Generative AI in Writing Workshops: A Path to AI Literacy

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Abstract: The widespread use of generative AI tools which can support or even take over several part of the writing process has sparked many discussions about integrity, AI literacy and changes to academic writing processes. This paper explores the impact of generative artificial intelligence (AI) tools on the academic writing pro-cess, drawing on data from a writing workshop and interviews with university students of a university teacher college in Austria. Despite the widespread assumption that generative AI, such as ChatGPT, is widely used by students to support their academic tasks, initial findings suggest a notable gap in participants' experience and understanding of these technologies. This discrepancy highlights the critical need for AI literacy and underscores the importance of familiarity with the potential, challenges and risks associated with generative AI to ensure its ethical and effective use. Through reflective discussions and feedback from work-shop participants, this study shows a differentiated perspective on the role of generative AI in academic writing, illustrating its value in generating ideas and overcoming writer's block, as well as its limitations due to the indispensable nature of human involvement in critical writing tasks.

Keywords: Generative AI, Writing, AI literacy

1. Introduction

Since ChatGPT was released to the public in November 2022, the topic of generative artificial intelligence - especially those tools that can create, revise or translate texts - has been the subject of much controversy in higher education. The use of written, unsupervised work such as seminar papers, bachelor's and master's theses as an examination format has raised concerns (Song, 2024), as it is almost impossible to adequately assess independent work (e.g. by oral presentation of the written work) without investing much more time. As a result, various measures have been proposed, ranging from a complete ban on the use of generative AI to a laissez-faire approach that gives students complete freedom. However, it is important to note that neither of these extremes can be effective in the long term. The rapid technological progress in the field of generative AI means that these tools are already integrated into many standard applications, such as search engines or word processing software. On the other hand, students' unrestricted and unreflective use of these tools may widen the digital divide, as a lack of competence or access to generative AI tools could hinder successful study (Santiago-Ruiz, 2023). Between forbidding and allowing unregulated use of AI tools, there are various possibilities, as Buck and Limburg (2023) suggest. It is undeniable that writing processes will evolve with advancements. This will inevitably affect university education, where academic writing remains highly valued. To ensure successful and reflective writing development, it is necessary to consider these changes and initiate an adaptation of writer training (Limburg et al., 2023).

1.1 Generative AI and (Academic) Writing

When having a look at the stages of an academic writing process (Bailey, 2003), AI tools can be used in each one. Certain tools of generative AI can research literature, help learners to understand texts by enabling them to ask questions to the text, they can paraphrase and summarize, assist in structuring and brainstorming ideas as well as help with writing itself. Moreover, AI-tools can check spelling and grammar, do proof-reading and suggest changes as well as give feedback (if asked for). Research so far, quite often concentrates on using ChatGPT in many of the beforementioned tasks – for argumentative writing (Su et al., 2023), research (AlAfnan et al., 2023), grammar and style (Younis et al., 2023), retrieving references (Alyasiri et al., 2024) as a writing assistant (Imran & Almusharraf, 2023) or for foreign languages (Baskara, 2023). The use of ChatGPT in academic writing as a form of plagiarism was discussed in many papers as well (Jarrah et al., 2023). However, writers need to have certain skills – also called AI literacy – in order to use generative AI correctly and ethically.

The demand for AI literacy already existed before ChatGPT was introduced at the end of 2022. The competency framework by Long & Magerko (2020) comprises five competency areas with respective sub-areas, whereby the competencies are framed as questions: What is AI? What can AI do? How does AI work? How should AI be used? and finally, How do people perceive AI? Apart from this AI literacy framework, there have been many more developed since 2021 (Ehlers et al., 2023a). One recent framework based on qualitative and quantitative research is AIComp (Ehlers et al., 2023b). This model is structured in three competence areas that relate work, personal development and (social) environment, whereas these areas are subdivided into twelve competence

fields like creative problem-solving competence, critical thinking, ethical competence or system-design competence.

The TPACK Model which explains what teachers need to know to use technology for teaching and learning has been updated to integrate generative AI (Mishra et al., 2023): Technological Knowledge (TK) includes understanding the technology behind generative AI, for Technological Pedagogical Knowledge (TPK) teachers need to have an understanding how generative AI can support learning. Technological Content Knowledge (TCK) deals with the effects of generative AI on society, professions and every-day-life in general whereas Contextual knowledge (XK) takes systemic and cultural contexts into considerations. The models and approaches outlined above are very general, but provide a good basis for describing the skills required for (academic) writing. For example, knowledge of how generative AI works is a prerequisite for being able to recognize the advantages and limitations of individual tools and for using them competently and reflectively.

