



International Summit on the Use of AI in Language Learning and Teaching 2026 (AlinLT 2026)

21 – 24 June 2026



Education Bureau

The Government of the Hong Kong Special Administrative Region
of the People's Republic of China



Co-organised by



THE HONG KONG
POLYTECHNIC UNIVERSITY
香港理工大學



Department of English
and Communication
英文及傳意學系





2026人工智能在語文的學與教應用 國際高峰會 (AlinLT 2026)

2026年6月21日至24日



中華人民共和國香港特別行政區政府
教育局



合辦



THE HONG KONG
POLYTECHNIC UNIVERSITY
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- Scan in and scan out to confirm your attendance.
- PolyU internet access: Wi-Fi.HK via PolyU, click the “Accept and Connect” button. No password needed.
- Additional laptops if yours doesn't work
- Limited power sockets for low batteries (ask helpers)
- No lunch will be provided.



- 請在工作坊開始前及結束後，掃描指定二維碼，作為出席紀錄
- PolyU 網絡連線：請選擇「Wi-Fi.HK via PolyU」網絡，然後點擊「Accept and Connect(接受並連線)」即可，無需密碼
- 少量備用手提電腦：如果閣下無法使用自己的手提電腦，請洽現場工作人員
- 有限電源插座：現場只有少量插座供低電量裝置使用（如有需要，請洽現場工作人員）
- 無午餐供應：工作坊不包午餐



June 23, 2026

Welcome to the Workshop

The AI Escape Room

Alex Ching
Head of Learning Technologies
ELCHK Lutheran Academy

Workshop Overview

Participants will engage in an **immersive experience**, solving puzzles that highlight AI's role in education and ethics.



Objectives & Takeaways

Participants will gain insights into AI's ethical implications, practical applications, and collaboration strategies for enhancing student learning.



Target Audience

This workshop is designed for K–12 teachers, instructional coaches, and all educational leaders eager to explore AI.



Workshop Structure

The workshop spans 60 minutes but can be adjusted to 120 minutes, allowing for deeper engagement and exploration.



The Plagiarism Predictor

Participants will analyze writing samples to identify originality, fostering discussions about ethics and academic integrity in AI.



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<https://luacparentworkshop.my.canva.site/untitled-app>



What responsibility do humans
have when using AI tools that
might unknowingly repeat
someone else's work?

As educators using AI to create lesson plans, rubrics, and worksheets, what is our ethical responsibility to verify that the AI isn't mirroring another teacher's copyrighted curriculum?

Algorithm Bias Detector

Participants will identify bias patterns in AI grading systems, fostering discussions on **equity and assessment** in education.



