

**ACADEMIC WRITING: A COLLABORATION
BETWEEN AI, THE WRITING TEACHER,
AND THE STUDENT**

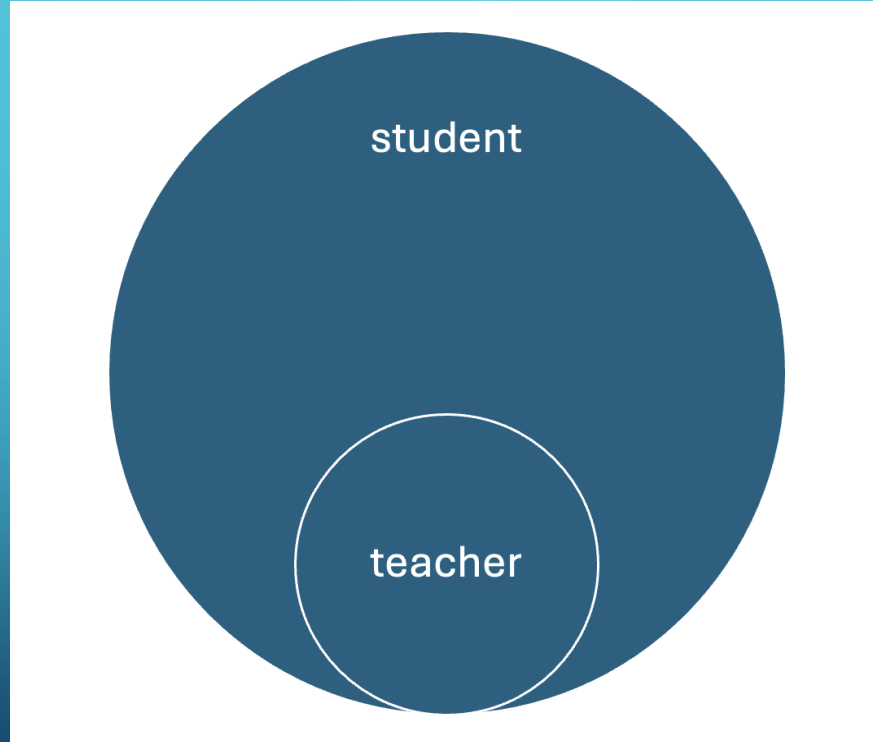
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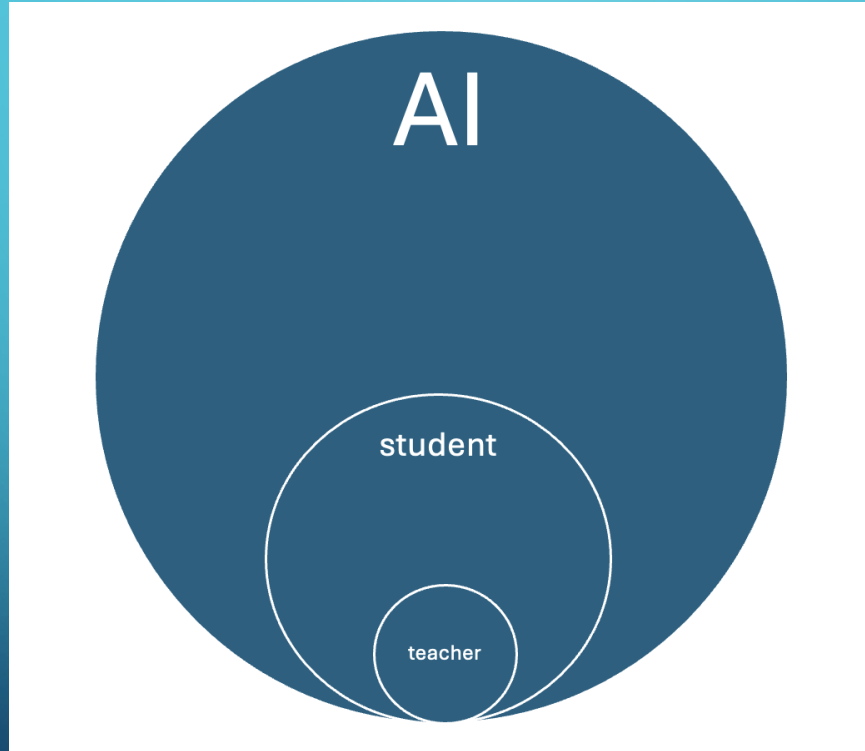
INTRODUCTION

- With the advent of genAI, the role of the academic writing teacher in our students' writing process has changed dramatically.
- The central role of the academic writing teacher has now largely been taken over by AI.
- Many academic writing teachers feel marginalized, undervalued, confused.
- What role, if any, do we now play in the writing process of our students?

