Table of Contents

Day 1: Wednesday, 17 June 2026 2

Day 2: Thursday, 18 June 2026 32

Finding your way around MDU: Campus map 46

Finding you way around MDU: R-Building 47

Finding your way around MDU: Floor plan, R Building 48

Finding your way around Västerås: Stora Torget & conference dinner location 49

Day 1: Wednesday, 17 June 2026

08:30-09:00	**Welcome address, *Omega*, R-Building**			
09:00-10:00	**Plenary 1:** ***Rethinking AI-Assisted Writing: Navigating Tensions Between Human-Computer Interaction and Writing Pedagogy*** Professor Thomas Mandl, University of Hildesheim *Omega*, R-Building			
10:00-10:30	**Fika (coffee break)**			
10:30-12:30	**Theme 1: Human-AI collaborative writing process** **Room: R1-131** **Chair: Elisabeth Wulff-Sahlén**	**Theme 2: Reimagining writing pedagogy** **Room: R1-141** **Chair: Thorsten Schröter**	**Theme 3: Ethical and social implications** **Room: R1-142** **Chair: Sara Ekstrand**	**Theme 2: Reimagining writing pedagogy** **Room: R1-151** **Chair: Sofia Hort**
10:30-11:00	How Does Teacher vs. AI-Generated Written Feedback in L1/L2 Affect Students' Emotions? *Duygu S*ert & *Alexandra Dylman*, Mälardalen University	Whose Critical AI Literacy? Towards a Transformative Literacy Pedagogy in the Age of Artificial Intelligence *Hairenik Aramayo Parato,* Norwegian University of Science and Technology	Using LLMs to Analyze Granular Version History in Large-Scale Student Teams *Johan Hjorth* & *Niklas Persson*, Mälardalen University	Co-Driving the Writing Classroom: AI-Supported Lesson Planning in L1 Teacher Education *Helen Winzell* & *Henrik Lindqvist*, Linköping University
11:00-11:30	Integrating AI into Existing Models of Writing: The Centre for Academic Writing's (CAW) Introduction to using AI Tools for Your Writing Process *Thomas Clifton*, Coventry University	A Theory-informed Comparison Between AI Feedback and Teacher Feedback in Lab Report Writing: Addressing Recent Feedback Engagement Agenda *Saleh Arizavi*, Sultan Qaboos University	Chatbots as 'Writing Partners' for Students? *Daniel Rütten*, Goethe University, Frankfurt	Pedagogical Conditions for the Critical Integration of GenAI in a Thesis Writing Seminar *Carolina Roni* & *Paula Carlino,* UNIPE / CONICET / University of Buenos Aires
11:30-12:00	From Cognitive Offloading to Co-Construction: Investigating Scaffolding Strategies for Writer's Agency in AI-Assisted Foreign Language Writing	Who is the Author? Reflections from Conversations about GenAI in the Global South *Sanjay Kumar*, Central European University, Vienna	Academic Integrity and AI Use in Writing Pedagogy *Hanna Shrolyk*, Georgian College, Canada	To Be Plugged or Not to Be Plugged: Exploring Feedback and Student Engagement with MS Copilot in Academic Writing Pedagogy

	Sandra Drumm, University of Kassel & *Christine Fredriksson* University of Gothenburg			*Mustafa Coban*, Coventry University
12:00-12:30	Grammar Accepted, Pragmatics Ignored? Learner Uptake of ChatGPT's Corrective Feedback in German as a Foreign Language *Marjan Asgari*, Free University of Bozen-Bolzano	AI and Academic Writing: Presenting an Open Workshop for University Teachers *Sarah Schwarz & Mirka Perón Flodström*, Uppsala University	L'auteur est mort, vive l'auteur ! Reviving authorship and ownership in academic writing involving GenAI *Stephan Meyer & Mirjam Weder*, University of Basel	How Do University Students Prompt GenAI to Revise Text? A Framework for Analysing Prompt Structure *Graham Burton & Francesca Vitali*, Free University of Bozen-Bolzano
12:30-13:45	**Lunch**			

Plenary 1, *Omega*

Rethinking AI-Assisted Writing: Navigating Tensions Between Human-Computer Interaction and Writing Pedagogy, Professor Thomas Mandl, University of Hildesheim

Writing is a complex cognitive and social activity that is increasingly shaped by collaboration between humans and artificial intelligence. Technological advances—particularly transformer-based large language models (LLMs)—offer vast possibilities for sentence generation, yet also introduce challenges: opaque model behavior, continuous output, and information overload. As a result, writers face difficulties in guiding AI effectively and maintaining control over the writing process.

This talk integrates insights from Information Science, Human-Computer Interaction (HCI), and writing pedagogy. Drawing on literature—both within and beyond the writing research community—it examines the multifaceted nature of AI-supported writing. Key themes include prompting literacy, the role of scaffolding, and users' sense of control—concepts that are difficult to measure and pose significant methodological challenges.
The presentation highlights the diversity of research approaches across disciplines studying AI in writing, emphasizing the need for interdisciplinary, user-centered approaches to support responsible, ethical and effective human-AI collaboration in writing.

10:30-12:30 Theme 1: Human-AI collaborative writing process, Room: R1-131

How Does Teacher vs. AI-Generated Written Feedback in L1/L2 Affect Students' Emotions? *Duygu Sert* & *Alexandra Dylman*, Mälardalen University

The increasing presence of AI is reconceptualizing how feedback is produced and delivered, raising new questions about trust, affect, and students' willingness to engage with and act on feedback. Research demonstrates that emotions are crucial to learning and motivation (Dewaele & MacIntyre, 2014), and that feedback can either support or undermine learning depending on the emotions it evokes (Hattie & Timperley, 2017; Pekrun et al., 2023). Drawing on Barett's (2017) theory of constructed emotion, this study emphasizes language as a key medium through which emotional meaning is constructed, suggesting

that feedback delivered in first language (L1) or second language (L2) may be experienced differently due to differences in emotional embodiment and acquisition contexts (Dylman & Bjärtå, 2019; Sianipar et al., 2015).

This study adopts a fully between-subjects experimental design (Field, 2018) to investigate how university students perceive formative written feedback depending on its source (human teacher vs. AI system) and language (L1 vs. L2). Students with Swedish as L1 and English as L2 are randomly assigned to one of four conditions in a 2 x 2 factorial design. Within their assigned conditions, participants read several formative feedback samples within a single condition and rate their emotional responses and willingness to act on the feedback using Likert-scale measures.

The findings are expected to show that feedback source and language play a crucial role in shaping students' emotional reactions as well as their willingness to act on the feedback. Feedback in L1 is anticipated to elicit more precise affective responses, while L2 feedback may increase cognitive and emotional load. Similarly, feedback perceived as human-generated may inspire greater trust than feedback attributed to an AI system. These results will contribute to understanding how multilingual and AI-mediated feedback influences learning experiences and inform best practices for feedback design in higher education.

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Integrating AI into Existing Models of Writing: The Centre for Academic Writing's (CAW) Introduction to using AI Tools for Your Writing Process, *Thomas Clifton*, Coventry University

CAW and colleagues at Coventry University Library have integrated AI instruction into existing pedagogies of scholarship, integrity, and writing practice in acknowledgment of the opportunities afforded by AI tools, their prevalence in industry (Statista, 2024), and the need to develop writers critically able to respond to the ethics and practicalities of writing in the digital age. Locating AI in these existing pedagogies and models of academic writing is a more grounded means of instruction and our philosophy has underpinned several projects which have informed teaching and learning.

Central among these projects, CAW's AI workshop maps the use of AI tools in specific tasks and roles onto CAW's established five-stage writing process (CAW, 2022). The workshop explores how individual writing practices can be aligned with UNESCO's principles of AI use and university assessment policies (Sabzalieva, E., Valentini, A., 2023; Yeo, 2023). In support of these decisions regarding academic integrity, the workshop includes instruction in data management, record keeping, and authorial ethics, which, whilst applied to AI, are universally 'good practice'. In this manner the

workshop functions both as a means of disseminating instruction in effective, ethical, and acceptable use of AI and as a means of engaging students in their writing process, practices, integrity.

This practice-based reflection will discuss the structure and content of the workshop and the principles of accessibility, scaffolding and applying learning, and academic writing as process underpinning its development. It argues for a focus on discrete and specific tasks in writing, and their related practices and issues, to demonstrate the efficiency and utility of AI and non-AI support, whilst providing students opportunities to reflect critically on their choices and processes as autonomous writers.

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From Cognitive Offloading to Co-Construction: Investigating Scaffolding Strategies for Writer's Agency in AI-Assisted Foreign Language Writing, *Sandra Drumm*, University of Kassel & *Christine Fredriksson* University of Gothenburg

In order to examine how people learn in the age of AI, concepts of Human-AI Interaction are of central relevance. The present study investigates AI-supported learning processes within the context of writing in German as a Foreign Language. Rather than evaluating the final product in terms of correctness, structure, or argumentative depth, this research focuses on the impact of Human-AI Interaction on the writing process under the premise of sustainable learning. Successful learning processes require that content is actively processed and understood. While the resulting cognitive load (Sweller et al. 2011) can be reduced through targeted cognitive offloading (Risko 2016) to free up capacity for deeper cognitive processes, delegating tasks to Artificial Intelligence also poses significant risks. Learning, as an active endeavor, requires intensive cognitive engagement with the subject matter (Chi & Wylie 2014). If parts of the process that are constitutive for language acquisition are outsourced to AI, it may negatively affect the internalization and memorization of linguistic forms as well as critical thinking (Yiğit 2025; Tian & Zhang 2025; Sparrow et al. 2011).

Regarding the writing process, this implies that while texts may appear superficially coherent, an independent development of arguments may be lacking, and learners may be unable to critically evaluate the results (Eaton 2023). From a didactical and methodological perspective, the promotion of co-construction is therefore essential, positioning the AI as a critical partner (Kress & Kimmerle 2023). By designing tasks based on Socratic impulses or iterative procedures, cognitive sovereignty is intended to remain with the human agent. Within the framework of a university-level German course, students are instructed on how to design prompts that allow them to remain active agents in the writing process. Working in learning tandems with a partner and the AI, they complete tasks while the process is documented via screen recording and audio monitoring. The analysis of these interaction dynamics provides insights into the effectiveness of specific scaffolding approaches in securing writer's agency and critical thinking (Moorhouse et al. 2025). Furthermore, the study examines which interaction patterns ensure that AI suggestions are not merely adopted but are instead utilized as cognitive stimuli for individual language acquisition.

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Grammar Accepted, Pragmatics Ignored? Learner Uptake of ChatGPT's Corrective Feedback in German as a Foreign Language, *Marjan Asgari*, Free University of Bozen-Bolzano

Generative Artificial Intelligence tools offer powerful affordances for language learning while raising pedagogical and ethical challenges (Thorne, 2024). Research suggests that tools such as ChatGPT can support agentic learning processes by providing individualized feedback, especially in writing (Muñoz et al., 2024). However, empirical classroom-based evidence on how learners engage with different types of AI-generated corrective feedback (CF) remains limited.

This empirical descriptive case study investigates learner engagement with syntactic, semantic, and pragmatic CF provided by ChatGPT during text revision in German as a foreign language (GFL) university courses. The study was conducted in spring 2025 in a naturalistic tertiary classroom setting with three intact intermediate-level GFL classes (B1.2–B2.1, CEFR). A parallel mixed-methods design was employed. Quantitative data were collected via two surveys capturing learner variables (cognitive, affective, behavioral engagement, situational interest) and AI trust (n=37). Qualitative data consisted of process portfolios documenting students' (n=20) interactions with ChatGPT's written CF and were analyzed using inductive qualitative content analysis.

Results indicate high learner engagement with ChatGPT as a revision tool: 78% of students perceived ChatGPT as a "friendly tutor," and situational interest was predominantly positive. Despite comparatively low reported AI trust (38% negative), 89% of the participants agreed that ChatGPT represents a valuable learning tool for future use. Analysis of revision processes revealed a high uptake of ChatGPT's selective, indirect syntactic and semantic feedback (91%). In contrast, pragmatic feedback – particularly advice related to politeness – was entirely disregarded by learners (with a total of 14 suggestions from ChatGPT on pragmatics, 0 were incorporated by students). These findings highlight both the pedagogical potential and limitations of GenAI-mediated CF, suggesting that pragmatic dimensions of language use may require additional instructional scaffolding and human mediation.

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Thorne, S. L. (2024). Generative artificial intelligence, co-evolution, and language education. *Modern Language Journal*, 108(2), 567–572.

10:30-12:30 Theme 2: Reimagining writing pedagogy, Room: R1-14

Whose Critical AI Literacy? Towards a Transformative Literacy Pedagogy in the Age of Artificial Intelligence *Hairenik Aramayo Parato,* Norwegian University of Science and Technology

This paper presents a critical literature review of Nordic research published after the public release of ChatGPT that maps how generative AI (GenAI) is framed in studies of literacy, academic writing, and writing instruction in L1 and L2 contexts. Particularly, we examine 1) how studies frame their research problems and purposes, 2) what study designs and methodological approaches they draw on, and 3) how they conceptualize both AI platforms and literacy. The study employs a literature review method (Røkenes and Krumsvik, 2014), and its design was adapted from Stornaiuolo et al.'s (2023) systematic review on AI and writing instruction. The review proceeded in four phases: (a) identifying salient articles (n=175), (b) screening identified articles (n=115), (c) analyzing

eligibility for inclusion in an initial corpus, and (d) creating a refined corpus based on additional inclusion/exclusion criteria (n=10). We conducted qualitative analysis of the corpus using a coding scheme that combined inductive and theoretical codes (Saldaña, 2016) informed by Lea and Street's (2006) three-layer model (study skills, academic socialization, academic literacies) and van Dijck's (2013) three-dimensional platform characterization (social, technical, political-economic).

Results show that, across the reviewed texts, generative AI is most often framed as a neutral, readily adoptable tool for drafting, revising, and language polishing, with educational effects expected to follow from individual skill and uptake. This framing tends to rely on a narrow understanding of literacy, confined to academic settings and oriented toward helping students use AI in ways that align with institutional goals. In this context, "critical" is frequently operationalized as user-level precautions – checking outputs for accuracy or plagiarism – alongside instruction in prompt writing. Less common are studies that adopt a critical gaze toward GenAI technologies, moving beyond individual user strategies to map the wider ecology (material, institutional, and ideological conditions; platform logics or shifting agency configurations) that shape how they function in certain contexts.

Writing research in the wake of GenAI is often shaped by a future-facing logic in which AI appears inevitable, and pedagogy is tasked with preparing students for it. We argue that meaningful writing pedagogy research is less about redefining who counts as "literate" and more about re-learning important lessons about literacy, agency, authorship, and linguistic plurality. This shift also foregrounds the motivations behind students' engagement with AI, including why speed, efficiency, and surface fluency become desirable (or necessary). On this basis, we propose criticality not only as a student skill but as a research orientation capable of interrogating persistent literacy myths, including the promise that AI literacy straightforwardly expands opportunity.

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A Theory-informed Comparison Between AI Feedback and Teacher Feedback in Lab Report Writing: Addressing Recent Feedback Engagement Agenda, *Saleh Arizavi*, Sultan Qaboos University

This study investigates university students' perception of engagement with teacher feedback (TF) and AI feedback (AIF) in Project-Based Learning (PBL) lab report writing to assess the integration of AI into writing pedagogy. Despite its proven effectiveness, PBL has received scant research interest in higher education, and the role of feedback within PBL has also remained largely unnoticed although it plays a significant role in this context. With advancements in AI, there is a shift toward using technology-mediated feedback systems, which can provide personalized feedback, but it seems AIF may still lack the nuanced engagement of human feedback. While AI has demonstrated promise in offering constructive feedback, its role in fostering interpersonal rapport and motivating students still falls short compared to TF.

To compare TF and AIF, a comprehensive framework is developed based on Ellis's (2010) multidimensional (behavioral, cognitive, and affective) model. Moreover, an ethical dimension was adopted and characterized in response to recent calls for including this aspect in feedback frameworks. Thirty-four students received TF on the discussion section and AIF on the conclusion of their lab reports. Afterward, they completed a questionnaire addressing the four feedback engagement dimensions, followed by written reflections, mirroring the same dimensions. Quantitative results indicate that the students are more affectively and ethically engaged with TF. Qualitative findings corroborate the quantitative results and reveal that students are more cognitively and ethically engaged with TF. This study contributes to the current literature by responding to recent calls for incorporating the missing ethical engagement in the prevalent models of feedback engagement. The study concludes with implications for higher education educators and stakeholders.

Who is the Author? Reflections from Conversations about GenAI in the Global South, *Sanjay Kumar*, Central European University, Vienna

The use of Generative Artificial Intelligence (GenAI) tools by students for academic writing assignments has become a global phenomenon. In the global South, especially in South Asia, teaching of academic writing is not a part of the higher education curriculum. However, the arrival of GenAI tools like ChatGPT has put the questions of academic authorship, writer's integrity and voice, a problematic and contested territory in a multilingual context where academic writing and publications are in English. How do learners, researchers and teachers approach the notion of 'generative' in GenAI in terms of a writer's voice, argument, and contributions in thinking? When does academic authorship begin and end in the writing process when learners seek GenAI tools for stages of research and writing?

