllistä myös edistyneiden opiskelijoiden kanssa



DD-Lang Tampereella

Pedagogisia ratkaisuja
opettajan työn haasteisiin



TAMPEREEN LYSEO

Yhteistyö

- 2022-2026
- Vierailut Rellulle ja viestien vaihto
 - Hankkeen esittely opettajille ja opiskelijoille
 - Vaihtelevat opetusryhmät ja osallistujat
 - Revitan käyttö
 - Tiedonkeruu
 - Datat jakaminen ja tulkitseminen
 - Pedagogiset keskustelut
 - Soveltaminen luokkahuoneessa

Opettajan työn haasteita

- Jatkuvassa murroksessa toimiminen; hallinnollisen työn lisääntyminen, työtehtävien hajanaisuus
- Suuret ryhmäkoot ja vaihtuvuus: tasoerojen ja yksilöllisten tarpeiden riittävä huomioiminen
- Digitaalisten oppimateriaalien ja tekoälyn passivoivat vaikutukset

DD-Lang yhteistyön tarjoamat ratkaisut

- Pedagogiikan
palauttaminen opettajan
työn keskiöön
- Hienovaraiset
eriyttämisen tavat
- Engineered participation:
osallistavan
tehtävänannon
rakentaminen
- Dynaamis-diagnostinen
arviointi ja mediaatio
osana sähköistä
oppimateriaalia

Lopuksi

- Tänä päivänä, kun opiskelijoilla on generatiivisen tekoälyn kaltaisia työkaluja helpottamassa tehtävien tekoa, on entistä tärkeämpää korostaa, että koulutuksen keskiössä ovat oppimisprosessit eivätkä suorittaminen ja arvosanat.
 - Myös tekoälyn voi valjastaa tähän käyttöön, kun sen toiminta on rajoitettua ja pedagogisesti suunnattua.
- Kun sekä oppimateriaali että luokkahuonetyöskentely mahdollistavat oikea-aikaisen ja yksilöllisen mediaation, fokus siirtyy pisteiden keräämisestä takaisin oppimiseen.

Applications for the Classroom

Making Research with/for Teachers Actionable:

Pedagogical Concepts for Instructional Innovation across International Contexts

Dr. Jacob Rieker & Dr. Meredith Doran
(The Pennsylvania State University)

Who are we, and why are we here with you today?



Dr. Meredith Doran

Teaching Professor of Applied Linguistics

Director, EPPIC

Faculty Developer & Language Teacher Educator

Romance Sociolinguist

French & Spanish Language Teacher



Dr. Jacob Rieker

Assistant Research Professor of Applied Linguistics

DD-Lang Collaborator

Faculty Developer & Language Teacher Educator

ESP Program Designer

Serial Language Learner



PennState

DEPARTMENT OF
APPLIED LINGUISTICS

EPPIC ENGLISH FOR PROFESSIONAL PURPOSES
INTERCULTURAL CENTER

Central Questions in Our Research/Practice



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1. What do language teachers and content-area faculty need to **know** and **be able to do** to create **more productive learning environments** for their students, and **how is this best learned**?

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2. What counts as an **opportune, relevant, and meaningful impact** of teacher/faculty professional development?

Central Questions in Our Research/Practice



1. What do language teachers and content-area faculty need to **know** and **be able to do** to create **more productive learning environments** for their students, and **how is this best learned**?
2. What counts as an **opportune, relevant, and meaningful impact** of teacher/faculty professional development?
3. How can we create changes in teacher practice (**instructional innovation**) and decision-making (**pedagogical reasoning**) that are actionable and make a difference for teachers and their students on ‘Monday Morning’?