WRITING COLLABORATION PRE-CHATGPT



WRITING COLLABORATION POST-CHATGPT



LEVERAGING GENAI IN THE WRITING CLASSROOM

Activity	Helpful AI tools for students
Brainstorming and Planning	
Choosing and narrowing down a topic	Quillionz; TopicBot
Brainstorming/Ideation	ChatGPT; Claude; Stormboard; Figjam
Generating an outline	WriteWell; Outwrite
Generating a mind map	Coogle; Edrawsoft

LEVERAGING GENAI IN THE WRITING CLASSROOM

Activity	Helpful AI tools for students
Researching	
Literature search	Semantic Scholar; Google Scholar; ResearchGate; Zymergy
Literature mapping	Connected Papers; VOSviewer; Litmaps; Research Rabbit
Data analysis	Julius AI; Co-pilot; Anthropic; Microsoft Power BI; JASP
Data visualization	Tableau; Jira; Tiki-toki; Moicrosoft Power BI; Lumina
Organizing research materials	Zotero; Mendeley

LEVERAGING GENAI IN THE WRITING CLASSROOM

Activity	Helpful AI tools for students
Note-taking / Summarizing	
Translating sources	Google Translate; DeepL
Transcribing audio to text	Otter.ai; Rev.ai; Sonix
Adding subtitles to videos	Veed.io; Kapwing; Descript
Taking notes [reading text]	Otterai; Evernote; OneNote
Taking notes [audio]	Otterai; OneNote
Summarizing a reading text	Claude; SummarizeBot; SMMRY; Perplexity; Blinkist
Summarizing audio	Summarize.ing; Otter.ai
Synthesizing	NotebookLM; ImageBind
Explaining concepts	Heuristica; ChatGPT; QuillBot; Khan Academy

LEVERAGING GENAI IN THE WRITING CLASSROOM

Activity	Helpful AI tools for students
Generating Output	
Writing a text	ChatGPT; Claude; Copy.ai; ShortlyAI; Deepseek
Re-writing a text	Heuristica; QuillBot; Paraphrase Online
Finding relevant quotations	Quillionz; Quotebot; Quotebase; BrainyQuote
Creating images	DALL-E; Midjourney; Firefly; MyLens.ai; Canva
Generating text-to-video	Vidnami; Sora; Runway ML; Luma Labs; Pika AI
Humanizing	Copy.ai; ShortlyAI; Writesonic
Creating PPT slides	Canva; Visme; Beautiful.AI; SlidesAI.io; Gamma.ai; Synthesia

LEVERAGING GENAI IN THE WRITING CLASSROOM

Activity	Helpful AI tools for students
Feedback and Personalizing Learning	
Feedback	ChatGPT-4o; Claude; Turnitin; Kritik; Scribbr; Studiosity
Correcting language	Grammarly; ProWritingAid; ShortlyAI; Quillbot
Revising	ChatGPT-4o; Grammarly; Quizlet; Socratic
Developing a course	SC training; Course Builder
Personalizing learning	Khanmigo; Duolingo; Rosetta Stone
Personal tutoring	Khanmigo; Quizlet; Socratic; WisdomPlan; DeepL Write

LEVERAGING GENAI TO WRITE ASSESSMENTS

Activity	Helpful AI tools for teachers
Assessment 1	
Finding and adapting source texts	ChatGPT; QuillBot; Grammarly; Wordtune
Generating source texts	ChatGPT; SciSpace; Jasper
Generating images	DALL-E; Midjourney; Firefly
Determining text difficulty	Coh-Metrix; Readability.io; Lexile Analyzer
Generating questions	TestMent; Mettl Test Builder; Quillionz
Generating questions from text	twee; Quillionz; Teachertools.ai; Socrative
Generating questions from video	VidReader; Elicit; Quizbot; Socratic

LEVERAGING GENAI TO WRITE ASSESSMENTS

Activity	Helpful AI tools for teachers
Assessment 2	
Cloning questions	Question Generator (OpenAI); Rewordify
Generating rubrics	RubiStar; Refract Rubric Creator; Wizeprep
Creating an answer key	ZipGrade; GradeCam; Remark Test Grading
Providing a sample model answer	ChatGPT; Copy.ai; ShortlyAI
Predicting candidate performance	Predictive Analytics Platform (EdTech Foundry)
Grading assignments	GradeCam; Crowdmark; Gradescope; Claude
Analyzing performance	ALEKS; Cognii; Newton

MY NEW ROLE IN THE FEEDBACK PROCESS

- still give oral feedback
- get students to explain the AI-generated feedback
- clarify the feedback
- provide additional feedback
- discuss how they will incorporate the feedback into their writing

IS ACADEMIC WRITING DEAD?

