



What AI can do and what we can do about it – guiding students to the road of ownership

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What AI can do and what we can do about it – guiding students to the road of ownership

Fia Christina Börjeson, Carl Johan Carlsson

Chalmers University of Technology, Sweden

Central to teaching academic writing is the relationship between writing and learning (e.g. Emig, 1977; Roozen et al., 2015; Carver & Pantoja, 2022). With emerging technologies such as AI, teachers of academic writing will face new challenges (e.g. Abdelaal, et al., 2019; Nanda, 2021; Roe & Perkins, 2022). Even if writing assignments have always meant a temptation for students to find shortcuts, there have never been so many digital opportunities to reduce the writer's effort in the different parts of the writing process than today. These "shortcuts" in the writing process also reduce the cognitive engagement; there is a risk that information is not transformed into knowledge.

Therefore, engaging students in critical reading and critical thinking is important when teaching academic writing in order to support students' writing processes within disciplinary discourses (Dunn & Smith, 2008; Bharuthram & Clarence, 2015). Working actively with critical thinking in relation to writing can be a means for strengthening students' ability to discover different voices – their own and others'. Critical thinking also allows students to evaluate information and ideas, enabling them to make well-informed decisions and arguments.

To support such a self-regulated writing process, students are introduced to many different tools and methods that they need to master and relate to on the road towards ownership. They must also be given opportunity to practise their thinking, to reflect and to find their own voice when engaging with the disciplinary discourses.

In this presentation, we provide examples of learning activities that are designed to emphasize ownership through the writing process, and to make students aware of the interrelationship between writing, understanding and knowledge. Apart from strengthening students' authorship and writing strategies, we argue that these learning activities also work as countermeasures to plagiarism and alluring digital shortcuts such as AI-produced texts.