Given these central questions and the Dissemination Day focus —

Our goals are **twofold**:



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Our goals are **twofold**:

(1) to highlight **shared pedagogical issues** that all teachers of English — English as a Foreign Language (**EFL**), English for Academic Purposes (**EAP**), English for Specific Purposes (**ESP**), English as a Medium of Instruction (**EMI**)— are confronting in one way or another **across global teaching contexts**;

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(2) to offer illustrative **examples** from our **professional development work** with EMI faculty in Taiwan to show how content-area professors who teach in English have created **unique, concept-based instructional innovations** to address these issues

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**Finnish Upper
Secondary EFL
Teachers**



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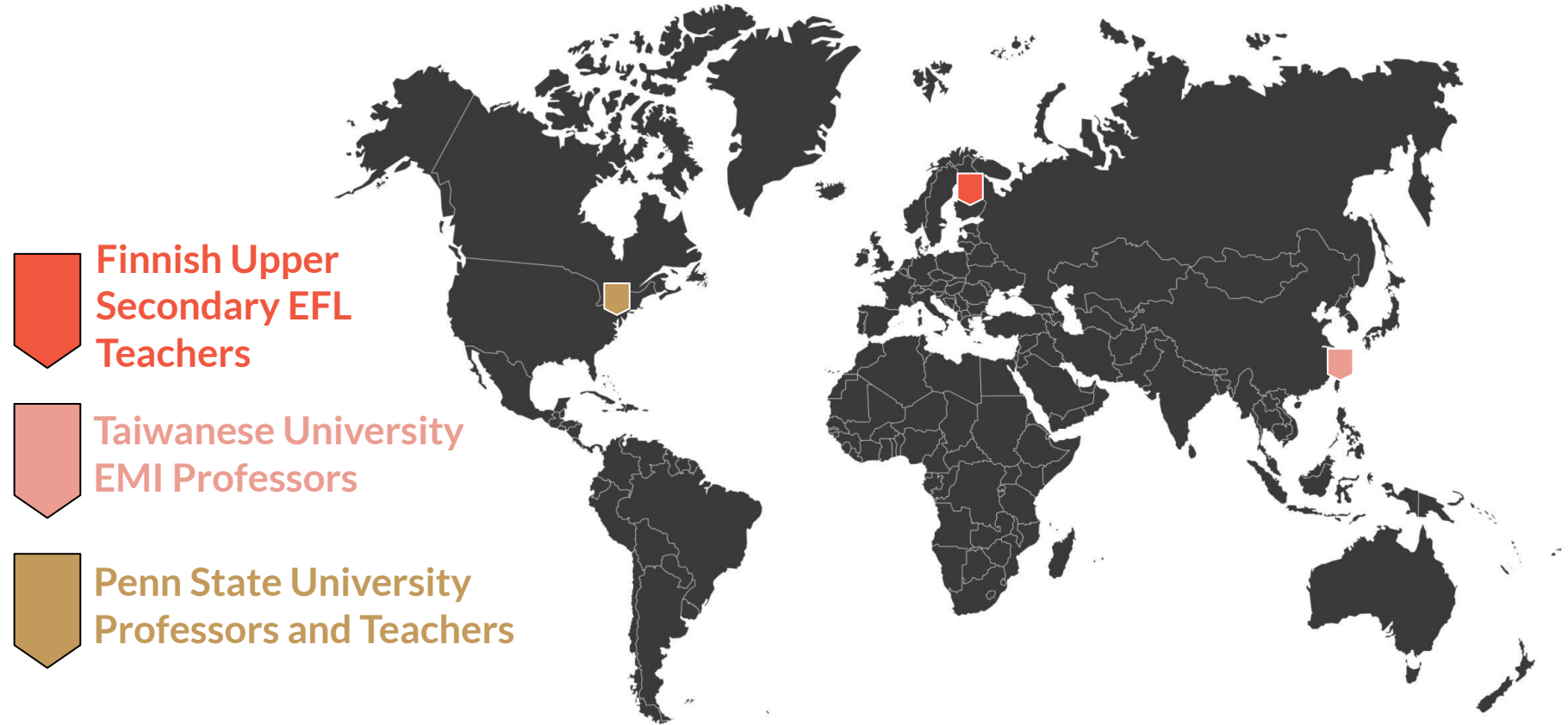


Finnish Upper
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Taiwanese University
EMI Professors



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(1) Current Teacher Perspectives:

Which context does the teacher quote come from?



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Which context does the teacher quote come from?



A

Finnish Upper Secondary EFL Teachers

B

Taiwanese University EMI Professors

C

Penn State University Professors and EAP Teachers

(1) Current Teacher Perspectives:

Which context does the teacher quote come from?



“Students are so distracted by technology that I find it hard to keep their attention at all, much less to teach my courses like I used to before the pandemic.”