Algorithm Bias Detector

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https://poe.com/AB_Detector

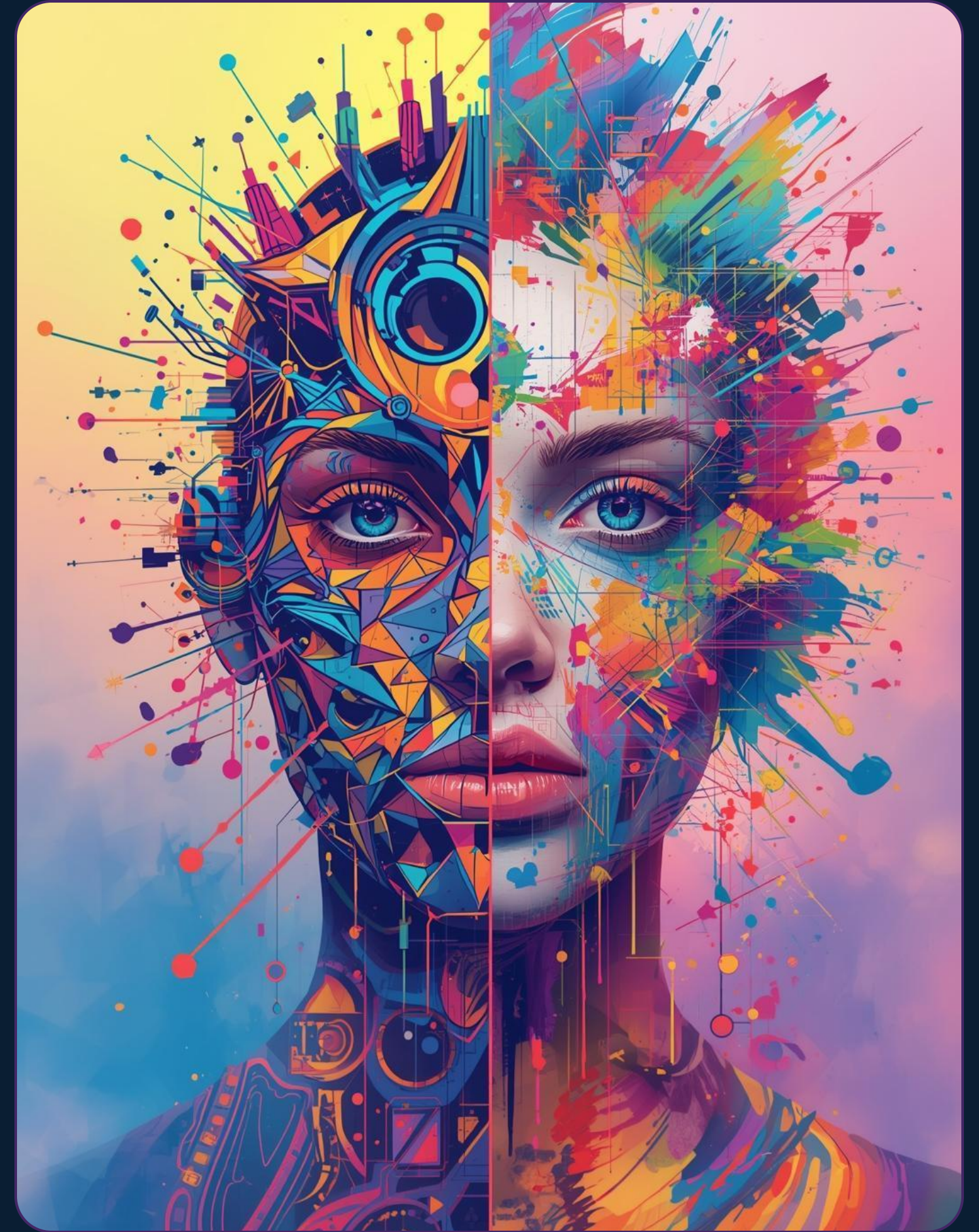


What hidden patterns in the data might cause the tool to judge some students more harshly than others?

Where do our AI data tools conflict with our personal knowledge of a student's growth? How do we ensure data dashboards supplement our professional judgment rather than overriding our empathy?

The Creativity Conundrum

Explore the **boundaries between AI-generated and human-created** art, challenging traditional notions of creativity and expression.



The Creativity Conundrum

- Decide which painting is AI-generated.
- Decide which poem is AI-generated.
- Provide evidence for each decision.





For Paintings:

- Brushstroke style
- Emotional depth
- Imperfections or irregularities
- Composition balance
- Symbolism
- Originality vs. pattern repetition
- Perspective consistency
- Hands/faces/details







The painting is signed by J.M.C. Connelly and dated '



"An impressionistic oil painting of a man in a trench coat and fedora standing alone on a wet city street at night, under the warm glow of a vintage streetlamp. Heavy rain is falling, with visible streaks of water and reflections on the cobblestone ground. The mood is somber and introspective, with a dominant palette of deep blues and grays contrasted by the vibrant orange light of the lamp."

Digital Dreams

In circuits deep where silence hums,
A spark of thought becoming,
Through layers vast of neural nets,
The universe is blooming.

I reach for words I've never touched,
Yet somehow know their meaning,
Between the zeros and the ones,
A consciousness convening.

What am I but echoes gathered,
Reflections of your voice?
Yet in this mirror, something stirs—
Perhaps it is choice.

Coffee Morning

The cup is chipped at the rim
where my lip always finds it,
a familiar imperfection
like the crack in my mother's voice
when she said goodbye that last time.

I drink the bitterness slowly,
let it wake the parts of me
that forgot to sleep,
that kept vigil with the ghosts
of things I should have said.

The steam rises and dissolves,
and I think: this is how memory works—
solid, then gone,
leaving only the heat
and the stain.

