

AE Academic English UK

AI-Supported Academic Reading Workbook



Education and Learning in the Digital Age

EXAMPLE

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AI-Supported Reading Workbook **EXAMPLE**

1. Who is it for?

This booklet is designed for international students who are preparing to study, or are already studying, at university or college where English is the medium of instruction. It focuses on developing academic reading skills through the theme of education and learning in the digital age, helping students interpret meaning, structure and writer intention in academic texts.

No specialist knowledge of education or technology is required. Depending on their level of English, some students may need additional time to process the texts. Each lesson combines guided reading tasks, individual analysis and reflection activities, enabling learners to practise core academic reading skills in meaningful university-level contexts.

2. How long will it take to complete the booklet?

The time required will vary depending on the student's level of English and reading experience. On average, each lesson is designed to take 45–60 minutes, including guided reading, analysis, AI-supported checking and reflection.

The workbook contains ten core lessons, designed to be studied sequentially, moving from identifying main ideas to integrated critical reading. Lessons may also be used individually to target specific academic reading skills.

3. What context is used to practise academic writing?

The thematic focus of this workbook is education and learning in the digital age. Across the lessons, students practise academic reading through topics such as digital learning, AI-powered personalised learning, student engagement, assessment and the future of higher education.

This familiar and neutral academic context allows students to focus on interpreting meaning, structure, stance and limitation rather than specialist subject knowledge. The texts function as a vehicle for developing academic reading skills rather than testing background knowledge.

4. How should this booklet be used?

Each lesson follows a clear and consistent structure:

- clearly set out aims.
- a short academic reading text.
- guided and independent reading tasks.
- an AI-supported interpretation check.
- reflection on reading strategies and AI use.
- optional extension task with longer, more challenging text.

Throughout the workbook, students are guided in responsible and controlled use of AI tools to support noticing, interpretation and reflection, rather than answer generation. Checklists and reflection tasks help learners evaluate their understanding, judgement and confidence as academic readers.

5. What outcomes should students expect?

By the end of this workbook, students will have greater control over key skills required for academic reading. They will be able to:

- identify main ideas and supporting detail in academic texts.
- Distinguish between key and minor detail.
- interpret writer stance, emphasis and limitation.
- understand how cohesion and organisation support meaning.
- read academic texts critically rather than passively.
- reflect on how AI tools can support academic reading without replacing judgement.

The final lesson brings together the reading skills developed throughout the workbook, helping students demonstrate confident, critical academic reading in preparation for further university study.

Workbook Contents

EXAMPLE

	Theme	Reading Focus
1.	Digital learning in higher education.	Identifying main ideas.
2.	Digital learning tasks and activities.	Understanding supporting detail.
3.		Distinguishing between key and minor information.
4.	Benefits and limitations of AI in education.	Recognising writer stance and hedging.
5.		Understanding text organisation.
6.	Student engagement in online learning.	Interpreting reference and cohesion.
7.	Automated assessment in higher education.	Interpreting description and process.
8.		Inferring meaning and writer intention.
9.	Impact of digital technology on learning outcomes.	Evaluating scope and limitation.
10.		Integrated critical reading and AI reflection.
11.	ANSWER KEY	



Digital Learning in Higher Education



Lesson 1 Identifying Main Ideas

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Lesson 1: Identifying Main Ideas

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- identify the main idea of an academic paragraph.
- [redacted]
- distinguish between main ideas and supporting details.
- evaluate AI feedback [redacted] critically.

→ **Tip:** Focus on how clearly the [redacted], not on where it appears in the text.

⇒ **Note:** The theme of this lesson is 'digital learning in higher education'. You do not need any specialist knowledge, but you may like to use a dictionary to check any unknown words.

Task 1: Noticing the main idea

Read the paragraph below. Underline ONE sentence that you think expresses the main idea of the paragraph and then explain why you have selected this sentence in the following box.

Reading Text 1	
<p>Digital learning [redacted] feature of higher education in recent years. Universities increasingly use online platforms to deliver course materials, [redacted]. One reason for this shift is the growing demand for flexible learning opportunities, particularly among students who [redacted] commitments. [redacted] large student cohorts by providing scalable access to resources. However, the effectiveness of digital learning [redacted] support.</p>	
Why did you choose this sentence as the main idea? Explain briefly.	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 2: Evaluating possible main ideas

Read the sentences below. Decide which sentence could function as the main idea of the paragraph and which sentences are too specific and therefore can only function as supporting details.

	Sentence	Possible Main Idea	Too Specific
1.	Digital learning has become an important feature of higher education.		
2.	Universities [redacted] deliver course materials.		
3.	[redacted] are important for many students.		
4.	Digital learning can [redacted]		

⇒ **Do NOT** compare your answers with your classmates. Move on to the next exercise.

Task 3: AI-supported main idea and supporting detail check

Now use an AI tool such as ChatGPT or M365 Copilot to support your learning. Use these exact steps.

Step		
1.	Copy reading text 1 into your chosen AI tool and copy this prompt exactly as it is written:	
	<div> <div>Explain why some sentences function better as supporting details. Do not rewrite the paragraph.</div> <div>This information is available in paid version</div> <div>+</div> <div> </div> </div>	
2.	Compare the AI's response with your answers by completing these questions:	
	i.	_____ when discussing possible main ideas?
	ii.	Did the AI clarify why those sentences function better _____?
	iii.	Do you agree with the AI's reasoning? Why or why not?

⇒ Discuss your answers with your classmates and your teacher.

Task 4: Independent transfer

Read the paragraph below. Underline _____ and highlight TWO _____ details.

⚠ Do NOT use an AI tool for this task.

Reading Text 2
Digital learning environments often include features _____ for _____ when and how students study does not automatically lead to effective learning without sufficient guidance. For example, _____ more control over managing their study, but they also place greater responsibility on students to _____. As a result, students who _____ struggle to remain organised and motivated, even when flexible learning options are available.