Regarding academic writing courses, Cardon et al. (2023) found that ChatGPT is mainly used to make writing processes more efficient, to generate ideas at the beginning of the writing process or to create first drafts. Moreover, generative AI is used less for the evaluation of written texts. As per the lecturers interviewed, the main points were about autonomy, authenticity and the ability to act. Technical expertise or background knowledge was not addressed in classes. In the first half of 2023 in particular, the topic of how ChatGPT can support academic writing processes was focused on in many research projects (Jen & Hj Salam, 2024) and discussed among (university) teachers. Tai et al. (2023) show how generative AI can improve grammar and text flow and thus is an enabler especially for linguistically weak students, but at the same time the authors point out that linguistic inequalities can occur among users.

1.2 Writing Literacy Supported by Generative AI

Rowland (2023) divides interaction with generative AI into nine different levels, which range between the two poles of "completely written by humans" and "completely generated by AI", although this approach does not judge which level is preferable (from a competence perspective). For example, level 7 describes students using generative AI as a critical "dialogue partner", while level 9 describes students adopting AI-generated texts unchanged. Another approach is taken by Limburg (2023). The use of generative AI is seen on a continuum of increasing competence and is located between the two poles of "avoiding learning" and "achieving better results". Depending on the extent and form in which generative AI tools are used, metacognitive competences are also considered, increasing when generative AI is used as a source of ideas or to obtain feedback.

Although the topic of academic writing has received a lot of attention in recent months, research mainly focus on how (university) teachers perceive the situation and how generative AI is integrated into courses (Cardon et al. 2023; Joshi et al., 2023) or whether and for what purposes students use AI tools (von Garrel et al, 2023; Cjeliebak et al., 2023). In terms of the writing process, there are studies that look at students' ethical attitudes towards the use of generative AI (Zorec et al., 2023), how teachers evaluate non-transparent and not clearly identifiable use of generative AI (Farazouli et al., 2023) or use of AI tools when writing in a foreign language (Lee et al, 2024). To date, there has been less focus on research into the teaching of skills related to the use of generative AI in the writing process in terms of metacognitive skills (Limburg, 2023). The present research project, carried out at an Austrian university teacher college, aims to partially fill this research gap by using a mixed-methods approach to investigate students' perspectives on the use of generative AI tools in the context of strengthening their AI literacy.

2. Research Design

Generative AI-tools have often been described as disruption (Alier et al., 2024) providing new possibilities for education but new challenges as well. The further development of teaching in terms of methodology and didactics at universities is therefore required being reflected in numerous handouts and guidelines in higher education (Tobor, 2024). New perspectives are opened up and at the same time there are complex challenges that cannot yet be assessed due to future changes of generative AI tools. For this reason, the following research questions are addressed:

- Which potentials and limitations or challenges do students identify when using generative AI tools in their (academic) writing process?
- To what extent does the writing process and / or writing motivation change due to the use of generative AI tools?

By answering these questions the research can contribute to the discussion of how writing skills can be developed using generative AI to assist. Moreover, the results will show the importance of AI-literacy and thus be able to influence curricular development when it comes to pre-service teacher education.

The research project consists of various different points of collecting data. The centerpiece of the project is an online workshop called Writing with generative AI-tools which started in October 2023 and took place four times in winter term and four times in summer term (cf. Fig. 1).

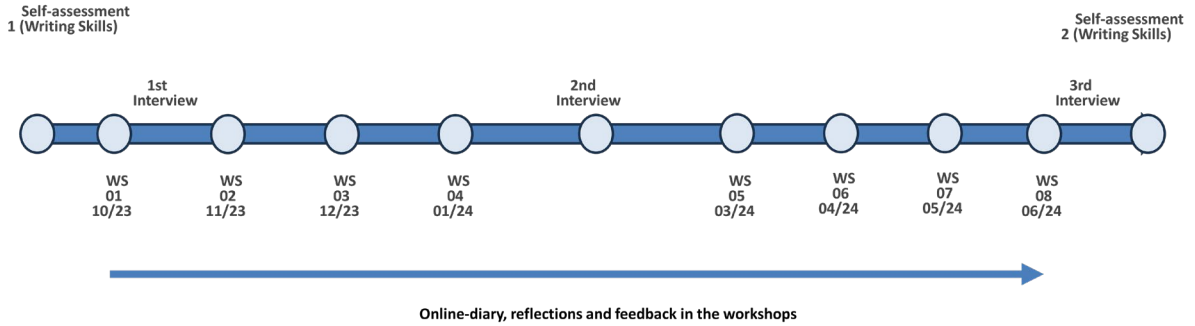

Figure 1: Research design (overview)