Using a pilot-research project conducted in 2025 at a liberal arts and sciences college in Kerala, a state of India with total literacy and very high percentage of university graduates, as a case study, this paper seeks insights into how students and instructors from the disciplines in social sciences (Literature, Psychology, Sociology, Commerce, Management) identify, relate, and reflect on the usage, the limits of "legitimate" use of GenAI tools in their academic research and writing process. Based on survey findings and focus group interviews, this presentation aims to rethink the challenges of writing pedagogy in addressing the increasing dependence of learners on GenAI tools in their thinking and writing process. The preliminary conclusions from this survey inspires foundational questions about the nature of authorship in the academic domain.

AI and Academic Writing: Presenting an Open Workshop for University Teachers, *Sarah Schwarz* & *Mirka Perón Flodström*, Uppsala University

The use of AI in student writing is undeniably a hot topic in university settings at present, but the voices of teachers who have less AI experience are often missing from discussions (Selwyn 2024). There is a need for initiatives that build competence and confidence so that all teachers feel empowered to make well-founded decisions regarding their students' use of AI.

The Language Workshop (writing center) at Uppsala University, besides offering support for students, also provides education for teachers on reading and writing pedagogy. Since 2024 we have been offering an open workshop for teachers entitled "AI and academic writing: Experience a chatbot from a student's perspective", in which participants explore how students may use AI tools in different steps in the writing process through a series of hands-on exercises and follow-up discussion. The exercises themselves are inspired by advice for students on how to use AI in the writing process offered by the Swedish website skrivguiden.se and a similar writing website from the University of North Carolina at Chapel Hill. The Language Workshop does not advocate for the use of AI in academic writing, and we encourage participants to reach their own conclusions about whether or not it may be appropriate to allow their students to use AI tools.

In our conference presentation, we describe this workshop in detail, including the format and the outcomes for former participants. We believe that our workshop constitutes one possible format for including teachers who have otherwise been left out of AI policy-making in universities, and helps provide participants with greater insight into the writing process.

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10:30-12:30 Theme 3: Ethical and social implications, Room: R1-142

Using LLMs to Analyze Granular Version History in Large-Scale Student Teams, *Johan Hjorth* & *Niklas Persson*, Mälardalen University

In the Master of Science in Engineering program in Robotics at M¨alardalen University, students participate in an extensive project course (30 credits) where large teams of students (typically 5–10 members) collaboratively design complex robotic systems. A critical learning outcome is the ability to jointly produce scientific documentation and technical reports. However, assessing individual contributions within such large groups presents a significant pedagogical challenge. Traditional metrics, such as simple word counts or self-reporting, often fail to reveal "free-riders" or distinguish between superficial editing and substantial intellectual contribution [1].

This paper proposes a novel methodological framework for AI-driven writing analytics. By utilizing Large Language Models (LLMs) to parse the granular version history of collaborative platforms (specifically Overleaf and Git), we aim to "open the black box" of the collaborative writing process. By capturing the complete evolution of the report, from initial draft to final edit, our framework enables the assessment of individual contributions that might otherwise be obscured in the final document. These distinct edits are then analyzed by a prompt-engineered LLM agent. This framework aims to reduce the technical complexity of version control, providing nontechnical educators with intuitive visualizations of student engagement. The analysis is based on four key metrics: the number of commits from a student, contributions over time, syntactic maintenance contributions (such as formatting, spell-checking, or minor structural edits), and semantic contributions (involving the introduction of new concepts, synthesis of research, or technical argumentation).

We argue that moving from product-based assessment (the final PDF) to process-based assessment (the edit history) is essential in the AI era [2]. This approach not only ensures fair grading but also allows educators to visualize group dynamics and intervene when students struggle. Finally, we discuss the ethical implications of our approach, advocating for transparency to foster a culture of accountability rather than surveillance [3].

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[3] S. Slade and P. Prinsloo, "Learning analytics: Ethical issues and dilemmas," American Behavioral Scientist, vol. 57, no. 10, pp. 1510–1529, 2013.

Chatbots as 'Writing Partners' for Students?, *Daniel Rütten*, Goethe University, Frankfurt

With the proliferation of chatbots based on LLMs, we are confronted with (seemingly) communicative technology. Since we usually associate written language with humans and their communicative intentions, it stands to reason that we humanise ChatGPT and the like. The design of these systems, which is reminiscent of messenger apps, reinforces this effect, as does their marketing that uses terms such as intelligence, learning and reasoning (cf. Bender/Hanna 2025; Vallor 2024). The use of chatbots as 'writing partners' can be analysed against this background: When students use AI systems to seek advice on writing problems, to relieve emotional stress or to get feedback on their texts, they are using AI systems as if they had human capabilities. That is to say: They anthropomorphize AI.

Even though the use of AI as a 'writing partner' is understandable and can in certain instances be productive, it is necessary to consider possible negative consequences of such anthropomorphism. In the current survey on AI in the writing process conducted by the Writing Center at Frankfurt University, a wide range of students report that they are replacing human interactions with AI (Hoffmann et al. 2026). In addition, students sometimes do not see a reason to declare their AI use, because it seems similar to the kind of support that they usually receive from other humans. Empirical research on anthropomorphism furthermore suggests that attributing human characteristics to AI systems leads to greater trust in those systems whose trustworthiness in writing is limited (Roesler et al. 2021). In a first step, the presentation will identify signs of anthropomorphization in the aforementioned student survey. To facilitate a discussion about the origins of this phenomenon, I will follow Epley et al. (2007) and present factors that contribute to the anthropomorphization of AI systems. Following this analysis, I will conclude my presentation by advocating for the advancement of a discourse community in higher education to counter possible dangers of anthropomorphising AI uses.

Epley, N., Waytz, A., & Cacioppo, J. T. (2007). On seeing human: a three-factor theory of anthropomorphism. Psychological review, 114(4),
Hoffmann, N., Goebel, H., Ruetten, D., Schmidt, S. (forthcoming 03.2026): Akademisches Schreiben mit generativer KI. Ergebnisse der zweiten Studierendenbefragung von 2025.
Mühlhoff, R. (2025). The ethics of AI: Power, critique, responsibility. Bristol: Bristol University Press.
Roesler, E., Manzey, D., & Onnasch, L. (2021). A meta-analysis on the effectiveness of anthropomorphism in human-robot interaction. Science robotics, 6(58), eabj5425.
Vallor, S. (2024). The AI mirror: How to reclaim our humanity in an age of machine thinking. New York, NY: Oxford University Press.

Academic Integrity and AI Use in Writing Pedagogy, *Hanna Shrolyk*, Georgian College, Canada

The rapid expansion of generative AI has overturned long-standing assumptions about writing, authorship, and intellectual labor in post-secondary education, compelling writing instructors to address not only academic integrity breaches but also the pedagogical conditions that make such misuse appealing or rational for students. Academic integrity training sessions facilitated by the Writing and Language Help Centre at Georgian College (Canada)

employ a restorative educational approach, aiming to develop students' critical AI literacy while positioning integrity as a reflective and educative process rather than a purely punitive measure. Out of all academic integrity training sessions facilitated by the Centre within the last academic year of 2025–2026, 86% of the cases involved unauthorized or unethical use of AI, and only 14% were unrelated to AI use. This presentation examines the intersection of post-secondary writing and academic integrity in the context of AI by proposing an analytical framework for critical AI literacy, informed by digital literacy, critical pedagogy, and AI ethics. It also speaks to the efficiency of academic integrity training sessions that adopt a restorative educational approach, positioning integrity not simply as rule compliance but as a reflective process through which students examine the purposes, pressures, and learning conditions that shape their writing practices while developing critical AI literacy.

Methodologically, the presentation integrates a conceptual analysis and systematic synthesis of scholarship on critical AI literacy, academic integrity, and large language models, with a qualitative, practice-informed analysis of anonymized patterns emerging from restorative training sessions. This combined approach enables the development of an analytical framework that connects macro-level shifts in writing pedagogy with micro-level student decision-making. The analysis identifies a key structural tension: conventional writing assessments, often centered on summarization and generalized exposition, remain highly susceptible to automation encouraging students to replace their own engagement with AI-generated output. Insights from restorative training sessions further reveal that students frequently articulate pressures related to time constraints, performance expectations, and perceived task redundancy, all of which contribute to the rationalization of AI misuse. In response, the presentation advances a theoretically grounded framework for critical AI literacy that extends beyond functional tool use as the basis of academic writing. It builds students' capacity to evaluate AI-generated outputs for bias, missing context, and error; recognize how algorithmic systems shape voice and reasoning; understand the social, ecological, and labor infrastructures underlying AI technologies (Illingworth, 2026) and investigate the epistemic limitations of large language models (Loru et al., 2025; Deep & Chen, 2025).

The scholarly outcome of this work offers an empirically informed, practice-based model linking assessment design to AI-related integrity breaches and proposes a pedagogical framework that aligns restorative approaches with critical AI literacy. Together, these contributions provide actionable implications for redesigning writing instruction and academic integrity education in AI-mediated learning environments. Framed in this way, critical AI literacy positions academic integrity not primarily as compliance, but as an ethical and epistemic practice central to contemporary writing pedagogy.

Deep, P.D.; Chen, Y. (2025) The Role of AI in Academic Writing: Impacts on Writing Skills, Critical Thinking, and Integrity in Higher Education. *Societies*, *15*, 247. https://doi.org/10.3390/soc15090247

Illingworth, S. (2026, February 13) *What Is Critical AI Literacy?* Slow AI. https://theslowai.substack.com/p/what-is-critical-ai-literacy?triedRedirect=true&_src_ref=linkedin.com

Loru E., Nudo J., Di Marco N., Quattrociocchi W. (2025) The simulation of judgment in LLMs. *Psychological and Cognitive Sciences Applied Mathematics*, *122* (42), Article e2518443122, https://doi.org/10.1073/pnas.2518443122

L'auteur est mort, vive l'auteur! Reviving authorship and ownership in academic writing involving GenAI, *Stephan Meyer & Mirjam Weder*, University of Basel

When publishers declared that 'ChatGPT is fun, but not an author' (Thorp 2023), they considered issues of AI and authorship laid to rest. Au contraire. The old and serious questions – What constitutes authorship? And Why does it matter? – were revived, not resolved. Accordingly, we argue that addressing these questions is crucial to critical AI writing pedagogy.

This conceptual pedagogical reflection illustrated by practice, draws on courses and workshops we developed that integrate AI into the writing process. Outlining one such a course – namely a German and English online open access resource – we show how the principles of 'mind over machine' and 'thought leads the tools,' infused the writing pedagogy and directed students' attention to issues of authorship.

Developing their own views on the implications of authorship for their writing practice in the age of AI, requires that students can identify some of its many, contradictory and changing dimensions. This includes some awareness of ideas informing collaborative, humanist, post- humanist (Barthes 1968) and distributed cognition accounts of authorship (Dempere et al 2025).

We illustrate this with a cluster of interrelated aspects of authorship, namely epistemic agency, accountability and ownership. Epistemic agency refers to authors' control over thought and writing processes; accountability to being held ethically and legally responsible for a text and its content; and ownership to the subjective feeling of being the author of a text, i.e. perceived authorship (Draxler et al. 2024). Thereby, we advocate a pedagogy in which integrating AI into academic writing is justified to the extent that it enhances human capabilities conveying the importance of epistemic agency and accountability and addressing students' sense of ownership.

Ultimately, this equips students to shape practices and regulations of authorship that are responsive to evolving future writing technologies.

Barthes, R. (1968). La mort de l'auteur. Manteia, 5, 12–17
Dempere, J., Ramasamy, L. K., & Harris, J. (2025). AI as a Research Partner: Advocating for Co-Authorship in Academic Publications. The Artificial Intelligence Business Review, 1(2).
Draxler, F., Werner, A., Lehmann, F., Hoppe, M., Schmidt, A., Buschek, D., & Welsch, R. (2024).
The AI Ghostwriter Effect: When Users do not Perceive Ownership of AI-Generated Text but Self-Declare as Authors. ACM Transactions on Computer-Human Interaction, 31(2), 1–40.
Thorp, H. H. (2023). ChatGPT is fun, but not an author. Science, 379(6630), 313-313.

10:30-12:30 Theme 2: Reimagining writing pedagogy, Room: R1-151

Co-Driving the Writing Classroom: AI-Supported Lesson Planning in L1 Teacher Education, *Helen Winzell* & *Henrik Lindqvist*, Linköping University

AI tools become increasingly embedded in everyday teaching, but what happens to future teachers' subject-specific didactic awareness and agency when AI can generate lesson plans in seconds? Since pre-service and novice teachers struggle with everyday life in schools (Lindqvist et al., 2020), they may rely on AI-generated materials without considering their impact on learning. This is an issue particularly relevant in writing instruction, which is a known challenge for novice L1 teachers (Winzell, 2018).

This study aims to examine Swedish language pre-service teachers' (L1) approach to integrating AI in the design of writing pedagogy. Ten student pairs in the subject teacher program participated in workshops designed to strengthen their ability to (1) guide writing development using AI-generated texts and (2) design lessons that promote writing development.

Students engaged in an AI-based text laboratory, prompting Copilot to transform texts and analyzing the results. They then created lesson plans targeting specific writing aspects, evaluated didactic consequences, and compared their plans with AI-generated versions before revising and engaging in peer review. The process concluded with micro-teaching and a focus group discussion on AI's implications for writing pedagogy. The findings indicate that pre-service teachers valued AI as a tool that could be used, but with caution. The pre-service teachers concluded that all lesson plans had to be revised to be helpful in practice. One such aspect had to do with the specificity of the lesson plan in relation to time management.

The iterative findings of the study will be discussed in relation to AI in education, learning to be a teacher in relation to practical aspects of teaching. We discuss potential pitfalls and possibilities using AI to generate lesson plans when teaching about writing.

Lindqvist, H., Weurlander, M., Wernerson, A., & Thornberg, R. (2020). Conflicts viewed through the micro-political lens: Beginning teachers' coping strategies for emotionally challenging situations. *Research Papers in Education, 35*(6), 746–765.
Winzell, H. (2018). *Lära för skrivundervisning. En studie om skrivdidaktisk kunskap i ämneslärarutbildningen och läraryrket*. [diss] Linköpings universitet.

Pedagogical Conditions for the Critical Integration of GenAI in a Thesis Writing Seminar, *Carolina Roni & Paula Carlino,* UNIPE / CONICET / University of Buenos Aires

The transition to GAI-assisted writing in postgraduate classrooms highlights the risk of thesis writers delegating knowledge construction to GAI (Kosmyna et al., 2025), undermining authorial agency and writing's epistemic potential. This paper identifies pedagogical conditions for a critical integration of Gemini at the end of an 18-month Thesis Writing Seminar within a Master's program for educators. The assignment aimed to improve the literature review section in advanced drafts of thesis proposals (Carlino et al, 2026). We examine Gemini interaction records, resulting proposal drafts, and the accompanying forum.

Despite frustrations with Gemini's source retrieval, the process fostered critical GAI literacy, enabling students to refine their drafts through strategic collaboration. On the one hand, this process encouraged a critical stance toward machine-generated outputs, highlighting the imperative for conceptual and terminological precision when guiding search queries. On the other hand, two pedagogical conditions were essential for students to effectively leverage GAI interactions. First, the Gemini task was assigned at the end of the seminar, after students had developed knowledge and experience to monitor GAI interactions. Second, the iterative writing of the proposal drafts throughout the seminar fostered a sense of intellectual ownership over their work. This made students less likely to relinquish their authorial voice. These conditions empowered students to prompt the GAI and discern novel intertextual connections between the literature review and with their specific research objectives.

To prevent students from delegating their thinking or uncritically accepting GAI-generated outputs, certain pedagogical conditions must be established prior to GAI integration. Specifically, students must first engage in iterative drafting, making deliberate compositional decisions while internalizing textualization criteria and rhetorical purposes. This didactic framework empowers students to engage in epistemic interactions with AI, enabling them to discern where GenAI can provide meaningful contributions (Martínez, 2025; Tate, 2025).

Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X. H., Beresnitzky, A. V., Braunstein, I., y Maes, P. (2025). Your Brain on ChatGPT: Accumulation of Cognitive Debt when Using an AI Assistant for Essay Writing Task. MIT Media Lab.

Carlino, P., Calderón, L., Roni, C., & Rosli, N. (2026). Taller de proyecto de tesis: enseñar escritura académica desde el enfoque de producción auténtica. Praxis Educativa, 30 (1), 1-20. https://doi.org/10.19137/praxiseducativa-2026-300105

Martínez, N. V. (2025). Escritura, escuela, IA y enseñanza: Revoluciones, expectativas y desengaños. Textos. Didáctica de la Lengua y de la Literatura, (108), 31-36

Tate, T. P., Harnick-Shapiro, B., Ritchie, D. R., Tseng, W., Dennin, M., y Warschauer, M. (2025). Incorporating generative AI into a writing-intensive undergraduate course without off-loading learning. https://doi.org/10.1007/s10791-025-09563-9.