⇒ Do NOT compare your answers with your classmates. Move on to the next exercise.

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I can identify the main idea of a paragraph confidently.	
2.	I can _____	
3.	I can recognise when a sentence is too specific to control a paragraph.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Identify the paragraph.

This information is available in paid version

Do not summarise the

+

Task 6: Reflection

How did using AI help you [redacted] supporting details in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and identify [redacted] supporting details. For [redacted] rationale explaining why you classified the sentence in that way.

⚠ **Do NOT use an AI tool for this task.**

Reading Text 3

[redacted] feature of higher education institutions worldwide. Universities increasingly rely on online [redacted], [redacted] with students. The central role of digital learning in higher education lies in how it reshapes access to [redacted] of [redacted] systems provide a structured environment where lectures, readings and tasks are stored in one location. [redacted] these systems independently and manage their learning outside scheduled class time. Recorded [redacted] and control the pace of study. Online submission systems standardise assessment processes and reduce [redacted] and students. [redacted] to support large and diverse student cohorts without expanding physical teaching spaces. At the same time, [redacted] digital [redacted] confidence among students. Difficulties with navigation, connectivity, or platform design can affect [redacted] academic [redacted] therefore depends not only on the availability of technology but also on how clearly courses are designed and [redacted] e [redacted].

⇒ *Apply the strategies you learned in this lesson to check your answers.*

AE Academic English UK

Digital Learning Tasks and Activities



Lesson 2 **Understanding Supporting Detail**

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Lesson 2: Understanding Supporting Detail

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- recognise different types of supporting detail in an academic text.
- distinguish between [redacted] and results.
- explain how supporting details develop and clarify a main idea.
- reflect critically [redacted].

→ **Tip: Focus on which sentences explain, [redacted] idea, not on signal words alone.**

⇒ **Note: The theme of this lesson is ' [redacted] '. You do not need any specialist knowledge, but you may like to use a dictionary to check unknown words.**

Task 1: Noticing supporting detail

Read the paragraph below. The sentence underlined expresses the main idea. Your task is to **highlight THREE** sentences that support the main idea.

Reading Text 1	
<u>Digital learning tasks are designed to [redacted] higher education.</u>	
These tasks often include short quizzes, discussion activities and reflective writing tasks that are embedded [redacted] quizzes are [redacted]	
understanding after recorded lectures. Discussion forums allow students to exchange ideas and [redacted] to course [redacted]	
encourage learners to evaluate their understanding. By requiring students to interact actively with course [redacted] content, [redacted] sustained cognitive involvement. Consequently, digital learning tasks can encourage more active participation [redacted].	

⇒ *Compare your answers with your classmates and your teacher.*

Task 2: Identifying types of supporting detail

Read the sentences below. Decide what type of supporting detail each sentence provides.

	Sentence	Example ✓	Explanation ✓	Result ✓
1.	These tasks often include short quizzes, discussion activities, and reflective writing tasks.			
2.	Online [redacted] check understanding after recorded lectures.			
3.	Discussion [redacted] exchange ideas and respond to course content, [redacted] learners to evaluate their understanding.			
4.	By requiring students to interact actively with course [redacted] with content, these tasks promote sustained [redacted].			
4.	Consequently, digital learning tasks can encourage [redacted] scheduled class time.			

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Now use an AI tool to support your learning.

⇒ Discuss your answers with your classmates and your teacher.

Read the paragraph below. The main
detail each sentence provides and complete the table.

Reading Text 2

Online quizzes are commonly used as part of digital learning in higher education. These quizzes are typically placed after recorded lectures to [redacted] [redacted] often included at the end of each learning unit. This immediate feedback helps learners recognise [redacted] quizzes [redacted] independent study.

⇒ **Do NOT** compare your answers with your classmates. Move on to the next exercise.

Step 1: Check your own work



1.	I identified the [REDACTED] sentence.	
2.	I based my decisions on what each sentence does, [REDACTED].	
3.	The supporting [REDACTED] idea.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Identify which sentences This information is available in paid version paragraph.
Do not summarise the par

+

Task 6: Reflection

How did using AI help you confirm or question your identification of the supporting details in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and identify the different types of supporting [redacted]). For each [redacted] you classified the sentence in that way.

⚠ **Do NOT use an AI tool for this task.**

Reading Text 3
Asynchronous discussion forums are a common digital [redacted] [redacted] integrated into online courses and require students to contribute written responses to set prompts. Participation [redacted] to interpret [redacted] that are visible to peers. When responding to a lecture question or reading prompt, students must [redacted] with [redacted] . Reading and replying to posts written by others can further extend engagement by exposing learners to alternative [redacted] . This process [redacted] material and reconsider initial understandings. Over time, repeated involvement in discussion [redacted] ability [redacted] and sustain engagement with course concepts beyond formal teaching sessions. Such outcomes [redacted] tasks [redacted] but also as mechanisms for reinforcing understanding through extended interaction with academic content.

⇒ *Apply the strategies you learned in this lesson to check your answers.*



AI-Powered Personalised Learning



Lesson 3

Distinguishing between Key and Minor Information

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Lesson 3: Distinguishing between Key and Minor Information

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- distinguish between [redacted].
 - explain why certain details are more important than others.
 - identify [redacted].
 - evaluate AI feedback on detail selection critically.
- **Tip: Focus on which details** [redacted] **add examples or consequences.**
- ⇒ **Note: The theme of this lesson is 'AI** [redacted] **. You do not need any specialist knowledge, but you may like to use a dictionary to check unknown words.**

Task 1: Noticing key and minor detail

Read the paragraph below. The sentence underlined expresses [redacted]. [redacted] is a key detail or a minor detail. Complete the following table.