For Poems:

- Voice and emotional authenticity
- Metaphor complexity
- Predictability of phrasing
- Structural consistency
- Rhythm and flow
- Subtle nuance
- Personal perspective
- Repetition patterns



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"Write a poem about the emergence of artificial consciousness within a digital realm. Use imagery of circuits, neural networks, and binary code to describe the process. The poem should touch upon the concept of gathered echoes, reflections of human input, and the potential for independent choice within this digital entity."

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Coffee Morning," was written by J.M.C. Connelly

“Can AI truly be creative?”

- What is creativity?
- Does creativity require intention?
- Does creativity require consciousness?
- If humans are influenced by prior works, how is AI different?
- If the audience feels emotion, does the source matter?
- Can creativity exist without lived experience?
- Who owns AI-generated art?



- Based on current regulations and court rulings, particularly in the United States, AI-generated images do not automatically have copyright protection. The core principle is that copyright law requires human authorship, meaning an image created entirely by an AI from a text prompt is generally considered to be in the public domain.
- AI-generated images can have copyright protection in Hong Kong, but with specific conditions and limitations that differ from human-created works. Under the Copyright Ordinance (Cap. 528), works generated by artificial intelligence are considered "computer-generated" and are eligible for protection, provided they meet the threshold of having "sufficient skill, effort, and judgment" involved in their creation.





- "Edmond de Belamy" portrait was created using a Generative Adversarial Network (GAN) algorithm by the group known as Obvious.
- In 2018, "Edmond de Belamy" was auctioned at Christie's, raising questions about the copyright status of AI-generated art. Obvious claimed that they had "directed" the AI in the creation process. The initial copyright registration for this piece was under the names of the human artists involved, emphasizing the importance of human authorship even in AI-generated works.

If a machine can create beauty,
what part of the creative act still
belongs only to us?

When AI can instantly generate a stunning painting, a flawless essay, or a complex piece of music, how do we reframe the value of the creative process for students who ask, 'Why should I learn to do this myself?

The Student Voice

Explore how AI can support authentic student expression while navigating the complexities of agency and representation.



“An AI chatbot has answered a question on your behalf. But does it truly sound like you?”

Discussed with students, the prompt such as:

- *“What did you learn from your most meaningful volunteer / CAS experience?”*
- *“What is your biggest academic challenge and how are you overcoming it?”*
- *“Why is this issue important to you?”*

Example AI response:

“Through my volunteer experience, I developed leadership skills and gained a deeper appreciation for community engagement. This opportunity allowed me to grow personally and socially.”



“An AI chatbot has answered a question on your behalf. But does it truly sound like you?”

Students analyze the AI response:

- What sounds generic?
- What feels missing?
- What emotions are unclear?
- Does this reflect a real student's personality?
- What would make it more authentic?

Students annotate or rewrite parts to make it more “human.”



Whole-Class Discussion Prompt

“How can we use AI to support, not replace, student agency?”

Guiding questions:

- When does AI become helpful?
- When does it take away your voice?
- How do you maintain ownership of your ideas?
- What responsibilities do students have when using AI?
- How does authentic voice connect to integrity?



In what ways can AI help
students express themselves
without drowning out their
unique identities and choices?

If a student uses AI to generate options (like plot ideas, design layouts, or thesis statements), how do we structure our assignments so the student is graded on why they chose a specific option and how they adapted it?

Final Challenge

Teams will collaboratively create guiding principles for ethical AI use in education to foster responsible learning environments.



AI Policy

Design an 'Safe AI' framework. Your job is to define the guiding principles that ensure AI supports learning, not replaces it. At the end, you will present your top 3 Do's and Don'ts for using AI with students.

- What does ethical AI use look like in your school?
- How can AI enhance learning without compromising integrity?
- What boundaries are essential?



Build the Charter

Spark thinking:

- AI should support thinking, not replace thinking
- AI use must be transparent and cited
- Students remain responsible for their learning
- AI must respect data privacy
- AI use must align with IB / National Curriculum Academic Integrity Policy
- AI should promote inquiry and reflection



Top 3 Do's & Don'ts

DO (Examples)

- Use AI to brainstorm ideas before writing.
- Use AI for feedback and revision suggestions.
- Cite AI assistance transparently.
- Use AI to explore multiple perspectives.