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B

Taiwanese University EMI Professors

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Penn State University Professors and EAP Teachers

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Which context does the teacher quote come from?



“Students are so distracted by technology that I find it hard to keep their attention at all, much less to teach my courses like I used to before the pandemic.”

Our Penn State Colleague, Undergraduate EAP Lecturer



Penn State University Professors and EAP Teachers

(2) Current Teacher Perspectives:

Which context does the teacher quote come from?



“One thing I'd like to mention with regard to writing today is artificial intelligence, ChatGPT. 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.”

A

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B

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DD-Lang Teacher



Finnish Upper Secondary EFL Teachers

(3) Current Teacher Perspectives:

Which context does the teacher quote come from?



“I feel like I can’t verify if my students are actually doing the calculations that are foundational in my course, and certainly getting them to talk about their problem-solving process in English is even more difficult.”

A

Finnish Upper Secondary EFL Teachers

B

Taiwanese University EMI Professors

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Dr. Chien-Ping (Thomas) Chung, Associate Professor, EMI Teacher



Taiwanese University EMI Professors

Global English Teaching Pain Points

- 1) Promoting student engagement and participation in a distraction-rich, attention economy



Global English Teaching Pain Points



- 1) Promoting student engagement and participation in a distraction-rich, attention economy
- 2) AI Disruption: Complication of the work of teaching and our pedagogical assumptions

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- 4) Supporting students in taking an active, productive role in their own language learning

Global English Teaching Pain Points

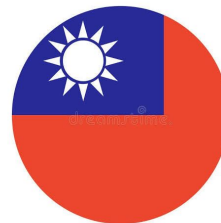


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- 3) Cognitive Offloading: Student (over)reliance on AI tools for task completion and for their own thinking process
- 4) Supporting students in taking an active, productive role in their own language learning



Key Question: How can we turn these shared teaching pain points into **growth points**, both for our **students** and for us as **teachers**?

From Pain Points to Growth Points: EMI Teaching in Taiwan



EMI Faculty Teaching Certificate Program

- Technical (STEM) University in Taipei
- EMI faculty teach complex disciplinary content through English (Engineering, Business, Design)
- Students at B1/B2 English proficiency level
- Faculty are content-area specialists, not English teachers

Program goal: To support faculty in addressing teaching challenges by applying foundational pedagogical concepts to create teaching innovations that promote student engagement and learning in English.

Foundational Pedagogical Concepts

(Doran & Rieker, 2024; 2025; Doran, Rieker, & Yang, 2025; Johnson et al., 2023; Rieker, 2023; Rieker & Doran 2025)



1. Thinking from the Student's Perspective
2. Making Student Learning/Thinking Visible & Actionable
3. (Re)Engineering Participation

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1. Thinking from the Student's Perspective

2. Making Student Learning/Thinking Visible & Actionable

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These concepts are '**generative**' tools-for-thinking
(i.e., inherent possibility to be used in creative and novel
ways to create reasoned instructional change)

Foundational Pedagogical Concepts

(Doran & Rieker, 2024; 2025; Doran, Rieker, & Yang, 2025; Johnson et al., 2023; Rieker, 2023; Rieker & Doran 2025)

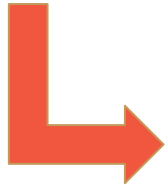


1. Thinking from the Student's Perspective

2. Making Student Learning/Thinking Visible & Actionable

3. (Re)Engineering Participation

These concepts are '**generative**' tools-for-thinking (i.e., inherent possibility to be used in creative and novel ways to create reasoned instructional change)



English as a Medium for **E**ngagement / **L**earning / **A**ction
(EME/L/A)

Case Study:
Using Foundational Pedagogical Concepts for Instructional Innovation



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Using Foundational Pedagogical Concepts for Instructional Innovation



Dr. Chien-Ping (Thomas) Chung

Associate Professor

Department of Information and Finance Management

National Taipei Tech University of Technology

Course: Financial Markets (EMI)

Number of Students: 80+

Student Profile: Multiple Majors (Business, Finance), most at B1-B2 English Proficiency Level

Course Format: 3-Hour Lecture (1x Per Week), 18-Week Semester

Dr. Chung's Pain Points & AI Complications:



1. No time for students to speak in English due to large class size and amount of key content to be covered in the lecture.
2. Students use AI on homework assignments involving financial calculations, so do not develop the necessary problem-solving and mathematical skills.