To Be Plugged or Not to Be Plugged: Exploring Feedback and Student Engagement with MS Copilot in Academic Writing Pedagogy, *Mustafa Coban*, Coventry University

The emerging technologies are reshaping how students learn to write and at the same time how educators teach to write. This current situation raises critical pedagogical and ethical questions for all stakeholders in the higher education institutions. This study investigates how undergraduate students in Economics, Finance, and Accounting (EFA) disciplines perceive and engage with Microsoft Copilot at a post-92 university in the UK. Using a qualitative case study design with a mixed-methods approach, the research explores attitudes and ethical considerations surrounding GenAI integration in academic writing support. The intervention comprises three structured course hour sessions: (1) *Unplugged Writing 1 – Building Arguments in a Paragraph*, (2) *Unplugged Writing 2 – Responding to and Using Feedback*, and (3) *Critical Roundtable – Do You Know Your AI from Your GenAI?*

The sessions range from being unplugged to plugged. Students first compose short argumentative paragraphs by hand, then upload their writing to Copilot using proforma prompts provided by the session lecturer for proofreading and feedback on clarity, structure, and tone. This prompt is aligned with the AI student guidance of the university. The students are encouraged to critically evaluate Copilot's suggestions and to reflect on this decision-making process via a whole-class discussion. Data are generated through Mentimeter post-session surveys, lecturer reflections, observation notes, and an audio-recorded focus group interview.

Using a qualitative case study design with mixed methods, the study examines how students conceptualise AI and GenAI in relation to academic integrity and disciplinary norms, how they engage with AI-generated feedback during revision, and how their attitudes toward critical GenAI discussions. The findings aim to offer concrete, classroom-based insights for writing pedagogy in a rapidly changing AI landscape. This study might provide pedagogical implications in which GenAI tools like Copilot can be integrated ethically and efficiently to support both academic literacies and AI and GenAI literacy

How Do University Students Prompt GenAI to Revise Text? A Framework for Analysing Prompt Structure, *Graham Burton* & *Francesca Vitali*, Free University of Bozen-Bolzano

Understanding how to guide Generative AI (GenAI) is fundamental for generating the desired output. While various frameworks for prompting content and structure have been proposed (see, e.g., Schmidt et al., 2024; Knoth et al., 2024), they are typically based on best practice for prompting rather than on empirical data. In this presentation, we propose an empirical framework – based on a dataset of university student interactions with GenAI – for the identification of the possible structural and linguistic elements contained within prompts produced by students during a text revision activity to achieve what they perceive as the optimal version of their text. Example elements include requests for revision (e.g. *revise my text*, *improve the grammar*), instructions related to authorship (e.g. requests not to change the length or make additions to a text) and genre/register-related instructions (e.g. *make it sound academic*). To demonstrate the potential of the framework, we also apply it to the same dataset to provide a case study of the recurring prompting patterns in a group of BA, MA and PhD students at a university in northern Italy as they revise texts written in English. The framework has the potential to be used by researchers and EAP practitioners to analyse prompting strategies used by students and thereby identify strengths weaknesses to be addressed in training programmes.

Knoth, N., Tolzin, A., Janson, A., & Leimeister, J. M. (2024). AI literacy and its implications for prompt engineering strategies. *Computers and Education: Artificial Intelligence*, *6*, 100225.
Schmidt, D. C., Spencer-Smith, J., Fu, Q., & White, J. (2024). Towards a Catalog of Prompt Patterns to Enhance the Discipline of Prompt Engineering. *ACM SIGAda Ada Letters*, *43*(2), 43–51.

13:45-15:45	**Theme 1: Human-AI collaborative writing process** **Room: R1-131** **Chair: Duygu Sert**	**Workshops 1** **Room: R1-141** **Chair**: **Lena Gleisner Villasmil**	**Workshops 2** **Room: R1-142** **Chair: Elisabeth Wulff-Sahlén**	**Workshops 3** **Room: R1-151** **Chair: Sophie Gasson**
13:45-14:15	Authorship to Co-Creation: Teaching and Learning Writing in an AI-Mediated Classroom *Kirsty Duff*, University of St Andrews	Peer Problem-Solving Lab for Research Challenges: Exchanging Advice for Writing and AI Research *Veerle Hesselink* & *Joanne Nijkamp*, Radboud University	Teaching in the Post-Plagiarism Era: Active Learning Strategies for GenAI Literacy *Adriana Monteiro Lima*, University of Lethbridge	Hands-on Visual AI: Teaching Bias and Critical AI Literacy in Writing Classrooms *Iwona Lenowicz-Bukala* & *Mikolaj Birek*, University of Information Technology & Management (Rzeszow)
14:15-14:45	Prompting with Purpose: Using the Academic Writing Triangle to Scaffold AI-Supported Writing Processes *Sara Ekstrand*, Mälardalen University			
14:45-15:15	Large Language Models as Epistemic Partners: University Students' Strategic Framing of Academic Writing Tasks *Ann-Marie Eriksson, Thomas Hillman* & *Charlott Sellberg*, University of Gothenburg	Writing with AI: Experiencing Human-AI Co-Authorship through Roles, Prompts and Reflection *Tom Hölting*, TU Darmstadt	Fostering Critical AI Literacy in Writing Classes: Strategies for Redesigning Assignments *Aleksandra Kasztalska* & *Yelin Zhao*, Boston University	The Role of Voice in the Written Word: Speech-to-Text Technology in AI Co-Creation *Sweta Kumari* & *Aieshah Arif,* New York University Abu Dhabi
15:15-15:45	Digital Tutor in Academic Writing: Can GenAI Build Feedback Literacy? *Marilize Pretorius*, University of Antwerp			
15:45-16:15	**Fika**			

13:45-15:45 Theme 1: Human-AI collaborative writing process, Room: R1-131

Authorship to Co-Creation: Teaching and Learning Writing in an AI-Mediated Classroom, *Kirsty Duff*, University of St Andrews

Generative AI has been rapidly reshaping how students approach academic writing, challenging all stakeholders' assumptions about authorship, learning, and assessment. Drawing on classroom practice, observation and discussions with students studying on an International Foundation programme my presentation explores how teaching and learning writing with GenAI requires academic writing teachers in partnership with students to support effective, critical and transparent use of GenAI in writing education.

The presentation will reflect on the use of GenAI as a co-creator not just with the individual but as a member of the wider class helping to co-create materials and criteria for formative assessment. Co-creation supports improved student quality, enhanced future professional skills. (Bovill, 2020). The starting point for this class wide co creation is the Artificial Intelligence Assessment Scale (Perkins, et al., 2024). This presentation examines how teachers and students can engage with GenAI as a critical co-creator within the academic writing process. At the level of individual student work, we explore the potential of GenAI for idea development, drafting, and revision, with students required to make reflective judgements about what to accept, adapt, or reject. At a whole-class level, GenAI is also used to co-create the essay task itself, for example by collectively critiquing AI-generated prompts, criteria, or model responses.

A central focus is developing students' engagement and evaluative judgement within the writing process. The activities also attempt to highlight and address the risks of generative AI, such as homogenised writing style, loss of creativity and student voice. Through the activities students will be able to see and overcome these risks of overreliance on GenAI, building their confidence in using GenAI effectively, while maintaining authorial control.

Bovill, C. (2020) Co-creation in learning and teaching: the case for a whole-class approach in higher education. *Higher Education*, 79, pp.1023-1037. doi.org/10.1007/s10734-019-00453-w
Perkins, M., Furze, L., Roe, J., MacVaugh, J.(2024) The Artificial Intelligence Assessment Scale (AIAS): A Framework for Ethical Integration of Generative AI in Educational Assessment. *Journal of University Teaching and Learning Practice*, 21(6). doi.org/10.53761/q3azde36

Prompting with Purpose: Using the Academic Writing Triangle to Scaffold AI-Supported Writing Processes, *Sara Ekstrand*, Mälardalen University

The rapid integration of large language models (LLMs) into higher education has raised urgent questions about how writing pedagogy can meaningfully incorporate AI tools without undermining students' development of academic literacy. Drawing on an academic literacies perspective that conceptualizes writing as socially situated and epistemic rather than merely technical (Lea & Street, 1998), this presentation proposes the *academic writing triangle* (as pictured in Krause et al. 2010) as a pedagogical framework for scaffolding AI-supported writing processes.

The presentation explores how the academic writing triangle—encompassing purpose and form of assignment, structure, use of sources, referencing technique, and sentence-level accuracy—can be repurposed as a guide for structured prompt design. In line with genre-based and curriculum-embedded approaches to academic writing instruction (Wingate, 2012), the framework encourages students to engage with AI support in targeted and transparent ways rather than treating AI as a tool for full text generation.

By aligning prompts with specific dimensions of academic writing, students can request focused assistance while retaining responsibility for higher-order writing decisions. This approach resonates with recent research on the pedagogical integration of large language models, which highlights the importance of scaffolding, metacognitive engagement, and critical evaluation in AI-supported learning (Kasneci et al., 2023).

Drawing on examples from higher education writing instruction, the presentation illustrates how this framework supports a process-oriented and reflective approach to AI use. Rather than positioning LLMs as authoritative text generators, the model frames AI as a dialogic resource that students engage with critically, retaining responsibility for authorial decisions.

Lea, M. R., & Street, B. V. (1998). Student writing in higher education: An academic literacies approach. *Studies in Higher Education,* 23(2), 157–172.
Wingate, U. (2012). Using academic literacies and genre-based models for academic writing instruction: A 'literacy' journey. *Journal of English for Academic Purposes*, 11(1), 26–37.
Kasneci, E., Sessler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günnemann, S., Hüllermeier, E., Kruschke, S., Kutniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., Stadler, M. & Kasneci, G., (2023). ChatGPT for good? On opportunities and challenges of large language models for education. *Learning and Individual Differences*, 103, 102274.
Krause, S., Kelly, J., Tasooji, A. & Fulton, I. (2010). Effect of Pedagogy on Conceptual Change in an Introductory Materials Science Course. *International Journal of Engineering Education*. 26.

Large Language Models as Epistemic Partners: University Students' Strategic Framing of Academic Writing Tasks, *Ann-Marie Eriksson, Thomas Hillman & Charlott Sellberg*, University of Gothenburg

The impact of Large Language Model (LLM) based chatbot use on university students' writing receives considerable attention in current research. One significant strand investigates how LLMs can support writing performance (Li et al, 2025) and literacy practices (Anson, 2024; Zakirova & Bedeker, 2025). Another focuses on specific writing strategies, including feedback (Khuder, 2025), student voice (Singh et al., 2025), and text-editing (Perez, 2025). While existing research shows that LLMs can become meaningful partners in students' writing processes, fewer studies have explored what LLM-mediated writing processes constitute in terms of students' situated work. Given that writing with LLMs exemplifies a textually organized, mediated, and epistemic practice (Prior, 2006), this study aims to explore how students engage in these emerging activities (cf. Prior & Thorn, 2015). How do students initiate and frame academic writing in relation to LLMs? What forms of agency do they adopt?

To gain access to students' ongoing work with LLMs, the study was designed as an extracurricular intervention conducted as a writing workshop for second-cycle students. Participants were invited to use LLMs unreservedly. Nine individual 30-minute writing sessions were recorded through screen-capture and analyzed to demonstrate how the initiation of the writing task unfolds in practice. Analytically, this material was approached through the notion of textually mediated activity (cf. Mäkitalo, 2012). A subsequent 60-minute group discussion, designed as a 'report-and-share' session, was video-recorded and analyzed discursively to enrich insights from the screen-capture material.

The results identify how initiating a writing task involves distinct forms of student agency, approaches to LLM use, and orientations to what constitutes academic writing. They also unpack how agency emerges through students' management of one or more LLM and the roles they assume. Finally, the results detail approaches and orientations when students enter into dialogue with LLMs by specifying and contextualizing a task or requesting specific feedback. In sum, the study contributes to understanding of how writing with LLMs shapes not only individual writing processes but also the epistemic work accomplished through writing.

Anson, D.W.J. (2024) The impact of large language models on university students' literacy development: a dialogue with Lea and Street's academic literacies framework. Higher Education Research & Development, 43:7, 1465-1478, https://doi.org/10.1080/07294360.2024.2332259
Khuder, B. (2025). Enhancing disciplinary voice through feedback-seeking in AI-assisted doctoral writing for publication, Applied Linguistics, amaf022, https://doi.org/10.1093/applin/amaf022

Li, H. Wang, Y., Luo, S. & Huang, C (2025) The influence of GenAI on the effectiveness of argumentative writing in higher education: evidence from a quasi-experimental study in China, Journal of Asian Public Policy, 18:2, 405-430. https://doi.org/10.1080/17516234.2024.2363128
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Zakirova, Z., & Bedeker, M. (2025). AI and the emergence of new academic writing literacies: graduate student perspectives on its affordances and challenges. In M. Bedeker, T.M. Makoelle & S.A. Manan (Eds.). Exploring academic writing as social practice: institutional goals, complexities and possibilities in Central Asia. (pp. 295-318). Palgrave Macmillan, 2025. ProQuest Ebook Central, https://ebookcentral.proquest.com/lib/gu/detail.action?docID=32378338.

Digital Tutor in Academic Writing: Can GenAI Build Feedback Literacy?, *Marilize Pretorius*, University of Antwerp

Feedback is essential for learning to occur, yet students may not always utilise their lecturer's feedback fully. This is often because they lack feedback literacy – the capacity to process and implement feedback. With recent advances in generative artificial intelligence (GenAI), there is potential to use it as an interactive tutoring system (ITS) that privides immediate and personalised feedback. In the context of academic writing, which is the focus of this paper, the core question is whether GenAI can be used as an ITS specifically to support students' feedback practices and ultimately the development of their feedback literacy.

Participants consist of distance-learning students (n=139) taking a compulsory academic literacy course. They completed the feedback literacy behaviour questionnaire prior to and after a GenAI-as-ITS intervention. The first step of the intervention familiarised them with how GenAI could be used as an ITS. The second step provided them with lecturer feedback on a writing task, with they then processed using GenAI. The pre- and post-intervention data were analysed using a paired-samples t-test to determine whether feedback literacy increased following the intervention.

The results indicate that students' overall feedback literacy increased significantly. However, when comparing the sub-constructs, only three of the five showed a statistically significant increase. They reported an increase in seeking feedback, making sense of feedback, and using feedback. They did not increase in providing feedback to peers, probably because this was not the focus of the intervention. However, they also did not increase in terms of managing their affect, which can undermine learning from feedback. The implications will be discussed in light of students' reflections on their experiences with and perceptions of the intervention.

13:45-15:45 Workshops 1, Room: R1-141

Peer Problem-Solving Lab for Research Challenges: Exchanging Advice for Writing and AI Research, *Veerle Hesselink* & *Joanne Nijkamp*, Radboud University

Having recently started our PhD projects on learning to write and writing to learn in the age of AI, we have found that many research projects on the recent topic of GenAI in (writing) education run into practical, ethical, methodological or other problems. That is why we propose a collaborative 40-minute session in which participants can share and address research-related challenges. We depart from our own project, which investigates 1) what it means to learn to write in the age of AI and how this impacts curriculum design and testing and 2) to what extent, and under which conditions, AI tools can help or hinder the process of writing to learn disciplinary content and language.

Taking our project as an example, we will address one issue that we run into. After that, we will provide an interactive format to give the floor to participating researchers, who will dive into the challenges shared by their peers and themselves. Since we expect to encounter researchers and educators from various backgrounds and contexts, our problem-solving lab will be a valuable opportunity for networking and gaining outsider perspectives. We welcome both new as well as experienced researchers in a session that aims to be of practical help to all of those involved. An overview of all challenges and possible solutions shared during this problem-solving lab will afterwards be made available to its participants.

Writing with AI: Experiencing Human-AI Co-Authorship through Roles, Prompts and Reflection, *Tom Hölting*, TU Darmstadt

This interactive workshop invites participants to explore human–AI co-authorship through practical, scenario-based writing activities. Anchored in writing didactics and writing consultation practices, the workshop focuses on how generative AI tools can be integrated into various writing processes and how such integration reconfigures our understanding of authorship, writing competence, and pedagogical support. Participants will engage in collaborative writing tasks in which roles and responsibilities are distributed between human and machine. Depending on the scenario, they may take on roles such as author, editor, prompt designer, or critical reader. These roles will allow them to reflect on when and how they use AI, how much input is needed for the text to reflect their own voice, and how dialogic the AI can become as it shapes the writing process.

The workshop foregrounds a central question: How does AI reshape our understanding of authorship? In the context of distributed cognition, traditional notions of individual authorship are increasingly challenged. Participants will critically examine agency, ownership, and the shifting boundaries between producing, designing, and curating text. A particular focus is placed on writing typologies and writing phases: Drawing from writing pedagogy, the workshop highlights how different writer profiles/strategies with AI tools
differently across phases such as idea generation, drafting, revising or reflection. This perspective opens up new approaches for writing instruction and writing support, especially in fostering AI literacy and adaptive writing competence.

The workshop offers theoretical grounding, reflective practice, and hands-on experience.It equips educators, consultants, and researchers to develop nuanced strategies for integrating AI into academic writing instruction in both L1 and L2 contexts.