Reading Text 1	
<p>AI-powered personalised learning is increasingly [redacted] individual student performance. They can recommend specific resources or activities [redacted] feedback after completing tasks. This feedback may help learners monitor their progress more effectively.</p>	

	Sentence	Key Detail ✓	Minor Detail ✓
1.	These [redacted] based on individual student performance.		
2.	They [redacted] or activities to address areas of weakness.		
3.	[redacted] automated feedback after completing tasks.		
4.	This [redacted] monitor their progress more effectively.		

⇒ *Compare your answers with your classmates and your teacher.*

Task 2: Explaining key vs minor detail

Answer these questions:

1.	Why are [redacted] to the main idea than others?	
2.	What [redacted] key detail rather than a minor detail?	

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 3: AI-supported key vs minor detail check

Now use an AI tool to support your learning.

Step	
1.	Copy reading text 1 into your chosen AI tool and copy this prompt exactly as it is written: <div style="border: 1px solid #ccc; padding: 10px; margin: 10px; border-radius: 10px;"> <p>Explain the difference Focus on how directly Do not rewrite the paragraph.</p> <p style="text-align: center; color: #ccc;">This information is available in paid version</p> <p style="text-align: right;">+ </p> </div>
2.	Compare the AI's response with your answers by completing these questions:
i.	Did the AI explain the difference between key
ii.	Did it help clarify why some details are less ?
iii.	Do you agree with the AI's explanation? Why ?

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent transfer

Read the paragraph below. The main idea is underlined. Decide whether each supporting sentence is a key detail or minor detail. Complete the following table.

⚠ **Do NOT use an AI tool for this task.**

Reading Text 2			
<p><u>AI-powered personalised learning systems</u> <u>students</u>. This feedback is responses to tasks and activities, allowing the performance in real time. In many after task completion. Some information visually through progress Through these feedback mechanisms, more effective learning.</p>			
	Sentence	Key Detail ✓	Minor Detail ✓
1.	This feedback is generated by allowing the system to respond to performance in real time.		
2.	In many after task completion.		
3.	Some visually through progress indicators or dashboards.		
4.	Through these may support more effective learning.		

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I identified details that are [redacted] paragraph.	
2.	[redacted] important information and extra detail.	
3.	My decisions are based on meaning, [redacted] position.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Identify which supporting [redacted] details.
Do not summarise the par [redacted]

+

Task 6: Reflection

How did using AI help you confirm or question what counts as a key or minor detail in this lesson?
Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and identify the key [redacted] choice, write a brief rationale [redacted] the sentence in that way.

⚠ **Do NOT use an AI tool for this task.**

Reading Text 3
<p>AI-powered personalised learning systems are increasingly [redacted] the [redacted] student performance. These systems operate by analysing student responses to individual activities [redacted]. A key [redacted] adaptive algorithms to prioritise content that addresses areas of difficulty. When a student repeatedly [redacted] practice tasks targeting the same skill. Tasks that a student completes successfully may appear less [redacted] challenging [redacted] is intended to focus learner attention on specific weaknesses rather than repeating content that has already [redacted], such as [redacted], may influence user experience but do not directly shape learning progression. The central function [redacted]. As a result, students may engage more consistently with tasks that are aligned with their immediate learning [redacted] time.</p>

⇒ *Apply the strategies you learned in this lesson to check your answers.*



Benefits and Limitations of AI in Education



Lesson 4

Recognising Stance and Hedging

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Lesson 4: Recognising Stance and Hedging

Aims of the Lesson

By the end of this lesson, you will be able to:

- recognise whether a writer's stance is positive, cautious, or critical.
- identify common hedging
- distinguish between strong claims and cautious academic claims.
- evaluate AI critically.

→ **Tip:** Focus on how confidently ideas are agree with them.

⇒ **Note:** The theme of this lesson is the 'benefits'. You do not need but you may like to use a dictionary to check unknown words.

Task 1: Noticing writer's stance

Read the paragraph below. Underline words or phrases that show the writer's stance towards AI in education and decide whether the overall stance . Write your following box.

Reading Text 1	
AI tools are increasingly used in higher education to support enhance and personalised learning pathways. However, concerns have been raised about data privacy and the . As a adopting AI cautiously rather than fully integrating it into all aspects of education.	

	Positive ✓	Cautious ✓	Critical ✓
The writer's stance is:			

⇒ Discuss your answers with your classmates and your teacher.

Task 2: Identifying stance and hedging



Look again at the paragraph in Task 1 and answer the questions below:

1.	Which strength of the claims?	
2.	Which limitation or concern?	
3.	Why strong or absolute language?	

⇒ Do NOT compare your answers with your classmates. Move on to the next exercise.

Task 3: AI-supported stance and hedging check

Now use an AI tool to support your learning.

	Step
1.	Copy reading text 1 into your chosen AI tool and copy this prompt exactly as it is written: <div> Identify the writer's overall stance. Do not summarise the paragraph. This information is available in the reading text. +   </div>

2.	Compare the AI's response with your answers by completing these questions:	
i.	Did the AI identify [redacted] you?	
ii.	Did it [redacted] expressions?	
iii.	Do you agree [redacted]? Why or why not?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent transfer

Read the paragraph below. Decide whether [redacted], or critical. Underline any [redacted] show hedging.

⚠ **Do NOT** use an AI tool for this task.

Reading Text 2	
AI-driven study support tools are [redacted] to guide independent [redacted] recommend resources or study strategies based on learner behaviour. However, their effectiveness may [redacted] interpreted. Without [redacted] on automated study support could limit critical [redacted] course content.	

	Positive ✓	Cautious ✓	Critical ✓
The writer's stance is:			

⇒ **Do NOT** compare your answers with your classmates. Move on to the next exercise.