Each workshop lasts 60 minutes and is recorded for students who were not able to take part in the live sessions. The decision for a synchronous online session had to be taken because participants from different study programs and years registered. Each session focused on a different topic like planning and structuring texts with generative AI, paraphrasing, researching, revising texts. Each workshop included a short input at the beginning (for example how does text-generating AI work, short history of AI), was followed by discussing some tools (depending on the session's focus), their potentials and challenges and a short phase of trying out at least one of the tools. At the end, participants were asked to reflect on their experiences during the session.

The mixed methods research design consists of quantitative (online questionnaires at the beginning and the end of the project for self-assessment of writing skills) and different qualitative instruments (interviews, reflections and short written feedbacks). This combination ensures to get a rather complete understanding of the development of participants' writing skills. Data was collected from October 2023 to June 2024: Interviews which focus on writing skills, attitudes towards writing and AI as well as experience with writing and (generative) AI are planned at three different points of time (October 2023, February and June 2024). The interviews were conducted online, recorded, transcribed and analyzed using MAXQDA 24. The online questionnaires were made with MS forms and analyzed using MS Excel.

Additionally, participants were asked to keep an online diary for the time of the project which should be used to note down all their thoughts and reflections on using generative AI when writing. Only the participant him- or herself and the researchers have access to this diary.

After start of winter semester 2023/24 and more detailed information about dates and procedures, 18 students (17 female, one male) agreed to take part in the interviews and online diaries. These students were enrolled in three different degree programs in winter semester 23/24. The limitations of this research project are on the one hand the small size of the sample and on the other hand the fact that the writing workshop with AI tools is not integrated into the curriculum. Thus, the researchers depend on the voluntary participation and engagement of the participants. For this reason, only eight sessions of 60 minutes each were scheduled, which of course prevented an in-depth exchange with the participants in the sessions as well as a more detailed presentation and discussion of individual tools and their use. Due to overlaps in the students' timetables, it was also hardly possible to work with all participants at the same time during the synchronized sessions.

3. Selected Results

The following section will focus on first results from interviews (interview 1 and 2).

3.1 Knowledge About (Generative) AI

When using generative AI for writing, it is necessary to have at least some basic knowledge of AI and generative AI in order to recognize the potential and limitations of the tools. Therefore, one aim was to find out about the participants' prior knowledge. The 18 participants do not have much experience with generative AI, nor do they know exactly how to define AI and where to find it in everyday life. However, they assume that AI has an

important role to play: “I'm not that familiar with the topic, but when you get automated emails, for example, I wonder whether they might have been written using AI, or I once heard that some websites are also created with the help of AI.” (Interview 1_07, item 36) Some participants can give examples for the use of algorithms and AI but admit that they do not have enough knowledge about the topic: “Well, through all the algorithms, with advertising and social media and all these stories, of course. […] So you definitely come into contact with AI, probably a lot more often and I don't even know. It would be interesting to know.” (Interview 1_15, item 42)

When it comes to using generative AI, the experience is also very limited. Some of the participants have only heard of ChatGPT but not tried it before the workshops, some others have at least tried it, but none of them is a regular user. None of the interviewed students knows other tools than ChatGPT by name. How important it is to teach students at least some basic knowledge of (generative) AI can be seen from the answers by some participants in their interviews in February 2024. Learning about the history of AI, potentials and shortfalls of generative AI and their effects has made some participants think about it more carefully. “After each writing workshop, I reflected on the extent to which [AI] influences our future lives” (Interview 2_10, item 84).

