THINK BEFORE TRUST

Look Beyond. Think Independently.

Research concept | EAS Education × Master Learning Hub Academy

Educational question

How can primary children develop independent judgement before using generative AI independently?

Pedagogical design

One core activity: Evaluate the Claim. Invite children to reason from evidence, consider uncertainty and revise their judgement. STOP, ASK, CHECK and DECIDE are flexible prompts.

Two teaching contexts

Discover new knowledge through questions and exploration. Review prior learning through recall, peer-based evaluation, feedback and transfer. Families reinforce independent reasoning at home.

Safeguarding

Teacher-mediated AI only when appropriate; no pupil accounts, no identifying data and no public pupil images required.

Research foundations

Epistemic vigilance (Sperber et al., 2010); metacognition (Flavell, 1979); guided inquiry (Lazonder & Harmsen, 2016); retrieval practice (Roediger & Karpicke, 2006); UNESCO (2023).

Proposed evaluation

Building on reported classroom practice (ages 6–11), an 8–12-week cohort evaluation (ages 9–11) is scheduled through February 2027, with pre/post, delayed and non-AI transfer tasks. Research requires ethics approval, consent, assent and instrument validation.

Observable behaviours

Independent thinking, questioning, source selection, evidence seeking, reasoning, belief revision and independent judgement. The formative rubric requires validation for research use.

Evidence status

Classroom use is reported by the team. Lesson-level evidence and verified outcomes are not presented in this concept poster. New resources are not past implementation records.

The four flexible prompts guide pupils; the seven competencies guide teacher observation. They are not seven additional steps.

Human Thinking First. Technology When Appropriate.

Concept poster · 2026 · Not a report of research findings