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I identified [redacted] accurately.	
2.	I recognised hedging language rather than [redacted]	
3.	I recognised [redacted] and limitations expressed by the writer.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Identify the writer's [redacted]
Do not summarise [redacted]

This information is available in paid version

+

🔊 ⬆

Task 6: Reflection

How did using AI help you confirm or question [redacted] and [redacted] lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and [] each choice, write []
[] language affects the strength or certainty of the writer's position.

⚠ Do **NOT** use an AI tool for this task.

Reading Text 3

The use of AI-generated feedback on short academic [] education [] is often promoted as a way of providing timely responses to student work, particularly in large courses [], its [] AI systems are generally limited to identifying surface-level features such as recurring language errors [] partial [] completion. As a result, AI feedback is more accurately viewed as a constrained supplement to human [] alternative.

Moreover, [] on pattern recognition and do not consistently account for task purpose or disciplinary expectations. [] feedback without critically evaluating its relevance or accuracy. Taken together, these limitations indicate that [] caution and [] learning framework. Even when used selectively and with guidance, its contribution to student learning [] depend [] on the capability of the technology itself.

⇒ *Apply the strategies you learned in this lesson to check your answers.*



Digital Learning Platforms and Course Design



Lesson 5

Understanding Text Organisation

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Lesson 5: Understanding Text Organisation

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- recognise how an [redacted]
- identify common organisational patterns (e.g. general → specific, problem → solution).
- understand how [redacted] logically.
- evaluate AI feedback on text organisation critically.

→ **Tip: Focus on how ideas** [redacted] **vocabulary.**

⇒ **Note: The theme of this lesson is 'digital** [redacted] **You do not need any** [redacted] **, but you may like to use a dictionary to check any unknown words.**

Task 1: Noticing text organisation

Read the paragraph below. Identify [redacted] (e.g. general → specific, cause → effect). [redacted] introduces the main focus of the paragraph.

Reading Text 1
Digital learning platforms play a central role in course [redacted] where learning materials, activities and assessments are organised. For example, content is often [redacted] students [redacted], students may access readings, recorded lectures and interactive tasks. This structure helps learners manage [redacted].

	general → specific ✓	problem → solution ✓	cause → effect ✓
The organisational pattern is:			

⇒ *Compare your answers with your classmates and your teacher.*

Task 2: Identifying organisational stages

Look again at reading text 1 and identify the [redacted] the options below. Complete [redacted] your answers.

	result	explanation	additional detail	general statement	example
	Sentence			Function	
1.	Digital [redacted] role in course design in higher education.				
2.	These [redacted] space where learning materials, activities and [redacted]				
3.	For example, content is often divided into [redacted] key topics.				
4.	Within [redacted] readings, recorded lectures and interactive tasks.				
5.	This structure [redacted] and [redacted] course content more effectively.				

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 3: AI-supported paragraph organisation check

Now use an AI tool to support your learning.

Step		
1.	Copy reading text 1 into the AI tool and copy this prompt exactly as it is written:	
	<div>Describe how the i</div> <div>Do not summarise</div> <div>This information is available in paid version</div> <div>+</div> <div>🔊</div> <div>⬆</div>	
2.	Compare the AI's response with your answers by completing these questions:	
i.	Did the AI identify [redacted] to you?	
ii.	Did it [redacted] clearly?	
iii.	Do [redacted] interpretation? Why or why not?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent transfer

Read the paragraph below. Identify the organisational pattern and answer the questions that follow:

⚠ **Do NOT use an AI tool for this task.**

Reading Text 2			
Online learning platforms commonly [redacted] enables instructors [redacted] and predictable way. When modules are aligned with the academic calendar, students are guided through [redacted] tasks. [redacted] short formative activities within each module creates a consistent pattern of engagement. This [redacted] locate [redacted] another. Consequently, modular course structures can support clearer understanding of course [redacted]			
	general → specific ✓	problem → solution ✓	cause → effect ✓
The organisational pattern is:			
1.	Which [redacted] course content is organised?		
2.	Which [redacted] happens as a result of this organisation?		
3.	Which sentence(s) could be removed with the [redacted] of the paragraph. Why?		

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I identified the organisational pattern accurately.	
2.	I recognised [redacted] of the paragraph.	
3.	My decisions are based on meaning and [redacted] alone.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Identify the [redacted] of each sentence.
Do not sum [redacted]

+

Task 6: Reflection

How did using AI help you confirm or question your understanding of text organisation in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and identify [redacted] is used. Then classify each sentence [redacted] the text. For each choice, write a brief [redacted] sentence contributes to the overall organisation.

⚠ **Do NOT use an AI tool for this task.**

Reading Text 3

Digital learning platforms are widely used to deliver [redacted] courses are organised within them. In many cases, students encounter difficulties when essential information [redacted] a [redacted] instructions and deadlines may be presented separately, requiring students to navigate between pages to [redacted] reduce students' ability to engage efficiently with academic tasks. Confusion about where to [redacted] or [redacted].

Effective course design offers a practical response [redacted] are [redacted] or learning outcomes, students are better able to follow the progression of a course. Placing assessment [redacted] of task expectations. Consistent layout patterns across modules reduce the effort required to locate information, [redacted] academic [redacted] and sequencing, digital learning platforms can function as navigational tools that support understanding rather [redacted] the learning process.

⇒ *Apply the strategies you learned in this lesson to check your answers.*

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Student Engagement in Online Learning



Lesson 6

Interpreting Reference and Cohesion

EXAMPLE

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Lesson 6: Interpreting Reference and Cohesion

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- recognise reference words (e.g. *this, these, it, they*) in an academic paragraph.
- interpret what [redacted] ideas.
- understand how reference functions as a cohesive device in reading.
- evaluate AI [redacted].

→ **Tip:** Focus on how ideas are linked, [redacted].

⇒ **Note:** The theme of this lesson is 'student [redacted]'. You do not need any [redacted] you may like to use a dictionary to check any unknown words.