Goals for Instructional Innovation:

1. Have his students use English in a discipline-motivated way to discuss key course concepts and to show their problem-solving process for the financial calculations.
2. Draw on his students' desire to be 'content creators' (e.g., make and post videos), using their own English expression (not just defaulting to ChatGPT).



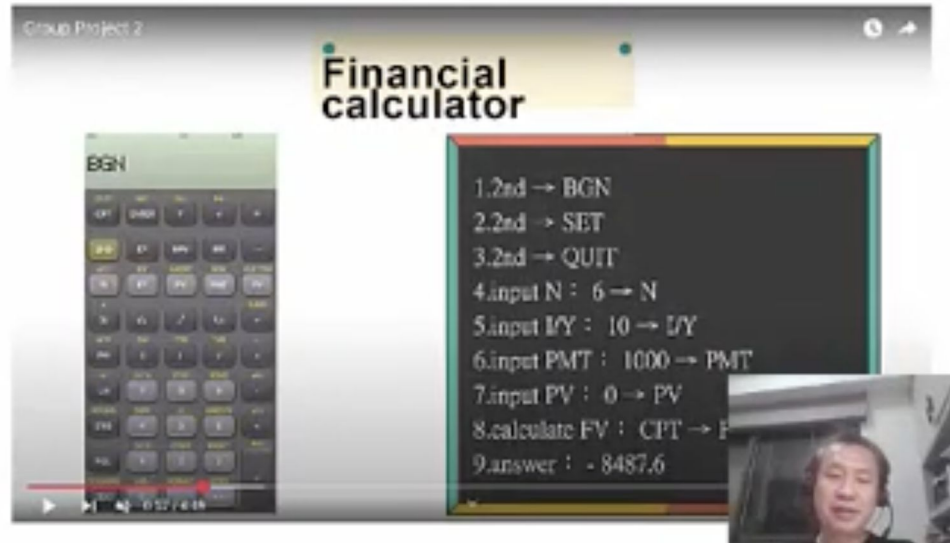
Key Question: How can we turn these shared teaching pain points into **growth points**, both for our **students** and for us as **teachers**?



Growth Point & **Instructional Innovation**

New homework assignment format:

Students create short videos in which they solve financial calculation problems 'live' while narrating their problem-solving process in English



[Screenshot of Dr. Chung's Reflection Video]



Five Key Benefits of Teaching Innovation

- 1. To give students a greater sense of achievement (To be a YouTuber)
- 2. Supporting student responses in English (in video explanation of their response, etc.)
- 3. Easy to manage a big class.
- 4. Help students to learn AI tools (AI applications)
- 5. This kind of assignment (of 'teaching' the calculation processes) seems to be inspiring the students to be more engaged in class.

[Screenshot of
Dr. Chung's
Reflection Video]

1. & 4. Thinking from the Student's Perspective

2. Making Student Learning/Thinking Visible & Actionable

3. & 5. (Re)Engineering Participation

Some More Innovations From Our Research with EMI Professors



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Pain Points

1. Students are passive and teachers need to create/source all materials

Growth Points / Innovations

1. Students generate and share public galleries of examples (e.g., photos, prompt responses)

Some More Innovations From Our Research with EMI Professors



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2. Students prepare, present, and peer evaluate poster-based projects

Some More Innovations From Our Research with EMI Professors



Pain Points

1. Students are passive and teachers need to create/source all materials
2. End-of-term presentations fall flat, wholesale produced by AI, and students in audience are disengaged
3. Pair/Group activities can be unfocused and students complete them superficially

Growth Points / Innovations

1. Students generate and share public galleries of examples (e.g., photos, prompt responses)
2. Students prepare, present, and peer evaluate poster-based projects
3. Use Convergent Task Design (i.e., students must converge on a shared answer/consensus to successfully complete the task)

Why does this all matter?