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Buck, Isabella; Huemer, Birgit; Limburg, Anika (2024): KI im Schreibzentrum? Ein Plädoyer für offenen Diskurs und Kollaboration. In: JoSch – Journal für Schreibwissenschaft 26 (1/2024), S. 4-7.

Buck, Isabella; Limburg, Anika (2024): KI und Kognition im Schreibprozess: Prototypen und Implikationen. In: JoSch – Journal für Schreibwissenschaft 26 (1/2024), S. 8-23.

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13:45-15:45 Workshops 2, Room: R1-142

Teaching in the Post-Plagiarism Era: Active Learning Strategies for GenAI Literacy, *Adriana Monteiro Lima*, University of Lethbridge

Higher education stands at a critical juncture. Traditional academic integrity frameworks, built on plagiarism detection and prohibition, are collapsing under the weight of generative AI's ubiquity. This interactive session moves beyond the "should we allow AI?" debate to address a more urgent question: What competencies define an academically honest student in 2026? Grounded in Sarah Eaton's (2023) six tenets of post-plagiarism—including the recognition that historical definitions of plagiarism no longer apply, and that AI is everywhere—this session engages faculty, administrators, and scholars in reimagining academic integrity for the GenAI era. The presentation opens with live polling to gauge participants' current approaches to AI integration, followed by an introduction to Eaton's framework as the theoretical foundation for post-plagiarism pedagogy.

Participants will use Perplexity and NotebookLM as thinking partners to explore what academic integrity means in 2026, experiencing firsthand how AI can support rather than undermine critical thinking. Through think-pair-share activities and small group work, participants will collaboratively develop competency frameworks that prioritize student judgment, transparency, and critical evaluation over compliance and detection. This presentation builds on successful workshop implementations in a first-year academic writing course where students—including those for whom English is an additional language—achieved measurable gains in AI literacy, ethical reasoning, and critical thinking through inquirybased, collaborative learning. By applying these same active pedagogies to faculty development, the session models how to shift from policing AI use to cultivating student agency and responsibility.

Participants will leave with practical, discipline-adaptable competency frameworks they help create, along with NotebookLM prompts for redesigning assessments and a curated resource toolkit. Rather than presenting a fixed pedagogical model, this session facilitates collaborative knowledge-building about what academic integrity means when humans and AI write together— because we're not preparing for the post-plagiarism era; we're already in it.

Fostering Critical AI Literacy in Writing Classes: Strategies for Redesigning Assignments, *Aleksandra Kasztalska* & *Yelin Zhao*, Boston University

With the rapid emergence of generative AI, many writing instructors recognize the need to redesign pedagogy yet have little time or institutional support to do so (Digital Education Council, 2025; Watson & Raine, 2026). In this interactive workshop, two writing instructors offer research-informed strategies for redesigning assignments that foster critical AI literacy (CAIL) in support of multilingual students at the university level. We begin by introducing the CAIL framework developed by Gegg-Harrison and Shapiro (2025) and encouraging instructors to adopt a stance of "critical pragmatism" toward AI. We then share how we designed and taught AI-intensive writing courses in an innovative pilot program at Boston University. We highlight key principles for redesigning university-level writing assignments to promote CAIL and call for instructors to help students develop an "AI wisdom" (Mollick, 2024), or a set of principles, heuristics, and dispositions for using GenAI. To illustrate these principles, we offer a few sample assignments and exercises, including a redesigned summary project that incorporates analytical moves requiring interpretation and original positioning, and a research project that

teaches students to use AI as a tool for refining their ideas without sacrificing agency or voice. Special emphasis is placed on working with multilingual learners and anticipating the needs of students who speak English as a second or additional language. Through small group discussions, reflective activities, and guided hands-on exercises, we create spaces for participants to explore how CAIL might shape writing pedagogy and assignment design in their own instructional contexts. This workshop aims to foster active discussion and collaboration among writing educators and scholars interested in the role of AI in writing instruction. By the end of the workshop, participants will leave with ready-to-use assignments, adaptable assignment models, practical design principles, and pedagogical resources for embedding CAIL into writing instructions across diverse institutional contexts.

Digital Education Council (2025). Global AI Faculty Survey.
Gegg-Harrison, W., & Shapiro, S. (2025). From Policing to Empowerment: Promoting Student Agency in the Context of AI Text-Generators and AI-Detection Tools. In C. Wang & Z. Tian (Eds.), Rethinking Writing Education in the Age of Generative AI (pp. 26-41). Routledge.
Mollick, E. (2024, December 9). 15 Times to use AI, and 5 Not to. One Useful Thing. https://www.oneusefulthing.org/p/15-times-to-use-ai-and-5-not-to?utm_source=postemail-title&publication_id=1180644&post_id=152600543&utm_campaign=email-posttitle&isFreemail=true&r=1lmhxl&triedRedirect=true&utm_medium=email
Watson, E. D., & Raine, L. (2026). The AI Challenge How College Faculty Assess the Present and Future of Higher Education in the Age of AI. American Association of Colleges and Universities https://dgmg81phhvh63.cloudfront.net/content/userphotos/Research/PDFs/AI_Challenge.pdf

13:45-15:45 Workshops 3, Room: R1-151

Hands-on Visual AI: Teaching Bias and Critical AI Literacy in Writing Classrooms, *Iwona Lenowicz-Bukala* & *Mikolaj Birek*, University of Information Technology & Management (Rzeszow)

Generative artificial intelligence has quickly become one of the most debated educational technologies, provoking both enthusiasm and concern. Tools based on large language models and image generators are widely accessible, relatively inexpensive, and designed for natural-language interaction, which accelerates their uptake in academic contexts. As machine-learning systems trained on large cultural datasets, they also reproduce and sometimes amplify social biases, stereotypes, and dominant narratives. This dual character of generative AI creates challenges for writing pedagogy while opening opportunities to foster critical technological awareness.

This workshop shows how visual generative AI tools can serve as experimental environments for revealing algorithmic bias and structural limitations of generative models. Participants will take part in guided activities involving prompt design, comparative analysis of generated images, and reflection on links between training data, representation, and symbolic power. These activities are connected to short reflective and analytical writing tasks in which participants interpret generated outputs, articulate observations about bias and representation, and formulate critical responses to AI-generated imagery. Rather than treating AI as a productivity aid, the workshop frames it as an object of inquiry that supports critical AI literacy. In this sense, human–AI collaboration is understood as a dialogical process in which AI-generated images become prompts for analysis, discussion, and reflective writing.

The workshop draws on the facilitators' original research from digital experiments with generative AI, in which controlled prompting and iterative image generation traced patterns of bias and representation. Findings from these studies will be translated into classroom-ready exercises and discussion formats (Leonowicz-Bukała & Birek, 2024; Leonowicz-Bukała et al., 2025). The session highlights pedagogical strategies for integrating such experiments into writing pedagogy and offers practical frameworks for teaching critical AI literacy. By foregrounding bias and social implications through structured experiments, the workshop addresses ethical concerns central to contemporary writing education.

Designed for researchers and educators, including those without a background in visual studies, the 120-minute workshop emphasizes active participation and collaborative reflection. Participants will leave with adaptable exercises and prompts to support critical engagement with generative AI in writing education.

Leonowicz-Bukała, I., Struck-Peregończyk, M., Birek, M., & Dudzińska, K. (2025). "AI, wygeneruj obraz osoby z niepełnosprawnością": (Od)tworzenie społecznych reprezentacji niepełnosprawności z wykorzystaniem narzędzi generatywnej sztucznej inteligencji [AI, generate an image of a disabled person": (Re)creating representations of disability with generative AI tools]. *Acta Universitatis Lodziensis. Folia Sociologica*, *92*, 31–58. https://doi.org/10.18778/0208-600X.92.03

Leonowicz-Bukała, I., & Birek, M. (2024, November 21–22). *Wizerunki (nie)przewidywalne. Eksperyment digitalny jako metoda badań potencjału komunikacji w przestrzeniach cyfrowych* [(Un)Predictable Images: The Digital Experiment as a Method for Studying the Communicative Potential of Digital Spaces; conference presentation]. XV Ogólnopolska Konferencja Metodologiczna Medioznawców (OKMM): „W świecie cyfrowych kultur: tożsamość, prywatność, władza", Warsaw, Poland. https://doi.org/10.13140/RG.2.2.34678.25920

The Role of Voice in the Written Word: Speech-to-Text Technology in AI Co-Creation *Sweta Kumari* & *Aieshah Arif,* New York University Abu Dhabi

With increasing integration of Generative Artificial Intelligence in education, we are consistently confronted with questions on the value of learning to write autonomously. If students are largely outsourcing the cognitive load of writing tasks to AI, what do they stand to lose? Individuality, authentic human response, and the unique personal and academic voice are at stake. More than ever, it is thus crucial to recenter the idea of writing as a 'process' rather than a 'product', recognising that its various stages, including verbal brainstorming, cultivate critical thinking, learning and engagement.

With the multilingual and transcultural context of the United Arab Emirates as a backdrop, we consider how consultation strategies employed in the Writing Center – a space for communication and embodied learning – help us reimagine the role of speech in crafting written output. In this workshop, we share innovative ways to integrate an often-overlooked AI tool – speech-to-text technology – into the writing process. The exercise of generating a self-reflective recording and transcript acts as an intermediary between the student and generative AI, aiding in crafting an unpolished first draft that maintains individuality and personal reflection in an age where generic ideas and texts may seem like the default. In the session, we will facilitate conversations on designing prompts specific to course materials, in the hopes that participants walk away with tailored exercises they can implement in their own classrooms. This session is informed by the research project Perceptions and Positions of Postcolonial Englishes by the Writing, Language and Pedagogy Research Kitchen at New York University Abu Dhabi.

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16:15-18:15	**Theme 1: Human-AI collaborative writing process** **Room: R1-131** **Chair**: **Merve Bozbiyik**	**Theme 1: Human-AI collaborative writing process** **Room: R1-141** **Chair: Alexandra Dylman**	**Theme 1: Human-AI collaborative writing process** **Room: R1-142** **Chair: Maria Damkjaer**	**Workshop and roundtable** **Room: R1-151** **Chair: Lena Gleisner Villasmil**
16:15-16:45	AI Use Among Language Teachers in Higher Education *Asmar Ibadova*, University of Debrecen	Reimagining L2 Writing Pedagogy with AI: Designing and Evaluating an Immersive, Process-Driven Writing Companion *Nicole Mills*, Harvard University	Talking about AI – Joint Training for Students and Lecturers *Elke Langelahn*, Bielefeld University	Workshop: “Are We There Yet? How AI Tools Are Influencing English Language Editing *Tim Houghton*, Sprakedit
16:45-17:15	Collaborative Writing with AI. Focus on the Writing Process *Kirsten Schindler*, University of Wuppertal	Beyond “AI vs. Human”: A Longitudinal Study of AI-Human Collaboration in L2 Writing Feedback *Yusuf Cengiz & Nur Yigitoglu Aptoula*, Boğaziçi University	Stage-Locked AI for Academic Writing: A Constraint-Based Four-Stage Framework for AI Literacy and Authorship *Katarzyna Truszkowska,* Oxford Academy of English	
17:15-17:45	A chat with Otto the German Barkeeper. Using an LLM-Based Chatbot as Socio-Constructivist Peer Tutor in the Advanced L2 Writing Class	Making AI Less Important: A Classroom-Based Study *Kirk Sullivan,* Umeå University	Meta-what? EFL Students’ Explicit Metalinguistic Awareness in GenAI-Infused Writing: Analysing Writing-	Roundtable discussion: Writing in the Era of AI – Preparing Language Teachers for Didactic Practice

	Carola Strobl, University of Antwerp		Related Metalanguage Use in Audio-Narrated Video *Jim Ureel,* University of Antwerp	*Lena Gleisner Villasmil,* Mälardalen University
17:45-18:15				

16:15-18:15 Theme 1: Human-AI collaborative writing process, Room: R1-131

AI Use Among Language Teachers in Higher Education, *Asmar Ibadova*, University of Debrecen

The rapid development of artificial intelligence (AI) is reshaping teaching and learning practices in higher education, particularly in language education. Artificial intelligence (AI), particularly generative AI tools such as ChatGPT and AI-enabled writing assistants, is increasingly influencing language education in higher education (Belda-Medina & Calvo-Ferrer, 2022). Tools such as text generators, grammar checkers, and automated feedback systems offer new possibilities for lesson planning, material development, and assessment (Lee, 2025). Yet, little is known about how language teachers in Azerbaijan's universities and colleges are adopting these tools, the purposes for which they are used, and the concerns teachers associate with their integration. This study investigates AI use, practices, and perceptions among language teachers in higher education in Azerbaijan, with attention to pedagogical applications, professional needs, and ethical considerations.

The research employs a cross-sectional survey design. Data are collected via an online questionnaire distributed to language teachers (e.g., General English, EAP/ESP, and other foreign languages) working at higher education institutions across Azerbaijan. The survey contains demographic and professional background items, questions on awareness and frequency of AI use, items on specific instructional and administrative uses (e.g., lesson planning, material development, feedback on student writing, assessment design), and Likert-scale statements measuring perceived usefulness, risks, and readiness for institutional adoption. Open-ended prompts capture teachers' views regarding benefits, limitations, and policy needs. Quantitative data are analyzed using descriptive statistics and group comparisons (e.g., experience level, course type), while open responses are examined using thematic coding to identify recurring opportunities and concerns.

Preliminary findings suggest that a growing number of language teachers are experimenting with AI tools, primarily for lesson preparation, material creation, and providing feedback on student writing. While many teachers view AI as a supportive and time-saving resource, concerns regarding academic integrity, student over-reliance on technology, and the absence of clear institutional guidelines are also evident. The study highlights the need for targeted professional development and clear policy frameworks to support responsible and effective AI integration in language education. By providing insight into teachers' experiences and perceptions, this research contributes to the ongoing discussion on the role of AI in higher education. It offers implications for teacher training and institutional decision-making.

Belda-Medina, J., & Calvo-Ferrer, J. R. (2022). Using chatbots as AI conversational partners in language learning. *Applied Sciences, 12*(17), 8427.
Lee, S. (2025). Generative AI (GenAI) in the language classroom. *Interactive Learning Environments*.

Collaborative Writing with AI. Focus on the Writing Process, *Kirsten Schindler*, University of Wuppertal

How do students use and interact with AI when writing texts? Over the past four years, a growing number of studies have focused on the use of AI by students (Malmström et al. 2023; Preiß et al. 2025), their beliefs and attitudes towards AI (Hoffmann & Schmidt, 2026) and discussed new types of writing

assignments at university. While this research is important for understanding how AI is changing the way students write at university, there is still a lack of studies examining in more detail whether and how writing processes change when students use AI tools to produce texts.
In my talk, I will present two studies in which AI was used experimentally. These studies are based on two seminars (Master of education), were groups of students work collaboratively using AI tools as part of their course work. In Study A (n=45) 2-3 students were asked to write a fictional text collaboratively using only AI-tools and their prompts to control the output. The process was screen casted (in total 645 minutes; the time taken by each group to complete the task varies from a few seconds to 70 minutes). All visible activities (scrolling/reading, researching, writing/prompting, revising) were categorized and measured in time. The prompts written by the students were accessed pragmatically. In Study B (n=38) 2-5 students use the presentation tool Gamma, their digital interaction via zoom was videotaped (in total more than 6 hours). The interactions were transcribed and analyzed with methods of interaction analysis; and linked to the assessment of the generated output. The data makes it possible to distinguish and label the prompting and writing strategies employed by the students, which appear to interact with their expectations of AI-performance and their perception of themselves as writers.

Hoffmann, N., & Schmidt, S. (2026). Der Wert des Schreibens. Ergebnisse einer Studierendenbefragung zur KI-Nutzung. *Forschung & Lehre, 33*(1), 40–41. https://www.forschung-und-lehre.de/lehre/der-wert-des-schreibens-7450
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https://doi.org/10.17196/cls.csclhe/2023/01
Preiß, J., Freise, F., Bartels, M., & Hartel, F. (2025). ChatGPT and Me 3.0: Drei Jahre generative KI an der Universität Hamburg. Universität Hamburg.
https://doi.org/10.25656/01:34226

A chat with Otto the German Barkeeper. Using an LLM-Based Chatbot as Socio-Constructivist Peer Tutor in the Advanced L2 Writing Class,
***Carola Strobl*, University of Antwerp**

Interactionist theories of language acquisition emphasize the importance of sustained engagement in meaningful interaction to support learners' progression toward higher proficiency. In higher education, however, opportunities for such interaction are often constrained by limited classroom time. One potential response to this challenge is the integration of large language model (LLM)–based, instruction-tuned chatbots. Recent studies have begun to investigate their pedagogical value, yet it remains unclear whether current chatbot technology can provide feedback in ways that foster learners' development within their zone of proximal development.

This pilot study examines the use of an LLM chatbot designed to engage advanced German learners (L1 Dutch) in informal conversations about Belgian stereotypes. The chatbot was assigned a detailed persona (a German barkeeper named Otto, soon travelling to Belgium) and interactional guidelines emphasizing dialogic, socio-constructivist feedback—specifically, recasts rather than explicit corrections. Two iterations of the chatbot were tested in two class groups ($n_1 = 3$, $n_2 = 8$), with adjustments to the prompt between sessions. The chatbot conversations were conducted in class at the end of a thematic unit in which students translated and discussed humorous journalistic texts on Belgian stereotypes. Students (C1 writing level in German) interacted with the chatbot for approximately 30 minutes and subsequently wrote brief reflections on content and language-related aspects of the exchange.