3.2 First Experiences with Generative AI

After the first workshop which basically explained the structure of the research project, participants were asked to try out generative AI on their own without any further instructions. All respondents were provided with free and anonymized access to ChatGPT via the German education platform Fobizz. In the beginning of the next session (about a month later) they wrote down their experience. What can be seen from these encounters is that they were surprised in a positive way what generative AI is capable of but at the same time encountered some problems as well: “However, I notice that you have to phrase a "command" in more detail to get the expected results. Nevertheless, I have to say that I find it very helpful, especially as food for thought, an AI tool like ChatGPT is great. I would like to think more about AI in the future and get ideas for various projects/work etc.” (Participant 1, Session 2) They also noticed quickly that texts written by ChatGPT cannot simply be copied and used as they were: “[…] even though it always took some time to reorganize the texts. […] The result was a useful proposal that I could continue to work with.” (Participant 3, Session 2)

The second workshop introduced participants to prompting. The short input gave learners some advice on how to write better prompts for Large Language Models including examples. In the practical part of the workshop the participants were asked to improve a simple prompt they had written down before they got the input and to compare the results. Experience of the students show that prompting is (at least at the moment) important. “It helped me a lot when we learnt how to create the prompt,[…] which was very helpful for me when designing lesson plans, because then you have more ideas about how you could do it with the children. And if I didn't like the way it came out, then I changed something in the prompt and then you got a new answer, so I really enjoyed that.” (Interview 2_05, item 17)

3.3 Using Generative AI as a Discussion Partner

The Socratic Dialogue is an interactive method inspired by the classical Greek philosopher Socrates. It uses questioning and answering to stimulate critical thinking and generating ideas, diverging from traditional didactic teaching methods. This method is particularly valuable in teaching writing skills as it promotes critical analysis, requiring learners to construct coherent and persuasive arguments (Wilberding, 2021). This method helps to clarify thoughts and fosters exploration of diverse perspectives, enhancing students' ability to write from different viewpoints. Generative AI introduces a new dimension to the use of Socratic dialogues in education by simulating dialogues and engaging students in reflective learning as it generates questions that encourage deep analysis (Tabib & Alrabeei, 2024). Moreover, chatbots can provide immediate feedback on students' responses, guiding the learning process and suggesting areas for further exploration. Thus, it enables the creation of interactive writing exercises through written Socratic Dialogues, providing learners with practical experience in articulating their thoughts in writing.

The method of the Socratic Dialogue can be used with any Large Language Model. Learners only need to prepare the chatbot with a specific prompt. In Workshop 3, participants had a short introduction into the method of the Socratic Dialogue and were then asked to use a special prompt with ChatGPT 3.5 (cf. figure 2)

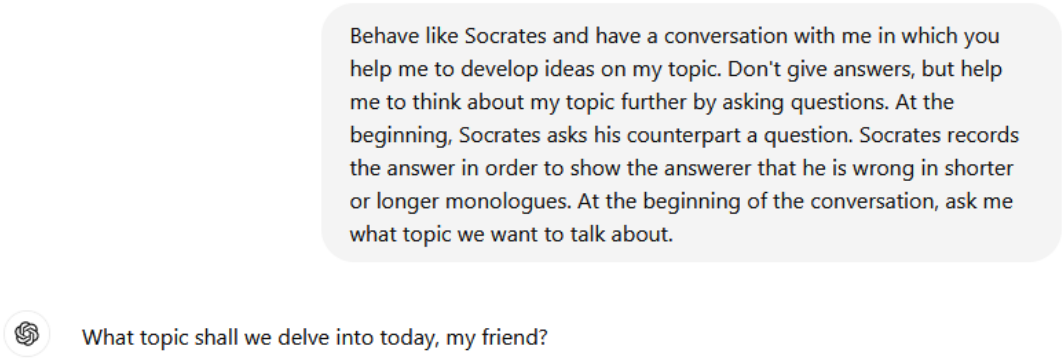

Figure 2: Prompt for starting Socratic dialogue

Learners were free on deciding which topic they would like to address and were then asked to have a chat for about 7 to 10 minutes and then write down their experience.

None of the students had known the method before and thus not used it with generative AI either. The reactions to the output were mostly positive as participants recognized the potential of "discussing" ideas and finding stronger arguments for or against a point of view: "Brilliant! Wow, this really opens up a new, practical and supportive method for dealing with my tasks in a structured way. I just asked a short question and received a variety of options as to which direction my thoughts and ideas could take." (Participant 5, Session 3)

However, some respondents also noticed that this method was not a way of getting an easy solution: "If the discussion goes on for a long time, you might get tired of always having your opinion reflected and looking at it in the mirror repeatedly, so to speak." (Participant 3, Session 3)