- **We are not alone:** As teachers of English (EFL, EAP, ESP, EMI), we are all facing similar challenges (student engagement, AI, etc.).
- **Pedagogical concepts can guide our teaching:** Concepts provide frames for addressing our teaching challenges creatively and agentively.
- **Our expertise matters:** Teachers' skill in guiding student activity is what makes language come alive, perhaps more now than ever.
- **English as a Medium for Engagement / Learning / Action is a student-centered stance:** It centers students' creativity and teachers' vital role in creating **conditions** for students to learn and grow.

Thank you / Kiitos paljon

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Possibilities for the future: **What kind of teacher training would you like to have?**



- Workshop on how to create prompts with a platform that is prob free - sth that helps learners become better writers
 - like a bank of prompts
- Ethics of using GenAI
- Activities to use in the classroom
- Sharing information about courses on the use of GenAI and ethical uses of GenAI
- Pedagogical uses of AI: How AI can work as a coach or a critical reader for students
-

Possibilities for the future: **What kind of challenges and directions would you like future research to focus on?**

What do we need to know more about?



- Learning to learn; growing number of learners do not know how to learn
- English learners do know is not enough
 - academic English- focused
-

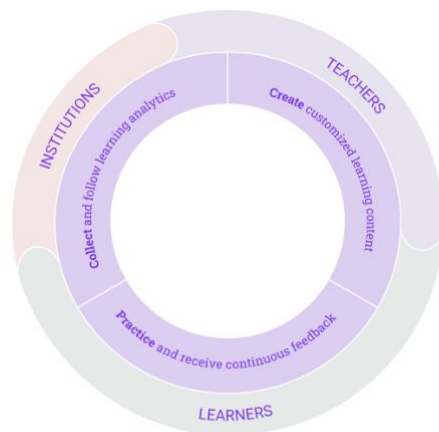
Possibilities for the Future

We develop research-backed tools to take your language skills to the next level

The DALAI-FIN Research Project aims to revolutionize and democratize second-language teaching and learning for adult immigrants. The target audience is learners who already have basic Finnish or Swedish skills, and require greater proficiency to:

- gain employment,
- support fluent communication at work, or
- participate fully in the social, cultural, and political life in Finland.

DALAI-FIN develops a state-of-the-art, AI-assisted language-learning ecosystem, in collaboration with Finnish and Swedish learners and teachers.



DigiTala & AASIS & DigiTala in Action -projects

<https://www.helsinki.fi/en/projects/digitala-action>



DIGITALA IN ACTION

NEWS

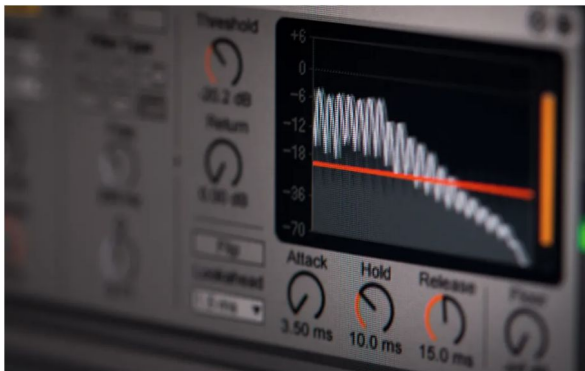
ABOUT ▾

PEOPLE AND CONTACTS

PUBLICATIONS

DigiTala in action

DigiTala in action - automatic speaking assessment supporting integration



DigiTala in action - automatic speaking assessment supporting integration (DTA) is a project between University of Helsinki, Aalto University and University of Jyväskylä. The central idea of the DTA project is to further improve automatic speaking assessment (ASA) in L2 Finnish and to make it suitable for a new purpose, namely language assessment in integration training. The project aims at developing a mobile application for automatically assessing L2 speaking in Finnish and providing feedback to the learner.



The DigiTala project



The AASIS project

Closing remarks



- We are working on opening the system for all interested teachers; send us an Email if you wish to know when this happens
- Potential for novel teacher professional development opportunities
- Novel research co-developmental projects between teachers and researchers



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- Slides available online after seminar
- Certificates via email
- Please give us your feedback and share your ideas here:

<https://link.webropol.com/s/ddlang>





Kiitos osallistumisesta!

Lisätietoja:

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<http://r.jyu.fi/DDLANG>