The study pursued two questions: (1) To what extent can an instruction-tuned chatbot function as a peer-like language tutor in the Vygotskyan sense, providing dialogic, socio-constructivist feedback? (2) How do advanced learners experience such interactions in terms of engagement and perceived linguistic support? Findings indicate that learners generally perceived the conversations as engaging, despite occasional hallucinations and inconsistencies. However,

the chatbot showed limited ability to adhere to the feedback guidelines: it frequently defaulted to prescriptive, explicit corrections and focused disproportionately on minor surface errors. The discussion considers the role of the target language and the evolving capacities of LLM architectures, including the potential of RAG-based agents for more adaptive feedback.

Belda-Medina J. & Calvo-Ferrer, JR. (2022). Using Chatbots as AI Conversational Partners in Language Learning. *Applied Sciences*. 12(17):8427. https://doi.org/10.3390/app12178427
Bibauw, S. & Dizon, G. Conversational AI and Chatbots (2025). In: L. Ohashi, M. Hillis & R. Dykes (Eds.), *Artificial Intelligence in Our Language Learning Classrooms*, Candlin & Mynard, p.19-41.
Şahin Kızıl, A., Klimova, B., Pikhart, M., & Parmaxi, A. (2025). A systematic review of the recent research on the usefulness of chatbots for language education. *Journal of Computer Assisted Learning, 41*(2), e70001. https://doi.org/10.1111/jcal.70001
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Making AI Less Important: A Classroom-Based Study, *Kirk Sullivan,* Umeå University

Upper Secondary school students use AI to write and to improve text that they have written themselves. This study focusses on the latter and asks do Upper Secondary school students understand the improvements AI suggests to their writing? And can they articulate what the suggested changes achieve? The data we present in this study comes from a case-study in an English 7 classroom. The student wrote authentic essays in their classroom for their English teacher without the assistance of AI. After their essays were submitted, the students were instructed to use AI to improve their essays. The process of using AI was screen recorded. The resultant data includes both surface level spelling and grammatical suggestions and deeper changes relating to style and structure. After each AI "class", two students participated in stimulated recall interviews. These interviews gave us a window into why the students accepted some suggestions and not others, and if they were able to articulate why they preferred the suggestion or their own writing. We found variation for both the shallow and deeper suggestions, and will propose ways in which this can readily be used by classroom English teachers to inform their teaching to give the students individualised confidence in their English writing, and thereby, perhaps, make AI less important for the finalising of their pieces of writing.

16:15-18:15 Theme 1: Human-AI collaborative writing process, Room: R1-141

Reimagining L2 Writing Pedagogy with AI: Designing and Evaluating an Immersive, Process-Driven Writing Companion, *Nicole Mills*, Harvard University

As generative AI reshapes how students write, revise, and understand authorship, foreign-language programs face a pressing need to cultivate critical AI literacy while preserving writing as a meaningful, process-driven act of language development. This presentation introduces a research study and design project that directly responds to the Modern Language Association's (2023) Writing and AI recommendations by foregrounding the value of writing, emphasizing process-oriented pedagogies, and avoiding surveillance-based approaches. In collaboration with Wonda VR, we developed an AI writing tutor and thought partner—Lee—designed for novice French writers and grounded in a design orientation to second-language writing (Allen, 2018).

At the outset of the course, Beginning French II students engaged with four photorealistic Parisian characters in immersive VR. For this project, an 11-year-old Parisian boy from the VR narrative "comes to life" as each student's personalized AI writing companion, with the real Lee co-designing his avatar and character (Mills et al., 2025). The AI tutor scaffolds a three-stage writing process: (1) discussion and analysis of a model text's content, style, and opportunities for textual borrowing; (2) oral brainstorming and curated vocabulary support; and (3) grammar feedback, explanations, and error identification in early drafts. Student–AI interactions are tracked in a unified platform for optional instructor review.

In Spring 2024, students' perceptions of the platform were evaluated through constructs from the psychology of language learning—writing self-efficacy, anxiety, self-regulation—and user-experience measures such as anthropomorphism, teaching presence, and enjoyment. Findings showed that students' enjoyment and perceptions of the AI tutor were closely tied to how competent they felt as writers. Building on this work, a cross-sectional, mixed-methods study in Spring 2026 will compare two AI-supported compositions with two paper-based process-writing tasks. Pre- and post-task surveys will measure engagement, writing self-efficacy, anxiety, perceived and affective learning, and value alignment toward AI. Survey data, interaction logs, and composition scores will be analyzed to examine how AI-mediated versus paper-based scaffolding influences learner confidence, motivation, and attitudes toward AI. Findings aim to inform pedagogically principled uses of AI in second-language writing instruction.

Meta-what? EFL Students' Explicit Metalinguistic Awareness in GenAI-Infused Writing: Analysing Writing-Related Metalanguage Use in Audio-Narrated Video ***Jim Ureel,*** **University of Antwerp**

Recent work on AI and writing has shown that generative tools shift, rather than reduce, the cognitive and metalinguistic demands of academic writing, increasing learners' responsibility to articulate goals, evaluate output and manage revision processes (Dobrin, 2023; Laist, 2024). In response, writing pedagogy has increasingly foregrounded explicit verbalisation, strategic prompting and metalinguistic control in human–AI collaboration (Buck, 2025; Clark, 2023).

This paper investigates how advanced EFL learners deploy explicit metalinguistic awareness (MLA) when interacting with large language models (LLMs) during academic writing tasks. The focus lies on learners' real-time use of writingrelated metalanguage to diagnose structural issues, guide model behaviour and evaluate revision outcoimes across iterations. The study draws on a corpus of 140 audio-narrated screen recordings produced by 35 advanced EFL students, each completing four GenAI-infused writing tasks, targeting macrostructural and microstructural dimensions of academic texts. Tasks were organised along a two-by-two design, contrasting tool choice (prescribed use of ChatGPT vs a self-selected LLM) and terminological scaffolding (lecturerassigned vs self-selected metalinguistic concepts). Analysis centres on students' audio-verbalised reasoning during iterative prompting, comparative output analysis and revision, with particular attention to the accuracy, consistency and functional deployment of metalanguage.

Preliminary analyses reveal substantial variation in students' metalinguistic precision and strategic control. While some learners successfully leverage explicit MLA to steer AI-mediated revisions and critically assess structural gains and losses, others rely on vague evaluative language or content-driven prompting, limiting the effectiveness of GenAI-supported writing. The findings position explicit MLA as a key mediating resource in AI-infused academic writing and underline the need for deliberate, curriculum-embedded scaffolding to support its development.

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Beyond "AI vs. Human": A Longitudinal Study of AI-Human Collaboration in L2 Writing Feedback, ***Yusuf Cengiz*** **&** ***Nur Yigitoglu Aptoula*****, Boğaziçi University**

Recent studies on L2 writing indicate a growing trend toward integrating generative artificial intelligence (AI) into feedback practices, as studies show AI feedback can enhance linguistic accuracy, clarity, and revision quality for L2 writers (AlGhamdi, 2024; Strzelecki, 2024). However, the pedagogical

value of AI feedback practices often depends on how feedback is structured and delivered by writing instructors (Fan et al., 2025). Despite showing promising results in providing human-like feedback in L2 writing, there are still issues remain over feedback quality, over-reliance, and AI literacy (Chuang, 2024; Feng et al., 2025). These studies suggest a need for evaluating AI feedback as a "partner" rather than a "replacement" to ensure pedagogically relevant application of AI in L2 writing. (Celik, 2023; Chan & Lee, 2025; Demszky et al., 2024). However, few studies have investigated how AI supported human feedback practices can be utilized effectively in L2 writing (Han & Li, 2024).

To address this gap, this study investigates the development of AI-supported human feedback practices in an intensive English program at a university in Turkey. An automated feedback tool was designed to allow instructors to combine AI-generated comments with their own feedback. Following initial interviews with eight instructors, personalized prompts were developed for each participant. The instructors provided feedback to over eight weeks using the automated feedback tool. Semi-structured interviews were conducted during the implementation process to ensure that the prompts were updated based on the needs of the classroom and the instructor preferences. A final round of interviews explored the participants' experiences and perceptions regarding the pedagogical affordances and constraints of using AI feedback in L2 writing instruction. The study offers valuable insight into how AI tools can be programmed and planned in alignment with the instructors' feedback practices to uncover potential of AI as a pedagogical "partner" in L2 writing.

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16:15-18:15 Theme 1: Human-AI collaborative writing process, Room: R1-142

Talking about AI – Joint Training for Students and Lecturers, *Elke Langelhan*, Bielefeld University

Three years after the publication of the first generative AI tools, many students and lecturers are still unsure concerning the use of these tools in their courses, especially in the context of written exams. While there is often a feeling of cheating on the part of students, lecturers complain about false references in bibliographies of term papers or theses invented by ChatGPT or others.

In order to give an open space to these often unspoken uncertainties and fears, and to counter this "climate of distrust" (Lordick, 2025) the Centre for Teaching and Learning at Bielefeld University conducts classroom visits on the topic of generative AI tools in the writing process: On request of lecturers, members of the university didactics team conduct a short workshop in courses in which writing plays an important role (in the sense of the writing-integrated teaching approach; Lahm, 2016). The central aim is to teach students how to use generative AI tools critically by providing background knowledge, practical activities, and critical reflection on writing processes and AI-generated outputs. What's special: The lecturers who also participate are actively involved and encouraged to make explicit both, their own use of AI tools in academic work and their expectations towards the students. This approach is inspired by the "decoding approach" (Pace & Middendorf, 2004) and utilises this in a "light" version. In addition, lecturers receive didactic suggestions on how they themselves can address the topic in their course. These classroom visits thus contribute to the training of students and teaching staff concerning the use of AI tools at university. Additionally, the external moderation helps to objectify the handling of the topic and to facilitate dialogue (see also Sullivan, 2025).

Based on qualitative feed-back of lecturers and students, the concept of the classroom visits and our experiences will be presented and critically discussed.

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Stage-Locked AI for Academic Writing: A Constraint-Based Four-Stage Framework for AI Literacy and Authorship, *Katarzyna Truszkowska,* Oxford Academy of English

The rapid adoption of generative AI (GenAI) has intensified anxiety among students and educators about what counts as authentic academic writing and how it should be taught and assessed. This paper presents a case study of a three-day intensive workshop at the University of Oxford for 18-year-old bilingual students preparing to begin university in September 2026. The workshop implemented Stage-Locked AI for Academic Writing, a constraint-based framework that aligns permissible AI use with a four-stage progression: Understanding, Applying, Evaluating, and Creating. In Stage 1 (Understanding), students and staff developed AI literacy by probing GenAI capabilities, limitations, and hallucination risk, and by clarifying task demands, audience, and disciplinary conventions. In Stage 2 (Applying), explicit "permissioning" rules guided appropriate use (e.g., planning prompts, structure checks, and language-level feedback) while disallowing substantive content generation. In Stage 3 (Evaluating), learners critically assessed both AI suggestions and their own arguments for accuracy, reliability, and rhetorical fit. In Stage 4 (Creating), students produced original prose and revisions, using AI to interrogate reasoning rather than to write. These constraints were enforced through a proprietary pedagogical AI that refuses to draft, paraphrase, translate, or expand student prose. Instead, it provides Socratic questioning, diagnostic feedback, and logical gap analysis, redirecting learners to claim maps, paragraph intents, evidence tables, and thesis–evidence alignment checks. Data include workshop artefacts, tool interaction logs, instructor field notes, and participants' reflective essays. Findings indicate reduced AI-related anxiety, increased learner agency, and more substantive revision behaviours. The focal participant reported perceived skill growth from 10–15% to 40–50% competency and demonstrated systematic, stage-appropriate tool use while consistently maintaining authorial control. It is argued that effective AI integration in writing curricula requires explicit AI literacy outcomes, constraint-based tool design, and process-oriented assessment that produces auditable traces of student reasoning.

Human-Centred AI, Pedagogical Design, and Scholarly Voice: Rethinking Writing Pedagogy in the Age of Generative Tools, *Isaiah Ilo*, University of Abuja

Generative artificial intelligence has entered higher education with unusual speed, placing academic writing at the centre of ongoing pedagogical debate. Much of this debate, however, remains confined to a narrow binary that frames AI either as a productivity tool or as a threat to academic integrity. This paper argues that such a framing obscures a more pressing question: what becomes of writing pedagogy when text production is no longer fully human-led at the drafting stage? Adopting a human-centred and theoretically grounded perspective, the paper examines the implications of generative AI for scholarly voice, learner agency, and pedagogical trust. Methodologically, it employs a conceptual and interpretive approach, drawing on interdisciplinary literature and a critical reading of institutional and policy responses to AI-supported writing. It also reflects on structured AI-assisted writing workflows as illustrative models of guided integration, where core intellectual tasks remain under human control. The paper contends that the educational value of AI depends less on the tool itself than on the conditions of its use. On this basis, it advances a framework centred on intentional scaffolding, transparency of AI use, preservation of scholarly voice, ethical reflexivity, and sustained human judgement. It concludes that surveillance-driven integrity models may weaken pedagogical trust, whereas critically guided integration can support clarity, critical engagement, and meaningful intellectual development.

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16:15-18:15, Workshop and roundtable, Room: R1-151

Are We There Yet? How AI Tools Are Influencing English Language Editing, *Tim Houghton*, Sprakedit

In 2023, I started wondering how long it would take AI to destroy my livelihood as an English language editor. Springer claimed to have developed a cutting-edge language-editing tool and the language quality of the texts sent to me for editing seemed to be improving, sometimes dramatically. In this invitation to a dialogue, I address two questions: (1) how good is Springer's tool, and (2) is AI behind my clients' improved text quality?

I have tested the Springer tool regularly since 2023 and found that it has not improved significantly. In a text of 1000 words, the tool made around a third of the corrections I would have made. Mostly, it fails to correct basic punctuation errors and to correct grammar and syntax. But perhaps more importantly, the tool cannot grasp how the key elements of a text hang together –research questions, methods, theory, arguments, and conclusions. It cannot, as I do, speculate what an author might have wanted to say and it therefore reproduces faulty text that still requires editing. Hence, I hesitate to use it, as it saves neither me nor my clients time (not to mention the environmental impact). For the second question, I asked my clients directly how they had improved their writing. Clients admit to using the translation programme DeepL, Grammarly for MS Word, and ChatGPT for improving clarity and flow. Several of them, however, point out that they never use the tools to generate text, and engage critically with the "suggestions" from the AI software.

Should I be worried about my livelihood? We are not there yet – AI language-assistance programmes can contribute to improving a writer's academic texts, but these texts may still require substantial language editing before meeting publication standards. I look forward to engaging the experiences and views of others on this.

Roundtable discussion: Writing in the Era of AI – Preparing Language Teachers for Didactic Practice, *Lena Gleisner Villasmil,* Mälardalen University

The rapid emergence of generative AI has profound implications for language teaching and teacher education. AI-based tools now support writing instruction, assessment, and individualized feedback, offering new opportunities for enhancing learner engagement and selfdirected learning. At the same time, these tools present complex pedagogical and ethical challenges, including concerns about authorship, academic integrity, and equitable access. While AI is increasingly integrated into students' learning processes, teacher education has struggled to provide structured preparation for these technologies, leaving many pre-service and in-service language teachers underprepared to adopt AI meaningfully.

Research highlights that many teachers report mixed confidence and preparedness using AI tools in their teaching context, despite recognizing their potential usefulness (Ozdemir & Mede, 2024). Systematic reviews on AI and teaching emphasize AI integration demands new teacher competencies (Lahoha et al., 2025). Additionally, studies on technology acceptance among current teachers indicate that intentions to integrate AI are shaped by both perceived benefits and technological anxiety, suggesting need for enhanced support structures and professional development opportunities (An et al., 2023). Moreover, broader research into AI's role in learning environments underscores that while AI can support learner motivation, self-reflection, and individualized support, its effective application relies on educators' critical understanding of both the affordances and limitations of these tools (He et al., 2025).

This roundtable aims to explore these challenges by bringing together teacher educators and researchers to discuss current practices, identify pedagogical models, and share experiences of integrating AI into language teacher education. Central discussion questions include: How can teacher educators develop AI literacy and critical reflection in pre-service teachers? What strategies support the ethical and effective use of AI in language teaching? How can courses be adapted to foster readiness for AI-mediated writing practices?