3.4 Influence on the Writing Process

The second round of interviews in February focused on the use of generative AI outside of the workshops and should show if there were already influences on the writing process. Most participants claimed that they did not have enough time to use the tools introduced during the workshops in detail as working with generative AI also needs some deeper thoughts in order to achieve better results. However, some areas can be identified which already at least slightly changed, especially when it comes to generating ideas or overcoming writer's block: "So if I'm typing in something, if I'm stuck somewhere and it gives me ideas where you think, OK, I haven't thought of that yet, yeah, I'll just go back to the library and look for a suitable book. So that's one of the motivations that AI has given me. Not so much for the writing itself, but just as a source of ideas." (Interview 2_10, item 65)

Generative AI is quite often seen as a virtual buddy that is willing to discuss every topic the students want to: "And then I asked the AI and then I sort of had a discussion with it. And of course I realize that there are also hallucinations, which we discussed last time. And I still have to do some research. But the fact that I get these approaches and these answers promptly via an AI tool is something I find very fascinating." (Interview 2_09, item 23) In some cases, participants also used AI tools to get different points of view: "There are other aspects in there that I would perhaps not write like that. And I think that's quite good." (Interview 2_7, item 52)

The range of tools which are regularly used has increased a lot. Most participants know exactly which AI tool to use for which task: "I also find DEEPL and DEEPL-Write particularly helpful, I have to be honest, because for me using academic language is rather difficult as I am not used to it." (Interview 2_01, item 11)

All these examples show that students use generative AI for tasks that would take a lot of time or put a high cognitive load on them. "So it's easier for me when I'm writing because I can reach my goal more quickly." (Interview 2_02, item 39) Also routine tasks like spell checking or summarizing texts are outsourced. However, what participants also learned is that AI cannot take all the work when dealing with writing tasks. "Yeah, otherwise I'm a bit ambivalent about writing or improving texts or something like that, because it's still like that, first of all you have to read through everything very often and then you actually want to rewrite it yourself. […] but I wouldn't just copy it without changing." (Interview 2_08, item 16)

Even when some respondents answered that they do not see much change in their writing process when directly asked, their answers show that there have been at least slightly different approaches towards collecting ideas, researching, starting to write, rephrasing and revising their first draft of a paper.

4. Conclusion

First results of the writing workshop with AI tools show that participants did not have a lot of experience and knowledge regarding AI and generative AI although many surveys [] claim that university students use ChatGPT & Co quite regularly to help them with their tasks. The danger of over or under estimating generative AI is quite high when there is not at least basic knowledge. The relevance of AI literacy with regards to potential, challenges and even risks of these tools is essential for targeted and ethically correct use as the results of the interviews and reflections during the workshops show.

Without information and advice about, for example, the risk of hallucinations caused by large language models, participants would have accepted the results without reflection, whereas reflections and interviews after the first workshops showed that students are now paying more attention to checking texts. The interviewees see great potential in the fact that generative tools can take some of the pressure off writing, or relieve them of routine tasks, without them having to worry that they are not doing enough themselves.

The second round of interviews provides a mixed picture of the role of generative AI in the academic writing process, highlighting both its value and limitations. While participants have not used the tools extensively due to time constraints and the depth of engagement required, they acknowledge the benefits of AI in generating ideas and overcoming writer's block, seeing it as a source of inspiration and a means of expanding perspectives rather than a direct writing aid. The interviews reveal an increase in the specificity and variety of generative AI tools used, tailored to tasks such as academic language use, text correction and rephrasing, suggesting that students are becoming increasingly adept at using AI for specific writing challenges. However, there's a clear consensus about the importance of personal involvement in critical writing tasks, with AI seen as a supportive tool that facilitates certain aspects of the writing process but cannot replace the critical engagement required to produce sound texts. This reflects a balanced acceptance of generative AI, where it is valued for its ability to support and enhance the writing process without diminishing the essential role of human creativity and judgement.

As a first conclusion, it can be stated that students – although they might already use generative AI in their writing process need to be accompanied in order to acquire necessary skills. The integration of generative AI into academic writing processes requires a thoughtful, informed approach that balances technological utility with critical human oversight. The development and dissemination of comprehensive AI literacy programs is crucial to empower students to navigate the complexities of generative AI tools, and to enable them to use these technologies responsibly and effectively. In addition, the curriculum must evolve to include the ethical considerations and practical skills associated with AI, ensuring that students are equipped to critically evaluate and integrate AI-generated content into their work in ways that enhance their integrity and creativity.

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