Why we no longer need to teach students academic writing:

- GenAI can do it (better)
- Long-form writing is becoming obsolete
- Only some professionals need to write
- It takes a lot of time
- Students don't see the value in it
- The role of the writing teacher is increasingly diminishing
- Reading is dead

IS ACADEMIC WRITING DEAD?

Why we MUST teach students academic writing:

- writing IS learning:
- thinking / discovering / developing / processing / making connections / organizing / clarifying / synthesizing / understanding
- researching / interpreting / analyzing / doubting / criticizing / reflecting / evaluating
- discussing / collaborating / internalizing / personalizing / creating
- “Writing is a way to express and record ... learning, but it’s the thinking and the progress that happen throughout that’s the main point.” (Olejnik, 2023)

IS ACADEMIC WRITING DEAD?

Why we MUST teach students academic writing:

- it provides students with an opportunity to show what they know, and demonstrate what they can do (Olejnik, 2023)
- to empower our students
- it's a vital medium of communication
- it's an essential professional skill
- to become a member of their professional community
- to avoid deskilling

IS ACADEMIC WRITING DEAD?

Why we MUST teach students academic writing:

- to develop student's voice / style
- to develop student agency / ownership / participation
- AI requires human oversight
- competent writers can critique AI-generated texts better
- we need people's unique in-depth perspectives (Warner, 2025)
- if we don't teach students to write, they will use AI

CONCLUSION



"We've got a problem. I've turned it on
but I can't turn it off again."

ENGINEERING AN EFFECTIVE PROMPT

- It is not sufficient to ask AI “Give me feedback on my essay”
- How would you respond?
- You need to know the topic, title, the parameters, the level, the focus
- AI is the same
- ****The more input you give AI, the better the output will be****

ENGINEERING AN EFFECTIVE PROMPT

CRISP(ER)

Context: provide background information to frame the task

Role: assign a role

Input: tell it what you want it to do / AND what you don't want it to do

Scope: define the boundaries of the output e.g. length, structure,

Purpose: state the intended output

Example: provide an example

Revise: reword your prompt

ENGINEERING AN EFFECTIVE PROMPT

EXAMPLE 1: ASKING FOR SPECIFIC FEEDBACK

Role: I am a 1st-year non-native English-speaking university student.

Context: I am studying on a first-year experience university EAP writing course at an English-medium university in the UAE.

Purpose: please give me detailed feedback on my persuasive essay.

Input: Provide feedback on content (how well I argue my position), organization (how well I organize my essay and use appropriate transitions), and language use (my grammatical range and accuracy).

Scope: Write the feedback in around 250 words. Provide it in a table with three columns headed Content, Organization, and Language Use. Provide both positive and negative feedback.

Here is my essay. The title of the essay is at the top.

ENGINEERING AN EFFECTIVE PROMPT

EXAMPLE 2: ASKING FOR FEEDBACK USING A RUBRIC

I am a 2nd-year university student from the UAE, studying at Zayed University. I am majoring in IT, and I am taking a technical communication course

I want you to give me detailed feedback on my assignment, which was to write an instruction manual.

Here are the instructions for the assignment [insert instructions]

Use this rubric: [insert rubric]

Make the feedback around 250 words. Provide it in a table headed with the 4 columns in the rubric.

Here is my assignment. The topic of the assignment is at the top.

ENGINEERING AN EFFECTIVE PROMPT

EXAMPLE 3: FEEDBACK FOR LEARNING

I am an above-average 3rd-year university non-native English-speaking student studying Media at Zayed University in the UAE. I want you to correct the errors that I made on an assignment.

Present the feedback in a table. I want you to:

1. Identify all the grammatical errors I made
2. Explain why it is an error
3. Teach me how to avoid this error in the future by giving me some practice materials

Don't use jargon or be overly wordy.

Here is my assignment. The topic of my assignment is at the top.

ENGINEERING AN EFFECTIVE PROMPT

EXAMPLE 4: FEEDBACK FOR IMPROVEMENT

I am a 4th-year university student from the UAE, studying Business at an English-medium university in Dubai. Please analyze the following six professional emails that I have written. Focus on the overall clarity, coherence, structure, grammar, style, tone and register. Provide feedback on my strengths and weaknesses as a writer, and suggest specific ways to enhance the effectiveness of my emails.

Here are my six emails. The purpose and audience of each email is at the top of the email.

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