Day 2: Thursday, 18 June 2026

09:00-10:00	**Plenary 2:** ***Second Language Writing Processes in a Digital Age*** Professor Marije Michel, University of Groningen *Omega*, R-Building		
10:00-10:30	**Fika**		
10:30-12:30	**Theme 1: Human-AI collaborative writing process** **Room: R1-141** **Chair: Duygu Sert**	**Theme 2: Reimagining writing pedagogy** **Room: R1-142** **Chair: Thorsten Schröter**	**Workshops** **Room: R1-151** **Chair: Sofia Hort**
10:30-11:00	Academic Voice after AI: Authenticity, Judgment, and the Academic Me *Magnus Hoppe*, Mälardalen University	The "Great Equalizer": Scaffolded Writing Fostering Student Voice and Critical Thinking *Anel Kulakhmetova*, inVision University	Finding the Right Tool for the Job: Evaluating and Selecting AI-Based Tools for Academic Writing *Marilize Pretorius*, University of Antwerp
11:00-11:30	Ownership, Originality, and AI in EFL Writing *Angelina Kovalyova*, Sophia University	A Corpus-Assisted Discourse Analysis of ChatGPT-Generated Essays: Implications for Writing Pedagogy *Angela Sabbah-Taylor*, Northumbria University; *Simin Ren,* University College London; *Christopher Jenks*, Utrecht University; *Olcay Sert,* Mälardalen University	
11:30-12:00	Does Using AI to Foster Inclusive Writing Practices Really count Ethically? Teachers' Thoughts on Students' Use of Generative AI in Writing in Higher Education (Theme 3) *Joakim Johansson*, Mälardalen University	AI-Use by Doctoral Students: Supervisors' Perspectives *Kirk Sullivan & Niclas Lindström*, Umeå University	Putting Yourself in the Dialogical Mirror: LLMs, Critical Reflection, and Personalised Feedback on Your Writing Process *Thomas Clifton*, Coventry University
12:00-12:30		Trust by Design: A Scandinavian Framework for Pedagogical Integrity in AI-Supported Writing *Joakim Flink*, Mälardalen University	
12:30-13:45	**Lunch**		

Plenary 2, *Omega*

Second Language Writing Processes in a Digital Age, Professor *Marije Michel*, University of Groningen

Over the past decades, research into Second Language (L2) writing has demonstrated the pivotal role it can take in shaping L2 development. While early work often focused on the product of writing, that is, the written text, the past years, have seen growing interest in the relationship between writing processes and L2 development (cf. Révész & Michel, 2019) informing also writing instruction. Yet, with the introduction of generative AI (genAI), education is confronted with the task to innovate L2 writing pedagogy, in order to ensure that language learners still benefit from the writing processes that support their L2 learning. In this talk, I will draw my own and collaborative work on L2 writing processes and its relationship with attentional processes, working memory, and L2 proficiency. By showcasing insights from different methodologies (e.g., eye-tracking, stimulated recall and key-stroke logging) I will outline how understanding L2 processes might help us to formulate effective L2 writing instruction in a digital age.

10:30-12:30 Theme 1: Human-AI collaborative writing process, Room: R1-141

Academic Voice after AI: Authenticity, Judgment, and the Academic Me, *Magnus Hoppe*, Mälardalen University

Generative AI has intensified concerns about academic voice, authenticity, and authorship. These concerns are often framed as questions of textual origin and independence: who wrote what, and with how much autonomy. This presentation argues that such framings mislocate the pedagogical problem. Academic voice has never been unmediated; it has always been shaped through disciplinary socialisation, peer evaluation, and shared norms. What AI changes is not the presence of mediation, but its visibility, speed, and configuration - and, crucially, where control over that mediation is exercised.

Building on my ongoing thinking and writing project *Academic Me*, I draw on an essay (Hoppe, working paper), a book manuscript (Hoppe, submitted), and a published novella (Tjiso aka Hoppe, 2025), which in different ways address the influence of AI, especially on writing. The presentation introduces four terms as a conceptual vocabulary for reflecting on and discussing AI-mediated academic writing: *Academic Me, Algorithmic Me, Academic We*, and *Algorithmic We*. The terms are intended to help teachers and students examine their own stance towards using AI in writing and to take responsibility for what they produce with - and through - algorithmic systems. They are not offered as a mainstream 'correct' way of relating to AI, but as thinking prompts for developing a personal, values-based position from which different relations and choices will emerge depending on purpose, personal context, and circumstance. Because such positioning is not fixed - our practices, disciplines, technologies, and the world around us keep changing - the reflection needs to be ongoing. In that continuing work of judgment, the four terms provide a possible shared language for articulating where voice is exercised when AI participates in writing, and how disciplinarity and responsibility are reshaped rather than removed.

From this perspective, authenticity is reframed not as independence from influence, but as stance and accountability: the author's willingness to endorse, justify, and stand behind claims as they are articulated within a disciplinary community.

AI use does not erode academic voice; it makes visible that voice has always depended on disciplined judgment rather than linguistic isolation. The pedagogical challenge, therefore, is not to protect an imagined unmediated voice, but to cultivate the Academic Me's capacity to steer, constrain, and take responsibility for an Algorithmic Me while maintaining coherence and direction in scholarly work. Addressed primarily to higher education teachers, the presentation invites discussion about how writing pedagogy and supervision might shift when language production is no longer scarce, but when judgment, positioning, and accountability become central to academic writing.

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Hoppe, M. (working paper). Crafting Academic Voice through an Algorithmic Me.
Tjiso aka Hoppe, M. (2025). *Soylent Red – A Satirical Fable of Modern Political Power*. https://www.tjiso.org/assets/soylent-red.pdf

Ownership, Originality, and AI in EFL Writing, *Angelina Kovalyova*, Sophia University

Current action research examines the use of AI tools for a writing assignments at a Japanese university EAP class. The research analyzes how an opinion paragraph written by AI and edited by a student compares to an opinion paragraph written by a student and reviewerd by AI. The project raises questions of writing ownership, writing quality, AI's feedback ability, and Japanese students attitudes towards AI.

The study explores the use of AI in a role of a reviewer and AI in a role of a creator. Undeniably, students are expected to produce their own writing in an EAP class. However, with AI as a creator, a different set of skills is activated. When AI writes a paragraph, and a student is asked to edit that paragraph to make it their own, the student has to access their own writing voice through a careful consideration of vocabulary, tone, register, and even paragraph flow. Arguably, these are advanced writing skills that require understanding of academic writing conventions and metaanalysis ability. With this thought in mind, the study was conducted to observe how the final versions of opinion paragraphs differed depending on the role AI undertook, and how students reflected on their loss of ownership.

The study was conducted with 60 first-year students at a Japanese university representing a range of English proficiency levels. Data were collected from three writing samples per student: one completed without AI, one with AI used before writing, and one with AI used after writing. The samples were analyzed for linguistic features, structure and organization, originality, and learning impact, with the findings clarifying the effects of AI integration on student writing.

Does Using AI to Foster Inclusive Writing Practices Really count Ethically? Teachers' Thoughts on Students' Use of Generative AI in Writing in Higher Education, *Joakim Johansson*, Mälardalen University

Use of generative AI in writing can be conceived of as inclusive writing practices facilitating participation on more equal terms for groups historically less than fully included in writing practices. Examples are students with disabilities such as dyslexia (Zhao et al. 2025), or migrant background (Hutson et al. 2024). However, considering how AI in education has been framed recently in journals on pedagogy in higher education – e.g. *Högre utbildning* and *Högskolepedagogisk debatt* – as well as public administration trends in Western democracies (Pollitt & Bouckaert, 2017) an empirical question is whether (and how) teachers' ethical reasoning foregrounds inclusion, or whether other concerns (e.g., assessment fairness, integrity, learning) dominate. Moreover, 'inclusion' and 'inclusive writing practices' are themselves open to different interpretations (Burell & Johansson 2025; Biesta 2009). Facilitating dialogue between the literature on ethics related to university students' use of AI-tools (Nguyen 2025) and the literature on inclusion and widening participation in higher education (Stigmar et al. 2023; Karlsson et al. 2025), the presentation aims at communicating analytical framework and preliminary findings from an ongoing project at Mälardalen University entitled *Advancing Inclusion. Teachers' experiences and views on students' use of AI-tools in higher education*. How do teachers conceive ethically of students' use of generative AI in writing in higher education? The project draws on a qualitative, interpretative methodology. Data collection is conducted through focus group interviews in groups with 3-6 permanently employed teachers at Mälardalen University. A total of 6 interviews is planned. The focus groups will have a multidisciplinary composition. Interviews are tape recorded, transcribed and analyzed by thematic analysis (Braun & Clarke 2021; Braun & Clarke 2006).

Biesta, G. (2009). Sporadic democracy: Education, democracy, and the question of inclusion. In Education, democracy, and the moral life (pp. 101-112). Dordrecht: Springer Netherlands.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis?. *Qualitative research in psychology*, 18(3), 328-352.
Burell, M. & Johansson, J. (2025) Deliberativa samtal för breddat deltagande. In Karlsson, M., Johansson, M., Tomasevic, T., Svärd, L. & Heinemann, S. (eds.) *Medelklassfabriken. Perspektiv på breddad rekrytering och breddat deltagande i högre utbildning* [The middle class factory. Perspectives on broadened recruitment and participation in higher education](pp. 182-197). Arkiv förlag.
Hutson, J., Lively, J., Robertson, B., Cotroneo, P., Lang, M., Hutson, J., Lively, J., Robertson, B., Cotroneo, P., & Lang, M. (2024). Expanding Horizons: AI tools and workflows in Art Practice. *Creative Convergence: The AI Renaissance in Art and Design* (pp. 101–132). Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-45127-0_5
Karlsson, M., Johansson, M., Tomasevic, T., Svärd, L. & Heinemann, S. (red.) (2025) *Medelklassfabriken. Perspektiv på breddad rekrytering och breddat deltagande i högre utbildning* [The middle class factory. Perspectives on broadened recruitment and participation in higher education]. Arkiv förlag.
Nguyen, K. V. (2025). The use of generative AI tools in higher education: Ethical and pedagogical principles. *Journal of Academic Ethics*, 1-21.
Pollitt, C., & Bouckaert, G. (2017). *Public management reform: A comparative analysis-into the age of austerity*. Oxford university press.
Stigmar, M. (red.) (2023) *Inkluderande högre utbildning. Breddad rekrytering, breddat detagande och studentaktivt lärande*. Studentlitteratur.
Zhao, X., Cox, A., & Chen, X. (2025). The use of generative AI by students with disabilities in higher education. *The Internet and Higher Education*, 66, 101014.

10:30-12:30 Theme 2: Reimagining writing pedagogy, Room: R1-142

The "Great Equalizer": Scaffolded Writing Fostering Student Voice and Critical Thinking, *Anel Kulakhmetova*, inVision University

This author examines how scaffolded, dialogical writing pedagogy can sustain critical thinking, student voice, and ethical learning in the age of generative AI. Drawing on teaching practice in Philosophy and Political Science within a Kazakhstani university, the author situates writing as a human-centred process of inquiry, judgment, and meaning-making, even though this process is increasingly challenged by the widespread availability of AI-generated text.

The emergence of generative AI has complicated students' relationships to reading and writing. Rather than framing AI solely as a threat, the author argues that dialogical, writing-intensive pedagogy clarifies what remains distinctly human in academic writing: curiosity-driven inquiry, ethical judgment, and the struggle to articulate one's own thinking (even though all this could be challenged by lecture-dominated curricula, centralized state standards, and weak or absent culture of academic integrity).

Based on qualitative analysis of student reflection letters written at the end of a 15-week course (Spring 2025), the author explores how structured free-writing, peer dialogue, and iterative writing tasks fostered metacognition, transfer of knowledge, and the development of an authentic student voice. The findings demonstrate that writing functioned as a "great equalizer," enabling both outspoken and shy students to engage thoughtfully with complex philosophical texts and fiction.

The author contributes to conversations on reimagining writing pedagogy by showing how carefully designed writing practices can resist formulaic and AI-dependent approaches. It suggests that writing-centered classrooms can function as sites of learning, spaces of dialogue and agency.

A Corpus-Assisted Discourse Analysis of ChatGPT-Generated Essays: Implications for Writing Pedagogy, *Angela Sabbah-Taylor*, Northumbria University; *Simin Ren,* University College London; *Christopher Jenks*, Utrecht University; *Olcay Sert,* Mälardalen University

Large language models and genAI applications continue to significantly influence academic writing in higher education (Bin-Nashwan et al., 2023; Moorhouse et al., 2025; Sullivan et al., 2023). Despite ongoing efforts to investigate such transformations (Weydner-Volkmann, 2025; Zhu et al., 2023), many research gaps remain in the literature. For example, little is known about whether and how ChatGPT-generated essays change or remain the same when given the same prompt by multiple users in different locations and at varying times. This situation of asking genAI to produce the same essay is important to

writing pedagogy, as it both reflects possible classroom teaching scenarios and may yield insights into the unique characteristics—if any—of ChatGPT-generated essays. To this end, the current study aims to identify linguistic and discursive characteristics of ChatGPT-generated essays with the goal of helping teachers better understand how to manage academic writing in the age of AI. A corpus of 60 ChatGPT-generated essays on climate change, all drawn from the same prompt, was analysed. Corpus linguistics was used to identify keywords exhibiting markedly higher-than-expected frequencies in the target corpus, as well as those with markedly lower-than-expected frequencies. The findings show a high consistency of phrases like "such as" (n=199), "due to" (n=76), "one of the most" (n=66), "in conclusion" (n=29) and "as a result" (n=10), which point to AI's reliance on formulaic structure/words. These are grammatically correct but overused, creating a mechanical feel rather than fluid, varied expressions. Common n-grams like "the effects of climate," "in the context of", and "the impact of climate change," plus identical openings (e.g., "Climate change is one of the most pressing issues..."), reveal over-regularisation and a lack of spontaneity. This creates cohesive but redundant texts with surface-level complexity. By focusing on these patterns, educators can identify essays that appear structurally sound but lack the nuanced transitions typical of human drafting. The study provides implications for teaching and assessing L2 writing.

Bin-Nashwan, S. A., Sadallah, M., & Bouteraa, M. (2023). Use of ChatGPT in academia: Academic integrity hangs in the balance. *Technology in Society, 75*, 102370. https://doi.org/10.1016/j.techsoc.2023.102370

Moorhouse, B. L., Wan, Y., Wu, C., Wu, M., & Ho, T. Y. (2025). Generative AI tools and empowerment in L2 academic writing. *System*, 103779. https://doi.org/10.1016/j.system.2025.103779

Sullivan, M., Kelly, A., & McLaughlan, P. (2023). ChatGPT in higher education: Considerations for academic integrity and student learning. *Journal of Applied Learning & Teaching*, *6*(1), 31-40. https://doi.org/10.37074/jalt.2023.6.1.17

Weydner-Volkmann, S. (2025). Commodification in academic writing: A comparative analysis of two LLM apps. *AI and Society.* https://doi.org/10.1007/s00146-025-02446-z

Zhu, C., Sun, M., Luo, J., Li, T., & Wang, M. (2023). How to Harness the Potential of ChatGPT in Education?. *Knowledge Management & E-Learning*, *15*(2), 133-152. https://doi.org/10.34105/j.kmel.2023.15.008

AI-Use by Doctoral Students: Supervisors' Perspectives, *Kirk Sullivan* & *Niclas Lindström*, Umeå University

Most doctoral students use AI to help them write. This is a statement we frequently read in the academic social media stream. Yet, what do doctoral student supervisors know about what their students are doing with AI when writing, and how do these supervisors perceive and feel about this use? And do the supervisors use AI to provide feedback to their students. This theme was considered by over 50 supervisors at a doctoral supervisor seminar. Using a sequence of four questions for discussion—How do you think your PhD students use AI when writing, How do you use AI to provide feedback to your PhD students / In what ways do you think this is possible, How do you feel about PhD students using AI to write, and How do you think using AI affects PhD students' learning of research writng skills? Each group captured their discussion by writing anonymous statements added to padlets. A thematic analysis (Braun & Clarke, 2006, 2019) of this written data suggests that one of the social implications of AI-use for writing by doctoral students is a breakdown in student-supervisor trust. That is the supervisor can no longer assess what the student knows and what they need supervisor to learn. Another similar theme is unable to assess applications. That is are they AI-produced or does the student understand the project they are proposing? In the presentation, we will present our thematic analysis in detail, in combination with our field notes of the discussion, and invite reflections from the audience to both revise our themes and to complement our data with additional perspectives.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise & Health*, *11*(4), pp. 589–597. https://doi.org/10.1080/2159676X.2019.1628806

Trust by Design: A Scandinavian Framework for Pedagogical Integrity in AI-Supported Writing, *Joakim Flink*, Mälardalen University

The rapid integration of generative AI (GenAI) into education has created a profound crisis of trust, challenging pedagogical integrity, data sovereignty, and equity. This paper presents a conceptual "trust-by-design" framework for AI-supported writing pedagogy. We argue that Scandinavian and EU regulations (e.g., Skolverket, GDPR, EU AI Act) are not constraints but catalysts for pedagogical innovation. Using the Swedish AI platform Pladdra as a conceptual case, we demonstrate how these legal mandates can be operationalised into specific, education-focused design features.

Our primary contribution is a four-layer model of trust: (1) Technical/Legal (data sovereignty), (2) Institutional (transparent governance), (3) Pedagogical (configurable teacher insight), and (4) Epistemological (Socratic learning modes). We map this framework to Pladdra's core functions, such as its "Learning Mode" that positions the AI as a Socratic partner and its "Document Mode" that provides no-rewrite feedback to preserve student agency.