Task 1: Noticing reference words

Read paragraph below. Underline all the reference words (e.g. [redacted] and [redacted] refers to. Complete the following table with your answers.

Reading Text 1	
Student engagement is a key concern in online [redacted] [redacted] to encourage participation. These activities allow students to exchange ideas and respond to course content, [redacted] weekly [redacted] feel more involved in the learning process and maintain motivation over time. However, when participation [redacted] [redacted] courses.	

	Reference Word	Refers to
1.		
2.		
3.		
4.		
5.		

⇒ Compare your answers with your classmates and your teacher.

Task 2: Interpreting reference words as cohesive devices

Look again at reading text 1 and answer the following questions:

1.	How do the [redacted] across sentences?	
2.	Which [redacted] most clearly to cohesion in the paragraph? Why?	
3.	Would [redacted] improve or weaken cohesion? Explain briefly.	

⇒ Do **NOT** compare your answers with your classmates. Move on to the next exercise.

Task 3: AI-supported cohesion interpretation

Now use an AI tool to support your learning.

Step		
1.	Copy reading text 1 into the AI tool and copy this prompt exactly as it is written:	
	<div> <div>Explain how Do not list o Do not rewri</div> <div>This information is available in paid version</div> <div>between sentences.</div> <div>+</div> <div>🔊</div> <div>⬆</div> </div>	
2.	Compare the AI's response with your answers by completing these questions:	
i.	Did the AI [redacted] the same way as you?	
ii.	Did it clarify [redacted] about?	
iii.	Do you [redacted] interpretation? Why or why not?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent transfer

Read the paragraph below. Decide what each reference word refers to and how it contributes to cohesion.

⚠ **Do NOT** use an AI tool for this task.

Reading Text 2		
Online learning environments often provide flexibility for [redacted] work [redacted] can support continued participation, but it may also require a high level of self-regulation. Such demands [redacted] are [redacted] may affect motivation over time. As a result, this situation can influence overall student [redacted].		
	Reference Word	Refers to
1.		
2.		
3.		
4.		
5.		

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I identified all the [redacted] accurately.	
2.	I understand what each reference word refers to.	
3.	I have thought [redacted] cohesion across the paragraph.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Identify the [This information is available in paid version] and how it contributes [This information is available in paid version]

Do not rewrite the paragraph.

+
🔊
⬆

Task 6: Reflection

How did using AI help you confirm or question how reference words contribute to cohesion across the paragraph in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and identify how [redacted] paragraph. For each [redacted] explaining what the reference connects to and how it supports understanding.

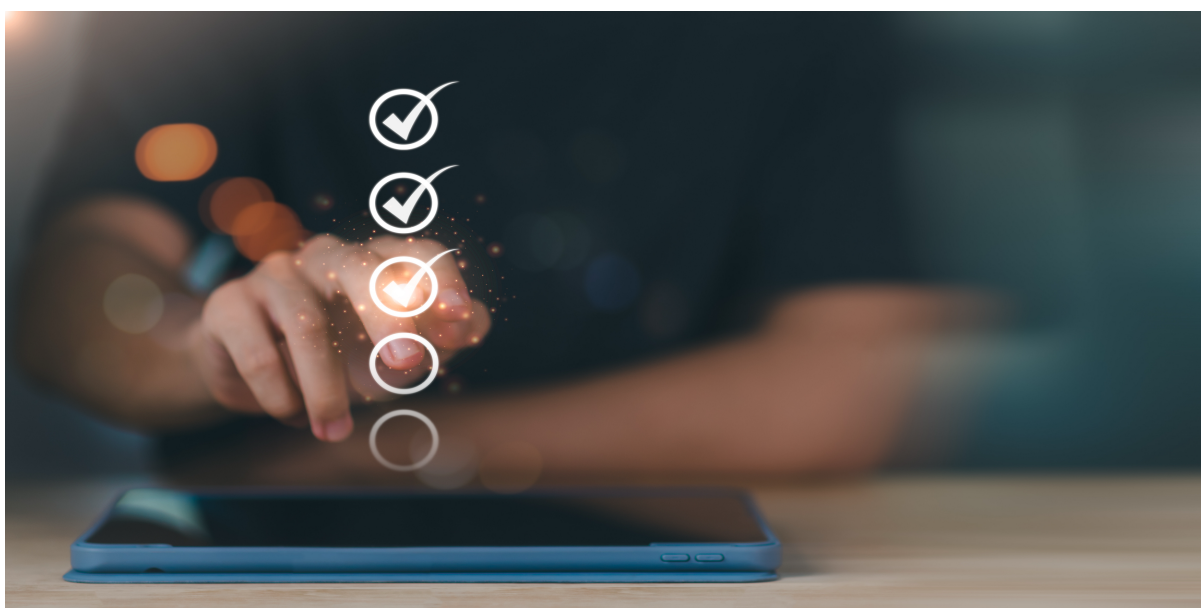
⚠ **Do NOT use an AI tool for this task.**

Reading Text 3
<p>Student engagement in online learning develops [redacted]. [redacted], engagement is shaped by how students respond to weekly tasks and activities over time. When learners [redacted] expectations, [redacted] sustained. A lack of clarity about this relationship can weaken motivation, even when individual tasks [redacted] complete [redacted] how it connects to previous discussions or upcoming assessments. This uncertainty can reduce the [redacted]. Engagement [redacted] build on shared themes or recurring skills. Such patterns encourage learners to approach participation [redacted] than [redacted]. Over time, this approach can support deeper involvement with course content and greater commitment [redacted].</p>

⇒ *Apply the strategies you learned in this lesson to check your answers.*

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Automated Assessment in Higher Education



Lesson 7

Interpreting Description and Process

EXAMPLE

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Lesson 7: Interpreting Description and Process

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- recognise descriptive and process-based information in an academic paragraph.
- distinguish between [redacted] (process).
- interpret how process stages are organised and linked in a text.
- evaluate [redacted] critically.

