# Arabic Learning and Scope for AI (ARTIFICIAL INTELLIGENCE)

Duration: 45 mins (1:30 pm – 2:15 pm on 25th Jan 2024)

Participants: Arabic and Islamic Teaching Staff Members

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Activity | Duration | Description | Prep/Materials | Objective |
| QCRI Team Introductions | 2 mins | QCRI team introduces themselves and gives a brief introduction to the Arabic Writing Assistant |  | * Set the context * Explain objective of the session |
| Teaching Arabic | 8 mins | Semi-structured discussion around challenges faced during   * Lesson and test preparation * Execution on classroom * Assessment and tracking of student progress * Benefits of using technology | * Questions to coordinate the discussion efficiently and meaningfully | * Understand teachers’ challenges * Identify use of technology in teaching practice |
| Activity Walkthrough | 20 mins | Detailed discussion on a creative writing topic like essay writing or poetry analysis covering teachers’ thought process and actions during planning, preparation, delivery, and assessment | * Leading questions to guide the discussion * Activity sheets to capture key points? | * Get ideas on how to implement creative writing * Identify opportunities for AI assistance at various stages   + Planning   + Organization   + Drafting to Writing   + Feedback   + Recommendation of resources |
| Demo ALT Research Capabilities | 15 mins | Demo existing ALT capabilities and discuss merits for use in teaching and assessment | * Working links to demos * Laptop with internet access | * Display existing technology * Discuss possibilities of integrating these in the Writing Assistant. * Understand teachers views on pros and cons |
| Wrap Up |  | Thanks, and conclusions |  |  |

## Activity Walkthrough

### Current Teaching Practices:

* Begin by asking teachers to describe how they currently approach teaching the selected writing task.
* Inquire about their methods for providing instructions, guiding students, and assessment.
* What resources, in addition to textbooks, do teachers typically refer to for help or ideas.

### Student Interaction:

* Ask how teachers interact with students during the writing process – at the beginning, during the writing, or both
* How long do students take to complete a writing task, like an essay, on average.
* How much of the writing work is done in class vs. Home.
* What are common errors or mistakes students make
* What resources, if any, are students encouraged and permitted to utilize.

### Assessment Criteria:

* Discuss the criteria teachers use to assess and grade student essays.
* Inquire how they prioritize aspects like content, organization, language proficiency, and creativity.

### Feedback Process:

* How do teachers provide feedback to students – how often, how much
* Does feedback strategy change based on individual students' ability or progress
* What kind of feedback works best for students

### Common Challenges:

* Encourage teachers to share common challenges they encounter during the essay writing task, such as
  + identifying plagiarism,
  + addressing language barriers, or
  + managing diverse skill levels.

### Thought Exercise:

* If they had unlimited time and resources at their disposal, how would they adapt their current practice to ensure each student can write better.
* Scope for AI and technology in general to improve the process and increase students engagement