Crucially, we link this transparent, process-oriented design to its social and ethical implications. We argue this approach directly addresses the trust- and fairness-based barriers (Flink, 2025; Utterberg Modén et al., 2025) that contribute to structural inequities, such as the AI gender gap.

This framework moves writing assessment beyond "AI policing" of the final product toward a more resilient, process-based evaluation. It provides a clear model for developing and implementing ethically sound, equitable, and pedagogically effective AI in schools.

Flink, J. (2025). *AI-könsklyftan inom utbildning: En systematisk forskningssammanställning*. Mälardalen University.

Utterberg Modén, M., Ponti, M., Lundin, J., & Tallvid, M. (2025). When fairness is an abstraction: Equity and AI in Swedish compulsory education. *Scandinavian Journal of Educational Research*, *69*(4), 790–804.

10:30-12:30 Workshops, Room: R1-151

Finding the Right Tool for the Job: Evaluating and Selecting AI-Based Tools for Academic Writing *Marilize Pretorius*, University of Antwerp

This workshop is based on the insights of a systematic literature review, tools review and a survey carried out as part of an European Erasmus + project. The results reveal that many academic literacy instructors are interested in integrating (generative) AI tools into their academic writing instruction, but have difficulty identifying the right tool(s) and are unsure of how these can or should be used. To meet this need, the framework for evaluating and selecting tools (FEST) and an interactive inventory of AI-based tools for academic writing were developed. Exploring the inventory, guided by FEST, is the focus of this workshop, which will be interactive in nature.

Best practices will be discussed, including topics such as ethics and academic integrity, as well as identifying areas and tasks where the use of AI tools would be most beneficial. Some tool-demonstration and examples will be presented to allow participants to explore and experience the use and interaction with AI in diverse writing settings in higher education for academic writing skills development.

The aim during the workshop is to combine reflection and practice about approaches to AI-based writing instruction. These approaches can be used to create affordances for (L2/FL) writers to observe effective strategies to produce fluent and cohesive texts while also learning to critically assess AI output to detect content flaws and ambiguities. Furthermore, with a hands-on approach, I hope to provide pedagogically tested and effective tools to integrate AI-based technology into academic writing classes.

Putting Yourself in the Dialogical Mirror: LLMs, Critical Reflection, and Personalised Feedback on Your Writing Process, *Thomas Clifton*, Coventry University

This practical and interactive workshop shows of how engaging dialogically with LLMs can produce personalised feedback on text and encourage critical engagement with writing practice. The workshop demonstrates how to teach students the 'art' of refining prompts according to individual needs and circumstances. It argues that engaging with writing in this way can help students to reflect on their writing and on themselves as writers – in a dialogical mirror. Students can gain control, and have privacy, over their writing practice; identify, and potentially resolve, persistent issues in their writing; or receive feedback in a more accessible format than that of traditional spelling and grammar tools.

For decades, forms of artificial intelligence have offered feedback on spelling and grammar or on specific aspects of style. We identify two significant limitations in these models. Firstly, they are based in fixed conceptions of language and expression which do not appreciate sufficiently the situatedness of academic writing. Secondly, these tools employ a deficit approach to identifying errors and, whilst they can identify patterns in language, this feedback is not presented in a pedagogically useful manner.

Through our work with university students, including students with specific learning needs, we have developed an approach to adapting and adopting personalised LLM prompts. Beginning with our proforma, students reflect on their writing needs and capacities and engage in dialogue with the LLM and their writing. Over time, students develop multiple prompts adapted to the situatedness of their writing and their individual needs. The accumulation of prompts and outputs combined record the students' critical dialogue with their writing and their writing processes, which can substantiate progress, integrity, and engagement. The workshop will demonstrate this process of prompt development using our 'Reviewer' prompt.

13:45-14:45	**Plenary 3:** **GenAI and the Sociotechnical Reconfiguration of Writing and Language Learning** Professor Steven L. Thorne, Portland State University *Omega*, R-Building		
14:50-16:20	**Theme 1: Human-AI collaborative writing process** **Room: R1-141** **Chair: Duygu Sert**	**Themes 1 & 2: Human-AI collaborative writing process & Reimagining writing pedagogy** **Room: R1-142** **Chair: Sara Ekstrand**	**Theme 2: Reimagining writing pedagogy** **Room: R1-151** **Chair: Merve Bozbiyik**
14:50-15:20	Human–AI Collaboration in Writing Pedagogy: Challenges for Authentic Expression *Hanim Türkyilmaz*, Baskent University	Generative AI and Writing Pedagogy: A Pre-service L1 Teacher Perspective *Helen Winzell* & *Henrik Lindqvist*, Linköping University	Automated Feedback in Academic Writing: Comparing Students' Engagement with Conversational and Command-Driven AI Tools *Rosmawati Rosmawati*, Singapore Institute of Technology
15:20-15:50	*"I don't think my desire for instant gratification trumps my dislike of having a*	Maintaining Humanness and Building Empathy in AI-Assisted Writing	Beyond Student Spontaneous Use: A Pedagogical Experience with (gen)AI

	robot do it": Adult Language Learner's Reasoning in Selecting Digital Writing Technologies *Lina Schulte,* Stockholm University	*Sadie Hoagland Wise*, University of Utah	Feedback in a Thesis Proposal Writing Seminar *Paula Carlino* & *Carolina Roni*, UNIPE / CONICET, University of Buenos Aires
15:50-16:20	Exploring AI-Integrated Writing Training in EFL Academic Writing: Language Classroom Engagement and Essay Writing Achievement *Hazal Tekeli,* Boğaziçi University	AI as Collaborative Partner: Reconfiguring Writing Pedagogy, Practice, and Participation *Anders Berglund,* Mälardalen University	Governing Uncertainty: A Large-Scale Analysis of Generative AI Policies in English-Speaking Universities *Elmeri Syrjänen*, Mälardalen University
16:25-16:45	**Conference closing (*Omega*)**		

Plenary 3, *Omega*

GenAI and the Sociotechnical Reconfiguration of Writing and Language Learning, Professor Steven L. Thorne, Portland State University

There is tremendous interest, and considerable anxiety, regarding the emerging role of generative artificial intelligence (GenAI) in second language (L2) learning contexts. In particular, GenAI has complexified processes and the goals of teaching and learning to write in first and additional languages. I begin this presentation with a discussion of the numerous existential shifts that GenAI presents to education- and work-related language use and learning. In often positive ways, recent advances in large language models have enabled the development of AI-assisted writing support, affording learners tools that can provide immediate feedback on grammar, vocabulary, organization, genre conventions, and rhetorical style. Beyond correction and editing, GenAI systems can facilitate ideational activities such as brainstorming, idea expansion, generation of converse arguments, audience awareness, and suggestions for linguistic alignment with established disciplinary discourse practices. More problematically, the use of GenAI in L1 and L2 writing precipitates questions concerning authorship, learner agency, assessment validity, linguistic (among others) voice, and the necessary distinction between assistance and substitution. To address these tensions, the talk draws on perspectives from second language acquisition, sociomaterialism, sociocultural theory, authorial voice, and writing pedagogy, to explore how GenAI might function as an interactional and semiotic resource that reorganizes writing processes and literacy practices. Particular attention is given to the pedagogical design of AI-supported writing tasks that promote reflection, critical evaluation, and adaptive language use rather than overreliance on automated production. At stake is not only how writing is taught, but whether traditional assumptions regarding the pedagogical value of autonomous L2 writing remain tenable in an era of increasingly capable generative systems. The presentation concludes by outlining implications for future research, writing pedagogy and future needs assessment, and institutional policy in multilingual education contexts.

14:50-16:20 Theme 1: Human-AI collaborative writing process Room: R1-141

Human–AI Collaboration in Writing Pedagogy: Challenges for Authentic Expression, *Hanim Türkyilmaz*, Baskent University

Pivotal pedagogical, ethical and cognitive elements exist within the incorporation Artifical Intelligence (AI) into writing processes. AI is known to generate technically sound texts, such as essays, poems or narratives, however, it finds it arduous to capture the complexity of human experience, particularly in genres like memoir. Accordingly, this study scrutinizes how AI's strengths and weaknesses influence students' tendency to convey creativity and personal experience, the pedagogical techniques teachers utilize to enhance meaningful human-AI collaboration, and the moral issues raised by incorporating AI into writing instruction. To add to these, this study integrates teacher interviews and analysis of student texts unveiled through AI, all of which are primarily based on critical AI literacy and writing process theory. While thematic analysis of teacher interviews examines pedagogical tactics, ethical considerations and reflective practices, Critical Discourse Analysis (CDA) probes the narrative coherence, emotional depth and stylistic uniqueness of student works under the umbrella of Fairclough's textual approach. According to preliminary research, AI can help with language experimentation, concept generation and editing; nevertheless, unstructured use could induce over-reliance and a loss of personal voice. Structures scaffolding, reflective practices and clear direction in distinguishing between self-authored and AI-generated content are desired and required for effective outcomes. This study pinpoints both the advantages and disadvantages of using AI in writing instruction. In order to balance AI innovation with the development of creativity, authenticity, and critical thinking in student writing, it propounds suggestions for curriculum design, teacher preparation and classroom practices.

Aljović, A. (2026). Pedagogical Voice or Algorithmic Authority? A Critical Discourse Analysis of AI Tutors in Language Learning. MAP Education and Humanities, 6, 109-122.
Dong, Y. (2023). Revolutionizing academic English writing through AI-powered pedagogy: Practical exploration of teaching process and assessment. Journal of Higher Education Research, 4(2), 52.
Engeness, I. (2025). Cultural-historical perspective to design pedagogical AI for enhancing student writing. Technology, Knowledge and Learning, 1-22.
Jamieson, S. (2022). The AI "crisis" and a (re) turn to pedagogy. Composition Studies, 50(3), 153-158.
Pitychoutis, K. (2024). Harnessing AI chatbots for EFL essay writing: A paradigm shift in language pedagogy. Arab World English Journal (AWEJ) Special Issue on ChatGPT.
Simpson, N. H. (2025). Framing AI in higher education: a critical discourse analysis of inclusivity and power in university AI guidance documents. Educational Linguistics, 4(1), 3353.

***"I don't think my desire for instant gratification trumps my dislike of having a robot do it":* Adult Language Learner's Reasoning in Selecting Digital Writing Technologies, *Lina Schulte,* Stockholm University**

The purpose of this study is to explore the role of generative AI in foreign-language writing and to capture how learners themselves experience and navigate it. By conceptualizing digital writing processes as media constellations (Weich, 2023), the study goes beyond descriptive accounts to investigate the conditions under which generative AI becomes, or notably does not become, a relevant resource. Learners' reasons for including or excluding AI are analyzed in relation to the dimensions of media constellations (materialities, knowledge and practices, subject positions and content) revealing how non-use emerges as a structured and meaningful outcome of situated writing practices and an expression of learner agency. This study contributes to ongoing discussions on generative AI in foreign language writing by shifting the focus from use or non-use to understanding technology adoption within the broader context of learners' digital writing environments, highlighting how learners' subject positions and agency shape the integration of generative AI into their writing processes. The presentation is based on a case study of five adult learners of German as a foreign language enrolled in beginner-level courses (A1/A2) at a Swedish university. The participants recorded their writing processes for two writing tasks via screen capture, took part in a video-based interview and

completed a background survey. The results indicate that learners' non-use of generative AI is linked to limited technological or subject knowledge, a preference for autonomous learning, skepticism about AI accuracy, valuing human feedback and existing resources more as well as concerns about ethical issues. These factors are systematically reflected in learners' broader digital writing practices: for example, those who expressed skepticism toward AI frequently cross-checked automated correction suggestions in their writing software and consulted human-generated resources.

Mayring, P. (2010). *Qualitative Inhaltsanalyse. Grundlagen und Techniken* (11. Aufl.). Beltz Verlag.
Weich, A. (2023). Medienkonstellationsanalyse. In S. Stollfuß, L. Niebling & F. Raczkowski (Hrsg.), *Handbuch Digitale Medien und Methoden*. Springer Fachmedien, 1-23. https://doi.org/10.1007/978-3-658-36629-2_28-1

Exploring AI-Integrated Writing Training in EFL Academic Writing: Language Classroom Engagement and Essay Writing Achievement, *Hazal Tekeli,* Boğaziçi University

Artificial intelligence (AI) has become popular in EFL writing instruction recently, but little research has examined the effects of integrating AI training in writing classrooms on engagement and achievement. Therefore, this study aims to examine how AI-integrated writing training affects students' language classroom engagement (LCE) and essay writing achievement in higher-education EFL academic writing courses. Using a quasi-experimental mixed-methods approach, the study combined pre- and post-measures of LCE and essay writing achievement with student reflections and interviews. Before and after a six-session AI-integrated essay writing training -with QuillBot, Wordtune, and ChatGPT- the Language Classroom Engagement Scale (LCES) and argumentative essay tasks were employed. Student reflections were collected at the end of each pair of sessions, and a semi-structured interview was conducted at the end of the training. Quantitative data were analyzed using descriptive statistics and paired t-tests, while thematic analysis was used for qualitative data. LCES findings indicated statistically significant but small increases in students' behavioral, emotional, and cognitive engagement following the training. Argumentative essay results indicated noticeable improvements in students' overall writing skills, particularly in organizational clarity, argument structure, and linguistic accuracy, while more limited development was observed in skills related to idea expansion and content development. Moreover, qualitative interview data indicated that students experienced increased focus, motivation, and more effective problem-solving strategies during the writing process. Students also reported that the use of AI tools with the training supported idea development, the writing process, and learner autonomy; however, challenges related to technological limitations, ethical concerns, and the risk of overreliance on AI were also identified. These findings highlight the potential of guided AI use to enhance LCE and essay writing achievement, while also providing a framework for future research into the possible benefits and challenges of similar training.

14:50-16:20 Themes 1 Human-AI collaborative writing process & Theme 2 Reimagining writing pedagogy, Room: R1-142

Generative AI and Writing Pedagogy: A Pre-service L1 Teacher Perspective, *Helen Winzell* & *Henrik Lindqvist*, Linköping University

Generative artificial intelligence (AI) is rapidly reshaping the conditions for writing. New possibilities have emerged for producing context-adapted texts, while simultaneously challenging the very practice of writing as a means of both processing and communicating ideas and experiences. These tensions are particularly evident in writing instruction, a domain consistently described as complex and demanding for novice teachers (Winzell, 2018). As pupils gain immediate access to AI-generated texts, pre-service teachers face the question of how to maintain students' trust in their own communicative competence and to design instruction that supports authentic writing development.

The project sought to (1) explore students' ability to lead writing development by critically integrating AI-generated materials, and (2) investigate their capacity to design lesson plans in relation to writing development. This presentation reports from a sub-study of an exploratory project aimed at investigating Swedish (L1) pre-service teachers' didactic competence in writing instruction in light of these new conditions. The sub-study draws on five focus-group discussions exploring pre-service teachers' views on AI's influence on pupils' writing processes and on their own emerging pedagogical reasoning.

Preliminary findings reveal that preservice teachers report diverse understandings of how writing instruction is affected in an AI-driven era, ranging from enthusiasm about new instructional possibilities to concerns about pupils' reliance on automated text production and increased risks of misuse. As a group, pre-service teachers are both immersed in technology and fearing lesser quality in students' capacity to communicate ideas and experiences or engaging with a content. The presentation will discuss these emerging perspectives and consider their implications for teacher education in the age of AI. Not least including fears and possibilities about the future of education dormant in the perspectives of pre-service teachers.

Winzell, H. (2018). *Lära för skrivundervisning. En studie om skrivdidaktisk kunskap i ämneslärarutbildningen och läraryrket*. [diss] Linköpings universitet.

Maintaining Humanness and Building Empathy in AI-Assisted Writing, *Sadie Hoagland Wise*, University of Utah

This educational research project embeds an "empathy curriculum" into a Writing II course with the goal of helping students differentiate and value humanistic aspects of writing in relation to AI. The empathy curriculum consists of three specific assignments that students will complete: a story exchange with another student in the class based on the work of Narrative 4 (N4 is a global non-profit program that uses an instructional framework to promote nonjudgmental listening and encourage participant empathy); an interview/profile of someone with a different lived experience; and an editorial exchange with an AI chatbot. In addition, students will write research papers that include both personal voice and experience as well researched material. While AI can assist them with organizing their research, students will need to maintain *their* voice in relation to AI within the assignment. Thus, the course focuses on identifying human elements (empathy, voice, and personal experience) as separate from AI-assisted elements (research and organization) and using both collaboratively and ethically in writing assignments. Learning objectives are 1) to teach students how to use a narrative voice, and maintain their voice when collaborating with AI, 2) to teach students the importance of human context in developing empathy (for writer and reader) and 3) to recognize the ethical components of interacting with AI.

We are currently collecting pre/post survey data measuring student empathy, as well as student reflections, interviews, and writing samples. We hope to see a significant increase in student empathy as well as student writing that demonstrates an intentional balance of AI use and personal narrative.