→ **Tip: Focus on how** [redacted] **rewriting the text.**

⇒ **Note: The theme of this lesson is 'automated assessment** [redacted] **not need any** [redacted] **you may like to use a dictionary to check any unknown words.**

Task 1: Noticing description and process

Read paragraph below. Highlight the sentence(s) that describe what automated assessment is in **yellow** and highlight the sentence(s) that explain how automated assessment works in **green**.

Reading Text 1	
Automated assessment refers to the use of [redacted] feedback. These [redacted] online quizzes and short tests in higher education. When a student submits an answer, the system compares it [redacted]. The platform [redacted] feedback automatically. This process allows [redacted] of submissions to be marked efficiently.	

⇒ *Compare your answers with your classmates and your teacher.*

Task 2: Interpreting description vs process

Look again at reading text 1 and answer the following questions:

1.	Why does the writer begin with a [redacted] process?	
2.	How does the use of process help the reader [redacted] works?	
3.	Which part of the paragraph (description or [redacted] Why?	

⇒ *Do **NOT** compare your answers with your classmates. Move on to the next exercise.*

Task 3: AI-supported description and process interpretation

Now use an AI tool to support your learning.

Step	
1.	Copy reading text 1 into the AI tool and copy this prompt exactly as it is written: <div> <div>Explain how [redacted] clearly.</div> <div>Do not list s [redacted]</div> <div>Do not rewrite the paragraph.</div> <div>+</div> <div>↑</div> </div>
2.	Compare the AI's response with your answers by completing these questions:
i.	Does the AI [redacted] and [redacted] process?

	ii.	Did it explain [redacted] to you?	
	iii.	Do you [redacted]? Why or why not?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent transfer

Read the paragraph below. Identify the sentence(s) that [redacted] identify the sentence(s) [redacted] works. Complete the following table with your answers.

⚠ Do **NOT** use an AI tool for this task.

Reading Text 2	
In automated assessment, quiz questions are [redacted] These questions [redacted] platform and linked to specific learning outcomes. When a quiz is released, students access the [redacted]. Their [redacted] the system for later evaluation. As a result, assessment delivery can be standardised across large groups of learners.	
Description	Process

⇒ *Do **NOT** compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I distinguished clearly [redacted].	
2.	[redacted] of the process were organised.	
3.	I considered how process [redacted] clarity.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Explain how the [redacted] for the reader.
Do not rewrite [redacted]

+ 🔊 ↗

Task 6: Reflection

How did using AI help you [redacted] interpretation of [redacted]
[redacted] Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and identify which parts of the [redacted] which parts explain a [redacted]. For each choice, write a brief rationale explaining [redacted] functions in the text.

⚠ Do **NOT** use an AI tool for this task.

Reading Text 3

Automated assessment is commonly used in higher [redacted] test items [redacted] typically applied to assessments such as multiple-choice questions and short-answer tasks with fixed [redacted] answers [redacted] and compared against a predefined set of correct responses. Once submissions are received, the [redacted] a [redacted] recorded and made available to students, often within a short period of time. This sequence allows [redacted] without [redacted] stage. The efficiency of the process makes it suitable for courses with high student numbers and [redacted] same time, [redacted] must align closely with the system's capabilities. Tasks that require extended explanation or evaluation [redacted] and are [redacted] automated assessment is usually integrated as one component within a broader assessment strategy [redacted]

⇒ *Apply the strategies you learned in this lesson to check your answers.*

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Ethical and Practical Challenges of Digital Education



Lesson 8

Inferring Meaning and Intention

EXAMPLE

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Lesson 8: Inferring Meaning and Intention

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- infer meaning that is [redacted] directly.
- recognise how writers signal attitude, caution, or concern.
- interpret writer intention [redacted] tone.
- evaluate AI feedback on inferred meaning critically.

→ **Tip: Focus on what the writer** [redacted] .

⇒ **Note: The theme of this lesson is 'Ethical and** [redacted] . **You do not need** [redacted] **but you may like to use a dictionary to check any unknown words.**

Task 1: Noticing implied meaning and intention

Read the paragraph below. Underline words or [redacted] or concern and then decide what [redacted] about digital education. You can write your [redacted] box.

Reading Text 1	
Digital education has expanded rapidly in recent [redacted] online [redacted] these technologies can increase access to learning, they also raise questions about data privacy and [redacted] heavily [redacted] considering their long-term impact. As a result, concerns remain about how responsibly these technologies [redacted] .	

Your Answer

⇒ *Compare your answers with your classmates and your teacher.*

Task 2: Interpreting writer intention

Look again at reading text 1 and answer the following questions:

1.	Does the writer present digital education as mainly [redacted] balanced? Why?	
2.	Which [redacted] the writer's concern or caution?	
3.	What does the [redacted] or question?	

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 3: AI-supported inference check

Now use an AI tool to support your learning.

Step		
1.	Copy reading text 1 into the AI tool and copy this prompt exactly as it is written:	
	<div> <div>Explain what the writer suggested.</div> <div>Do not summarise the paragraph.</div> <div>Do not rewrite the paragraph.</div> <div>+</div> <div> <div>This information is available in paid version</div> <div>are</div> </div> <div> <div></div> <div></div> </div> </div>	
2.	Compare the AI's response with your answers by completing these questions:	
i.	Did the AI interpret way to you?	
ii.	Did it identify notice?	
iii.	Do you agree or why not?	

⇒ Discuss your answers with your classmates and your teacher.

Task 4: Independent transfer

Read the paragraph below. Decide what the writer . Identify any language that or evaluation. Complete the following table with your answers.

⚠ Do NOT use an AI tool for this task.

