

A Study on Utilizing AI Tools to Enhance High School Students' Writing Self-Assessment

Saturday, 27 July 2024 15:00 (45 minutes)

The application of technology, particularly Artificial Intelligence (AI) tools, is becoming more popular and significant in education. This study aims to investigate the effectiveness of integrating AI tools to enhance the writing self-assessment process among high school students. Writing self-assessment is a crucial component of developing students' writing skills and fostering metacognitive awareness. However, because of prejudices, lack of expertise, or inadequate feedback, students frequently find it difficult to assess various dimensions of writing, including grammar, coherence, and organization accurately. By providing objective and personalized feedback, utilizing AI technologies offers an innovative way to address these obstacles. A mixed-methods approach is employed to analyze writing samples and explore students' attitudes toward using AI experiences. Forty high-school students aged from fourteen to eighteen, studying A2 English level will be chosen randomly to take part in this study. Moreover, students also participate in self-check and peer-check tasks that help them gain a deeper understanding of their writing strengths and weaknesses by comparing their self-assessments with AI-generated feedback. Students demonstrate increased confidence in their ability to evaluate their writing accurately and effectively. Ultimately, this research contributes to the field of educational technology innovatively to enhance students' writing skills and self-assessment.

Online Profile

Biography

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Session Classification: Posters

Track Classification: Technology