AI as Collaborative Partner: Reconfiguring Writing Pedagogy, Practice, and Participation, *Anders Berglund,* Mälardalen University

This paper presents findings from a research project that reframes artificial intelligence in higher education from a supportive tool to a collaborative partner in learning. Building on insights from the 2025 *AI Teacher* initiative at Mälardalen University (MDU), the project advances a pedagogical model in which AI participates as a co-agent in students' writing, design, and reflective processes. Rather than functioning as a tutor or automated feedback provider, the AI partner contributes ideas, critiques assumptions, prompts reflection, and surfaces ethical considerations within student teams.
Embedded in a large-scale, international Global Design Team Project, the study provides a rich empirical context for examining how AI-mediated collaboration shapes writing processes across cultures, disciplines, and time zones. Student teams collaborate with a persistent AI "team member" that supports ideation, sense-making, and documentation practices, including iterative drafting, reflective dialogue, and synthesis of distributed contributions.

From a writing pedagogy perspective, this positioning foregrounds writing as a social, and dialogic practice, co-constructed by humans and a LLM-based artificial interface.

The project addresses key questions relevant to contemporary writing pedagogy: How does AI participation influence authorship, agency, and responsibility in collaborative writing? In what ways does AI reshape revision practices, rhetorical decision-making, and reflective writing? It also add insights to what ethical tensions that emerge when AI becomes an active contributor rather than a passive tool. Drawing on system log data, interviews, and participant reflections, the study combines practice-oriented insights with a critically framed analysis of human–AI collaboration.

The paper contributes conceptual frameworks and design principles for integrating AI as a collaborative partner in project, and student-centered courses, that involve student writing. The full paper addresses directly to ongoing debates about AI's role in shaping writing pedagogy, ethical practice, and participation in higher education.

14:50-16:20 Theme 2: Reimagining writing pedagogy, Room: R1-151

Automated Feedback in Academic Writing: Comparing Students' Engagement with Conversational and Command-Driven AI Tools, *Rosmawati Rosmawati*, Singapore Institute of Technology

Given the vast variety of AI-enabled EdTech tools (for a review, see Córdova-Esparza, 2025), there is a need to evaluate and select the most appropriate one(s) for each classroom context.

When giving formative feedback to students' writing, for example, it is important to understand whether a conversational chatbot or a command-driven AI leads to better learning and engagement (Long et al., 2026). In this study, two such tools (i.e., *Cogniti* and *TimelyGrader*) were compared. *Cogniti* is a ChatGPT-like conversational chatbot but customized to the task, while *TimelyGrader* is a command-driven AI platform where students upload their drafts and get instant feedback with the hit of a button. In this study, 84 first-year engineering students were given the task of writing a thesis-driven essay. They were given access to these two AI tools for automated feedback on their drafts.

The following data were collected: (A) Qualitative data: students' interaction log with the AI tools and their draft revision history (analyzed through tracing changes to the feedback sources), and (B) Quantitative data: a 10-item survey of students' experience and perception (analyzed through descriptive statistics). The results showed:

1. *Cogniti* was favoured for its usefulness and *TimelyGrader* for its clarity and relatively higher ease of use.
2. Students engaged *Cogniti* for a variety of roles and this led to draft revision at varied granularity.
3. Interaction with *TimelyGrader* led to operational engagement and draft revision with specificity.

The results showed that despite having similar function, different AI tools required different AI-interactional skills, led to varied levels of students' engagement, and affected teachers' design of the scaffolding task(s). These are important aspects to consider, besides the tool's functionality, when assessing and selecting AI tools for teaching and learning. This study therefore contributes to the ongoing conversation on AI-enhanced academic writing in higher education.

Córdova-Esparza, D. M. (2025). AI-Powered Educational Agents: Opportunities, Innovations, and Ethical Challenges. *Information*, *16*(6), 469. https://doi.org/10.3390/info16060469

Long, D. Y., Wang, S., Md Rashid, S, & Lu, X. T. (2026). Artificial intelligence in higher education: A systematic review of its impact on student engagement and the mediating role of teaching methods. *Frontiers in Education, 10*, Article 1648661. https://doi.org/10.3389/feduc.2025.1648661

Beyond Student Spontaneous Use: A Pedagogical Experience with (gen)AI Feedback in a Thesis Proposal Writing Seminar, *Paula Carlino* & *Carolina Roni*, UNIPE / CONICET, University of Buenos Aires

Although numerous publications demonstrate that most students use one or more (gen)AI applications for academic purposes, few studies focus on teaching interventions that guide, regulate, and evaluate the integration of (gen)AI tools in university classrooms. While technology companies want people as users, students deserve to be educated as "critical thinkers and citizens, able to judge for themselves when, how, or whether to use specific technologies for certain purposes" (criticalAI.org). In this paper, we analyse our first experience in designing, implementing, and adjusting a two-month teaching sequence that integrated the use of a free (gen)AI application (Notebook LM) for reviewing thesis proposal drafts in a writing seminar for a Master's degree in Teacher Education (Carlino, 2023; Carlino et al., 2026). Seeking to prevent cognitive debt (Kosmyna et al., 2025), we tried to preserve the epistemic function of writing and the discernment process as key elements of academic writing (Anson, 2025).

Our analysis reveals that: 1) Due to their lack of expertise in using (gen)AI, the seminar professors had to experiment with and evaluate various (gen)AI-based tasks, before assigning similar ones to their students. 2) The teaching sequence included not only individual (gen)AI use, but also shared reflections before, during, and after the process (Tate et al., 2025). 3) These reflections enabled the professors to adjust the sequence during its implementation. 4) The quality of the feedback provided by NotebookLM varied, highlighting the need to discern whether (gen)AI answers were relevant, inappropriate or nonsense. The professors explicitly requested this subtask, which is unusual regarding feedback provided by teachers (as its quality is rarely questioned due to their undisputed knowledge and authority). 5) The timing of the teaching sequence with (gen)AI at the end of the seminar allowed students to draw on their previously acquired knowledge to interact with and control (gen)AI answers.

Anson, C. (2025). Where Else Does Learning to Write Come From? The Conspicuous Absence of Reading from Discussions of GenAI – Chris M. Anson, North Carolina State University, United States. In Anson, C. M., Delorme Benites, A., Ganobcsik-Williams, L., Mahlow, C., & McKee, H. A. Reflections on Writing and Generative AI: A Symposium. *Journal of Academic Writing, 15(S2),* 1–14. https://doi.org/10.18552/joaw.v15iS2.1121

Carlino, P. (2023). New Cognitive Practices in a Master's Thesis Proposal Writing Seminar. In Paul Rogers, David Russell, Paula Carlino y Jonathan Marine (Eds.) *Writing as a human activity: Implications and applications of the work of Charles Bazerman*. Fort Collins: Colorado State University Open Press & The WAC Clearinghouse. https://doi.org/10.37514/PER-B.2023.1800.2.01

Carlino, P., Calderón, L., Roni, C., & Rosli, N. (2026). Taller de proyecto de tesis: enseñar escritura académica desde el enfoque de producción auténtica. *Praxis Educativa, 30* (1), 1-20. https://doi.org/10.19137/praxiseducativa-2026-300105

Kosmyna, N., Hauptmann, E., Yuan, Y. T., Situ, J., Liao, X. H., Beresnitzky, A. V., Braunstein, I., & Maes, P. (2025). Your brain on ChatGPT: Accumulation of cognitive debt when using an AI assistant for essay writing task. *arXiv*, https://arxiv.org/abs/2506.08872

Tate, T.P., Harnick-Shapiro, B., Ritchie, D.R., Tseng, W., Dennin, M., y Warschauer, M. (2025). Incorporating generative AI into a writing-intensive undergraduate course without off-loading learning. *Discov Computing* 28, 72. https://doi.org/10.1007/s10791-025-09563-9

Governing Uncertainty: A Large-Scale Analysis of Generative AI Policies in English-Speaking Universities, *Elmeri Syrjänen*, Mälardalen University

The rapid development of generative Artificial Intelligence (GenAI) and its use in academic writing have produced widespread uncertainty among students and faculty. Large-scale surveys indicate that while over 90% of students report using GenAI tools (Watson & Rainie, 2025), many remain unsure about acceptable use, and faculty express concern about overreliance, diminished critical thinking, and inconsistent institutional guidance (Freeman, 2024). In this context, fragmented policy environments risk amplifying stress rather than supporting ethical and effective writing practices.

This paper addresses a gap in the literature by presenting a large-scale, automated content analysis of public-facing GenAI policies from 2,466 universities across major English-speaking systems (US, UK, Canada, Australia, Ireland, and New Zealand). Combining web scraping with Large Language Model (LLM)–assisted classification, we identified 1,022 institutional policies and analyzed governance structure, policy tone, permitted uses across the writing process, and approaches to AI detection.

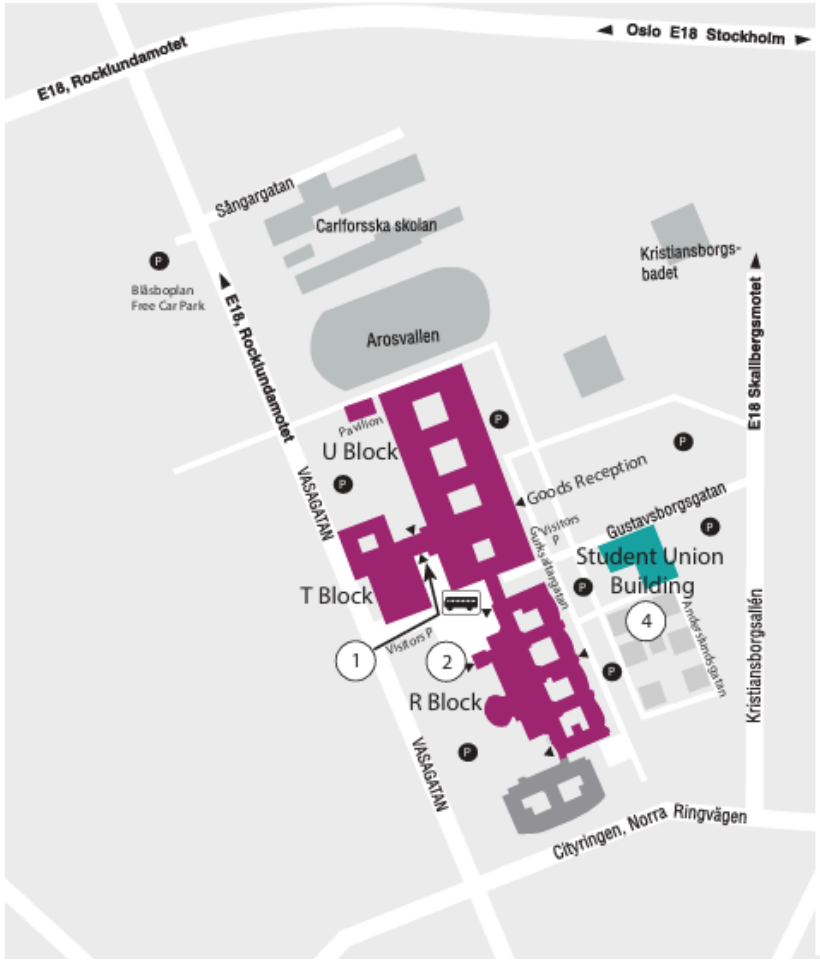
The findings reveal a fragmented but patterned governance landscape. Only 41% of surveyed universities publish an accessible GenAI policy. Among those that do, responsibility is more often devolved to individual instructors (≈60%) than enforced through centralized rules (≈40%), often within a tiered model where central guidance coexists with local discretion. While this may reflect disciplinary differences in how GenAI supports writing, it also places a substantial interpretive burden on instructors and students. Predominantly punitive framing remains common, and explicit guidance on acceptable GenAI use is often limited to early-stage activities such as brainstorming and summarization.

Taken together, the results suggest that the core challenge is not the absence of regulation, but the absence of clear, well-communicated, pedagogically grounded guidance accompanied by training. Effective GenAI governance must balance institutional clarity with disciplinary flexibility, recognizing that ethical and inclusive writing practices cannot rely on one-size-fits-all policies, nor be left entirely to individual instructors.

Watson, C. E., & Rainie, L. (2025). *The AI challenge: How college faculty assess the present and future of higher education in the age of AI* (Report). American Association of Colleges and Universities & Elon University's Imagining the Digital Future Center. https://dgmg81phhvh63.cloudfront.net/content/user-photos/Research/PDFs/AI_Challenge.pdf

Freeman, J. (2025). *Student generative AI survey 2025* (Policy Note 61). Higher Education Policy Institute. https://www.hepi.ac.uk/wp-content/uploads/2025/02/HEPI-Kortext-Student-Generative-AI-Survey-2025.pdf

Finding your way around MDU: Campus map



Mälardalen University

ROSENHILL, T Block and U Block, pp 4-9
1 Universitetsplan 1
Main Entrance, Information
Goods Reception Gurksaltargatan 9

GÅSMYREVRETEN, R Block, pp 10-15
2 Universitetsplan 2

KOPPARLUNDEN, p 17
3 Exam hall
Östra Ringvägen/Metallverksgatan 24

MÄLARDALEN STUDENT UNION BUILDING
4 Gustavsborgsgatan 6

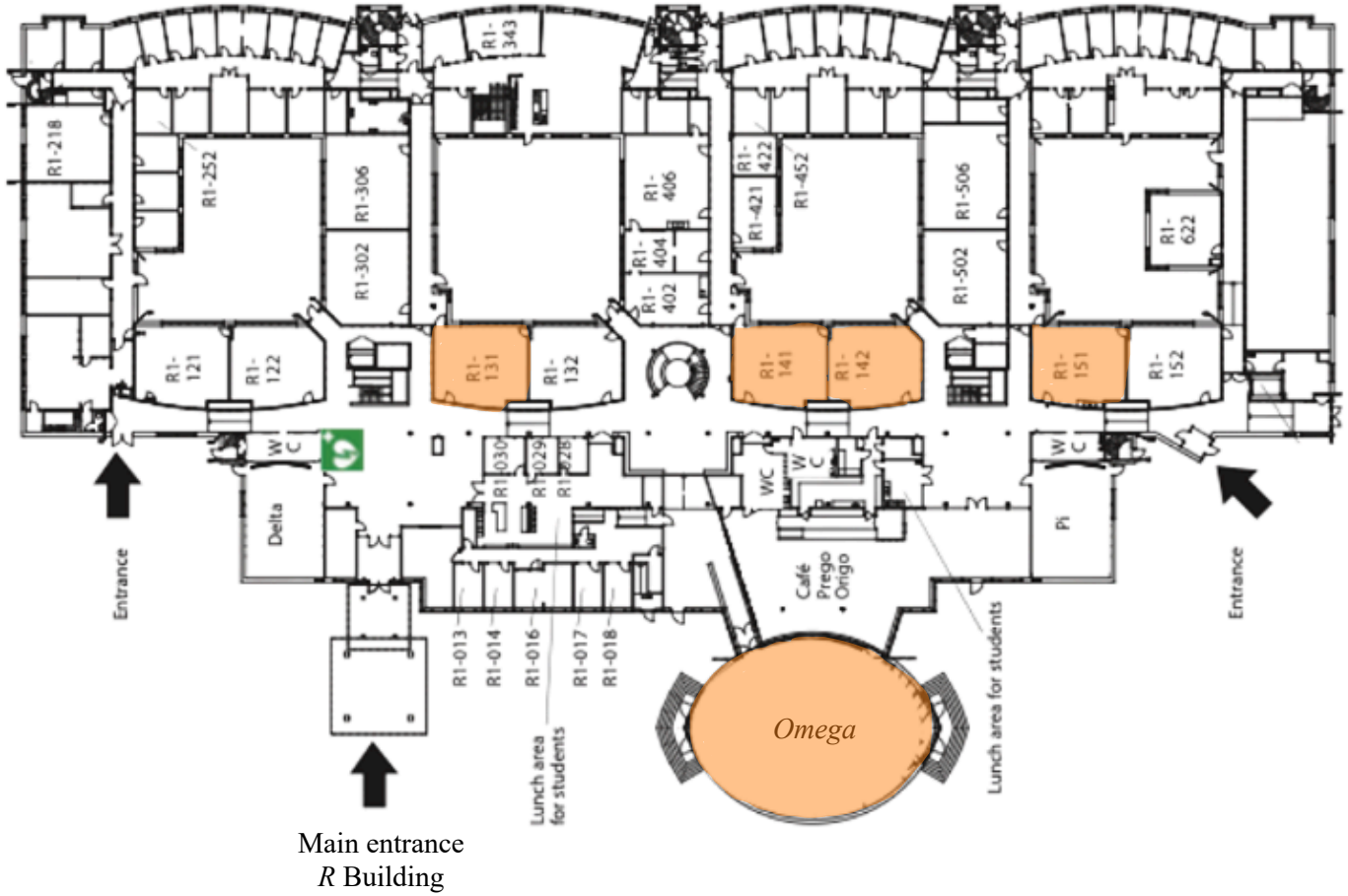
VÄSTERÅS CASTLE, p 18
5 Castle 1, 1 fl

FINNSLÄTTEN, p 19
Hydrovägen 10
Teknikvägen 3

Bus stop for MDU bus to Eskilstuna

Finding you way around MDU: R-Building

Finding your way around MDU: Floor plan, R Building



Main entrance
R Building

Finding your way around Västerås: Stora Torget & conference dinner location

Stora Torget (city square)

Stadshusrestaurangen, Fiskartorget 2