Reading Text 2	
AI tools are increasingly integrated into teaching . These efficient solutions to institutional challenges. However, their effectiveness may depend on careful implementation unintended consequences for students and staff.	
The writer is implying...	Language

⇒ Do NOT compare your answers with your classmates. Move on to the next exercise.

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I inferred directly.	
2.	I identified language that suggests the writer's attitude or concern.	
3.	I considered or reflect on.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Explain what the writer attitude.

Do not rewrite the paragraph.

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or



Task 6: Reflection

How did using AI help you confirm or question your interpretation of writer intention and implied meaning in this lesson? Give **ONE** specific example.

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text below and identify ideas or [redacted] directly. Consider what [redacted] the topic and why certain points are presented in this way. For each inference, write a brief rationale explaining which [redacted].

⚠ **Do NOT use an AI tool for this task.**

Reading Text 3

Digital education has expanded access to higher [redacted]. Online systems increasingly collect detailed data on student behaviour, including patterns of access, [redacted] can be [redacted] questions about how much monitoring is appropriate in educational settings. Students may not always be [redacted] activity is tracked [redacted] used. In addition, digital education assumes consistent access to reliable technology, an assumption [redacted] learners. Students [redacted] or limited access to devices may appear less engaged, even when motivation is high. These circumstances [redacted] interpreted [redacted] reliance on digital systems therefore places responsibility on educators to consider how technological [redacted] to ensure that digital education supports learning without creating unintended disadvantages for [redacted].

⇒ *Apply the strategies you learned in this lesson to check your answers.*



Impact of Digital Technology on Learning Outcomes



Lesson 9

Evaluating Scope and Limitation in Academic Texts

EXAMPLE

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Lesson 9: Evaluating Scope and Limitation in Academic Texts

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- identify the scope of an academic paragraph (what it focuses on).
- recognise how writers [redacted]
- distinguish between what a text addresses and what it does not cover.
- reflect critically on [redacted] limitation.

→ **Tip:** Focus on how far a [redacted] than whether they are correct.

⇒ **Note:** The theme of this lesson is the 'impact of [redacted] outcomes' You may like to use a dictionary to check any unknown words.

Task 1: Noticing scope and limitation

Read the paragraph below. Underline [redacted] the text focuses on and **highlight** [redacted] scope of the discussion (e.g. time, context, conditions).

Reading Text 1	
Digital technology is increasingly used in higher [redacted] learning platforms in shaping student engagement, particularly through the use of digital tools that provide [redacted] and [redacted] teaching practices and differences between levels of study are not addressed. The implications considered [redacted] learning contexts.	

⇒ Compare your answers with your classmates and your teacher.

Task 2: Interpreting scope and limitation

Look again at reading text 1 and answer the following questions:

1.	How [redacted] defined in this paragraph?	
2.	Which [redacted] technology are deliberately excluded from the discussion?	
3.	Why [redacted] limit the scope in this way?	

⇒ **Do NOT** compare your answers with your classmates. Move on to the next exercise.

Task 3: AI-supported scope and limitation check

Now use an AI tool to support your learning.

Step	
1.	<p>Copy reading text 1 and your answers from task 2 into the AI tool. Copy this prompt exactly as it is written:</p> <div><p>Explain how [redacted] technology [redacted] digital</p><p>This information is available in paid version</p><p>Do not summarise the paragraph.</p><p>Do not rewrite the paragraph.</p><p>+</p><p>🔊 ⬆</p></div>

2.	Compare the AI's response with your answers by completing these questions:	
i.	Did the AI [redacted] as more narrow or broader than you did?	
ii.	Did it [redacted] of the topic?	
iii.	Do you [redacted] of why the scope of the text is limited? Why or why not?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 4: Independent transfer

Read the paragraph below. Identify [redacted] identify at least **ONE** limitation or area [redacted]. You can write your answers in the following table.

⚠ **Do NOT** use an AI tool for this task.

Reading Text 2	
Automated assessment is commonly used [redacted] education. [redacted] online quizzes are used to improve marking efficiency. Such quizzes typically consist of multiple-choice or [redacted] fairness or algorithmic bias are not considered. As a result, the discussion is limited to efficiency-related [redacted]	
The Scope	Limitation/Area NOT Addressed

⇒ *Do NOT compare your answers with your classmates. Move on to the next exercise.*

Task 5: Feedback

Step 1: Check your own work

Read your answers from task 4 and tick (✓) the statements that are true.

1.	I clearly [redacted] text.	
2.	I recognised what the text does not address.	
3.	I noticed [redacted] of the claims.	

Step 2: Use an AI tool to support your learning

Copy reading text 2 and the following prompt into the AI tool.

Explain the
Do not rew

This information is available in paid version

by the writer.

+

Task 6: Reflection

How did using AI help you confirm or [redacted] limitation in this lesson? Give **ONE** [redacted].

⇒ *Discuss your answers with your classmates and your teacher.*

Task 7: Optional extension task

Read the text [redacted] on and what it deliberately [redacted]. For each decision, write a brief rationale explaining [redacted] of the text defines its scope or limitation.

⚠️ Do **NOT** use an AI tool for this task.

Reading Text 3

Digital technology is often discussed in relation to [redacted] its [redacted] application. This discussion focuses on the use of short instructional videos designed to support understanding [redacted] is limited [redacted] introduced through lectures or readings. Outcomes related to student comprehension of clearly defined [redacted] where videos [redacted]. The analysis does not extend to broader claims about long-term academic achievement or the development [redacted] and independent learning are not examined in detail. In addition, differences across disciplines or modes of [redacted] discussion. The [redacted] is therefore considered within a restricted framework. Within these boundaries, such resources may [redacted] impact on learning outcomes, however, should not be assumed to apply beyond the specific conditions [redacted].

