Beyond AI Feedback

Designing Self-Regulated Learning in AI-Enhanced English Classrooms

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Today is not about another AI tool

It is about what teachers do after AI gives feedback.

Challenge → Model → Adapt → Take away

Quick poll

Which student is more likely to improve?

Student A

Receives 18 AI corrections
Reads the feedback
Moves on

Student B

Receives 3 corrections
Reflects on one priority
Tries again

A or B?

What we repeatedly observe

1. Students look at the score first.
2. They try to fix everything at once.
3. They rarely revisit the same task.

The central question

How can teachers transform AI feedback into meaningful learning?

Part 1

The missing step between feedback and learning

Feedback is not the finish line



The missing step is what learners do with feedback.

The learning cycle



Self-regulated learning happens in the cycle, not in the score.

Part 2

A 3-minute classroom routine

Notice → Reflect → Retry

NOTICE Choose the ONE feedback that matters most.

REFLECT Why did this happen? What should change?

RETRY Try the task again immediately.

Simple enough to use tomorrow. Structured enough to build learner autonomy.

Live demo: the teacher move

Imagine AI returns ten comments on one student response.

What should the teacher do next?

Not more correction but better thinking.

Part 3

Adapting the routine across classrooms

Same routine. Different contexts.

Secondary

after a short speaking task

University

after an academic paragraph

Adult English

after a workplace role-play

Language centre

after exam-practice feedback

Where could this routine fit into a lesson you already teach?

Your takeaway

Use this after any AI-supported speaking or writing task:

1. What feedback matters most?
2. Why did this happen?
3. Show me your improved version.

If you teach tomorrow...

Try just ONE change.

After AI feedback, pause. Ask learners to Notice → Reflect → Retry.

Learning is not completed
when students receive feedback.

It is completed when they act on it.

LESS CORRECTION. MORE THINKING.

Questions & reflection