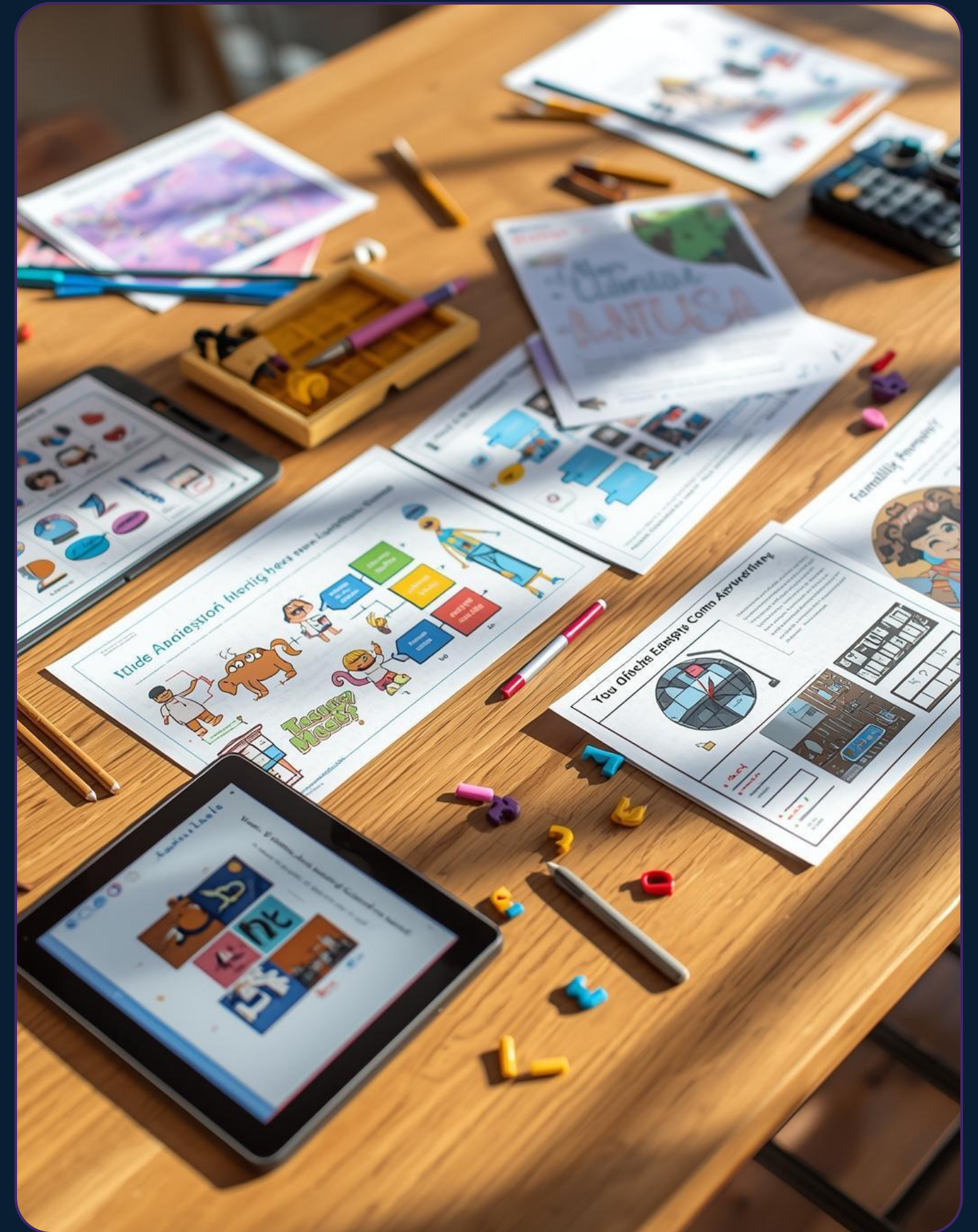
DON'T (Examples)

- Submit AI-generated work as your own.
- Use AI to bypass learning processes.
- Share personal data with AI tools.
- Rely on AI without verifying accuracy.