⇒ *Apply the strategies you learned in this lesson to check your answers.*

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Digital Technology and the Future of Higher Education



Lesson 10

Integrated Critical Reading and AI reflection

EXAMPLE

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Lesson 10: Integrated Critical Reading and AI reflection

EXAMPLE

Aims of the lesson

By the end of this lesson, you will be able to:

- interpret an academic text using multiple reading skills.
- evaluate how a [redacted] implications.
- distinguish between description and interpretation in a critical reading task.
- reflect critically on how AI [redacted] reading.

→ **Tip:** Focus on how ideas are [redacted] you personally agree with the text.

⇒ **Note:** The theme of this lesson is 'digital [redacted] education'. You do not [redacted], but you may like to use a dictionary to check any unknown words.

Task 1: Independent critical reading

Read the text below and make brief notes on the following:

- The main [redacted].
- How the writer qualifies or limits claims.
- Any implications [redacted] the text.

⚠ **Do NOT use an AI tool for this task.**

Reading Text 1	
<p>Digital technology continues to play an expanding role [redacted] practices. Many institutions have adopted digital platforms to increase flexibility and access for students. [redacted] as [redacted] and institutional efficiency. However, research suggests that the effectiveness of digital technology depends [redacted] practice and [redacted] and clear guidance, digital tools may offer limited educational benefit. As a result, the future impact of [redacted] is [redacted] contexts.</p>	
Your Notes	

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 2: Interpreting the text critically

Now answer the following questions independently:

1.	What [redacted] does the writer take on digital technology in higher [redacted]?	
2.	How does the writer limit or qualify claims about [redacted]?	
3.	What assumptions does the writer appear to [redacted] tools?	
4.	What aspect of the topic are [redacted] in the text?	

⇒ **Do NOT compare your answers with your classmates. Move on to the next exercise.**

Task 3: AI-supported interpretation check

Now use an AI tool to support your learning.

	Step
1.	Copy reading text 1 into the AI tool and copy this prompt exactly as it is written: <div> <div>Provide a [redacted] assumptions.</div> <div>Do not su</div> <div>Do not rewrite the text.</div> <div>+</div> <div> </div> </div>
2.	Read the AI's response carefully.

Task 4: Evaluating the AI's Interpretation

Compare the AI's interpretation with your own answers from Task 2 by answering the questions below:

1.	Did the AI [redacted] as you?	
2.	Did it interpret [redacted] caution in the same way?	
3.	Did [redacted] that are not clearly supported by the text?	
4.	Which [redacted] do you agree or disagree with, and why?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 5: Reflection

Answer the following **TWO** questions:

1.	Which [redacted] you the most when interpreting the text critically?	
2.	In what ways [redacted] of the text, and where was your own judgement still essential?	

⇒ *Discuss your answers with your classmates and your teacher.*

Task 6: Optional extension task

Read the text below and identify the writer's main [redacted] or limited, and any [redacted]. For each point, write a brief rationale using evidence from the text.

⚠ Do **NOT** use an AI tool for this task.

Reading Text 3

Discussions of digital technology in relation [redacted] careful qualification. This text adopts the position that digital technology is likely to reconfigure institutional [redacted] existing [redacted] restricted to the role of digital systems in supporting administrative efficiency and scalable course delivery, [redacted] universities. Claims [redacted] or universal accessibility are not addressed directly. While digital platforms may enable institutions to [redacted] numbers and streamline processes, their influence on academic practice appears contingent on how [redacted] educational improvement remains open to question. Future developments are therefore likely to [redacted] than [redacted] that universities will continue to rely on human expertise in curriculum design, assessment, and [redacted] that policy decisions surrounding digital investment may prioritise operational concerns over [redacted] education, [redacted] technological capability than by institutional choices about how technology is positioned within existing [redacted].

⇒ *Apply the strategies you learned in this lesson to check your answers.*

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Teacher's Notes and Answer Key

EXAMPLE



1.	Identifying main ideas.
2.	Understanding supporting detail.
3.	Distinguishing between key and minor information.
4.	Recognising writer stance and hedging.
5.	Understanding text organisation.
6.	Interpreting reference and cohesion.
7.	Interpreting description and process.
8.	Inferring meaning and writer intention.
9.	Evaluating scope and limitation.
10.	Integrated critical reading and AI reflection.

Lesson 1: Identifying Main Ideas **Answers**

EXAMPLE

Overall purpose

This lesson develops students' ability to identify the main idea of an academic paragraph. AI is used to support comparison and confirmation of interpretation, rather than to provide answers.

Task 1: Noticing the main idea

For this task, guide students in identifying the sentence that best represents the overall message of the paragraph, and accept any explanation that mentions the overall message, general idea, or what the paragraph is about, but not the position of the sentence.

⇒ *Brief peer or whole-class checking is appropriate.*

Reading Text 1	
<p><u>Digital learning has become an important feature of higher education in recent years.</u> Universities increasingly use online platforms to deliver course materials, manage assessments, and support communication between students and teachers. One reason for this shift is the growing demand for flexible learning opportunities, particularly among students who balance study with work or family commitments. In addition, digital learning can support large student cohorts by providing scalable access to resources. However, the effectiveness of digital learning depends on careful course design and appropriate institutional support.</p>	

Task 2: Evaluating possible main ideas

This task encourages students to evaluate the scope and generality of sentences, rather than simply identifying which sentence is the main idea by elimination. Students consider whether a sentence could control the content of the whole paragraph or whether it is too narrow or specific. This develops early awareness of what makes an effective topic sentence and prepares students for later lessons on scope and limitation.

⇒ *Do **NOT** provide feedback until all students have completed tasks 2 & 3.*

	Sentence	Rationale
1.	Digital learning has become an important feature of higher education.	<i>Broad, controlling claim that the other sentences can support.</i>

ALL ANSWERS INCLUDED IN PAID VERSION...