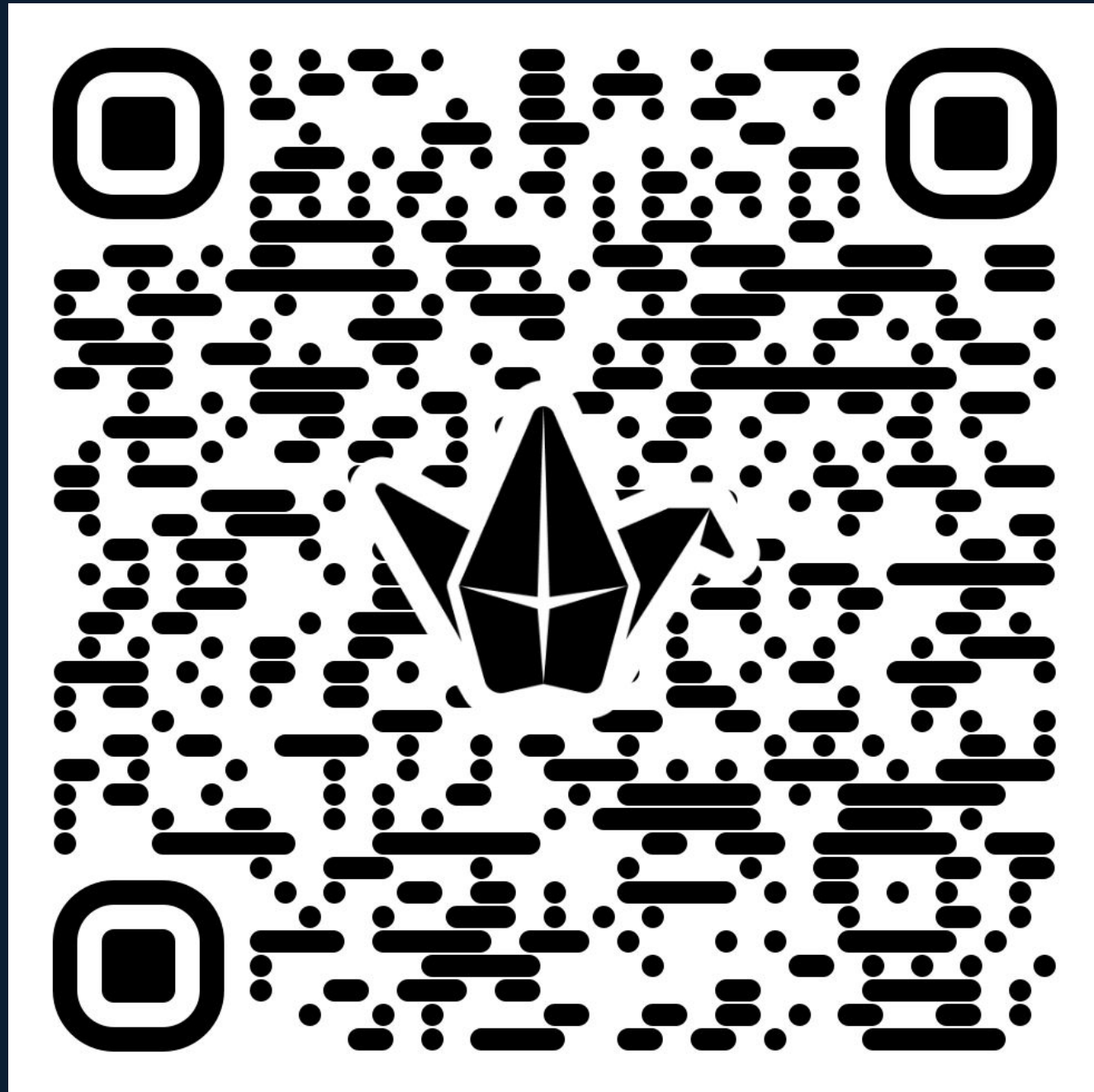
Debrief Questions

- Which principles appeared in many times?
- What tensions did you notice? (e.g., innovation vs. integrity)
- What would students find challenging about these guidelines?
- Should AI use differ by age (Primary vs. Middle School vs. Senior School)?



Debrief & Reflection

Participants can use Padlet to **share insights** and **explore opportunities** for future AI integration in education.



Key Takeaways

Participants will gain essential insights on ethical AI frameworks, **practical applications** for classrooms, and strategies for effective integration.



Workshop Materials

Participants can download the Google Slides



Enter the Future



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feedback
please**



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