

**AI-ASSISTED ACADEMIC WRITING - WHO'S  
THE AUTHOR NOW? - BALEAP PIM, DURHAM**



**Rewriting the script  
for the way we use AI:  
freeing writing and  
process over product**

**Dr Paul Breen – Senior  
Lecturer in EAP and Digital  
Learning Developer at UCL**



## My areas of research interest

- PhD and published research on attitudes of teachers to incorporating technologies into teaching – TPACK perspective (**Mishra & Koehler, 2006**).
- Also drew on the Communities of Practice literature (**Wenger, 1998**).

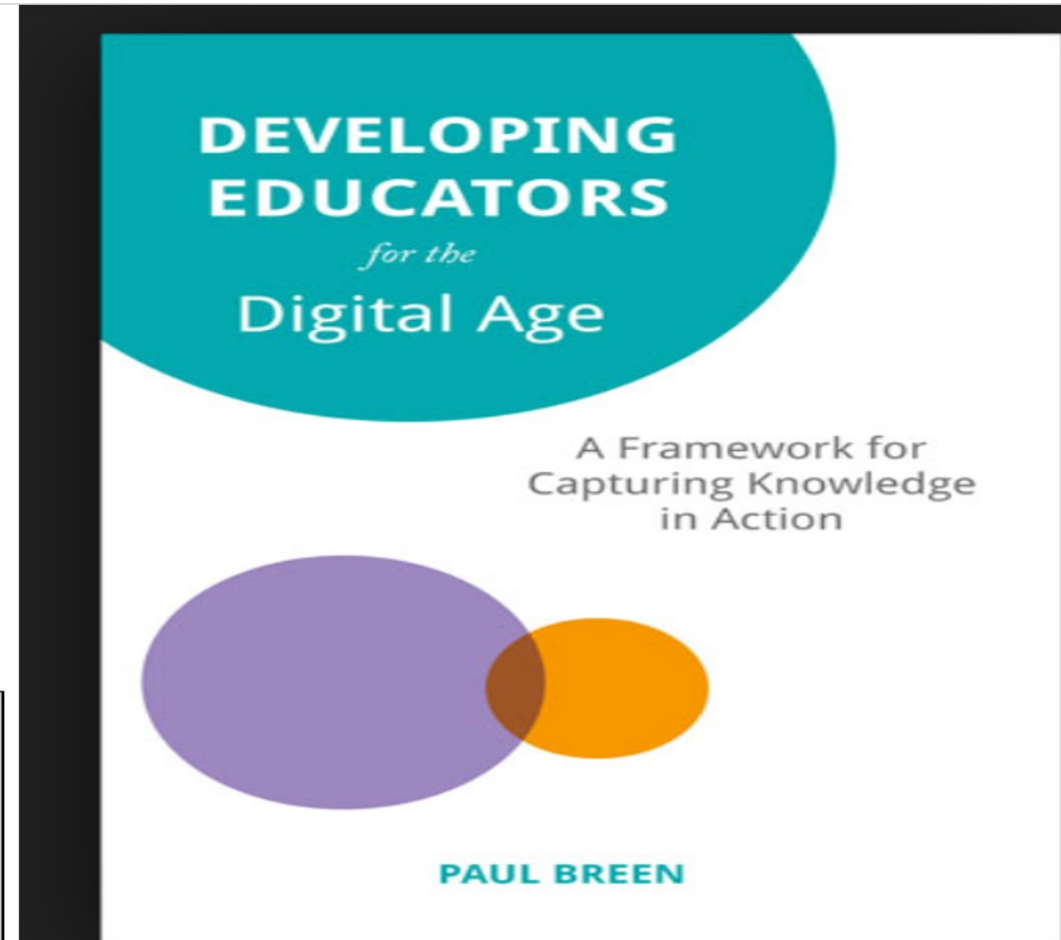
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Practice is a shared history of learning. Practice is conversational. 'Communities of Practice' are groups of people who share a concern (domain) or a passion for something they do and learn how to do it better (practice) as they interact regularly (community).

— Etienne Wenger —

AZ QUOTES



Also a member of EAP4 Social Justice SIG



Image accessed at  
The Conversation



- Techno-fetishism: AI as solution to ailments that afflict university

Felix Mantz (2023)

“A time of great contemporary disruption with the new wave of ‘AIEd technologies’ such as Open AI’s ChatGPT (Zhang & Aslan, 2021; Mhlanga, 2023)” – In Breen & Le Roux (2023 – in progress).



Marco-Serrano, F. (2015).



# The positive aspects of Chat GPT



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KAIROS

versus

CHRONOS

Lived experience versus mathematical time

## ACC SoW Dissertation Workshops

Workshop 1	The dissertation - story, structure and planning
Key Skills:	<p>Individual needs analysis – helping students formulate a time plan and plan of action</p> <p>Several strategies for writing (getting started, productivity, writing as a process)</p> <p>Taking a critical approach to writing</p> <p>Understanding the idea of a dissertation as a story and how to structure that</p>
Learning outcomes:	<p>Students will have better understanding of</p> <ul style="list-style-type: none"><li>Their dissertation as a unified whole</li><li>Writing as a process and effective writing techniques</li><li>how to help create unity throughout their dissertation</li></ul>



## Overview

This section provides an overview of the skills you need in order to help you navigate your academic journey.

## Resources and information on academic expectations

The resources below will assist you with understanding what is expected at the start of your academic journey and throughout your degree studies. The following resources are available here:


[OFFICIAL UCL ACADEMIC COMMUNICATION SKILLS RESOURCES \(selection of links\)](#)

[YOUR UCL EDUCATION IN THE 2021/22 ACADEMIC YEAR \(selection of links\)](#)

[52 EXAMPLES OF ACADEMIC SKILLS FOR UNIVERSITY \(selection of links\)](#)



### Supporting resources

 [Academic Expectations Video](#)

 [UK Academic Culture Video](#)



[PERSONAL REFLECTION ON THE INFORMATION AND VIDEOS](#)

Closing reflection for this section

Imagine all the admin type  
work was done more easily



# The positive aspects of Chat GPT



PA

Design me an assessment task for a group of Sports Science students who have been doing a module in Musculoskeletal Sports Injuries Prevention and Cure. The assessment should combine both written and spoken elements and should be at Masters level. Ideally there will also be a component that will feed into the students' professional interests and/or work practice.



Task Title: "Designing a Musculoskeletal Injury Prevention and Rehabilitation Program for a Professional Athlete"  

Objective:

To demonstrate the application of theoretical knowledge in musculoskeletal injury prevention and rehabilitation for a professional athlete.

Task Description:

The students will be given a hypothetical case study of a professional athlete who has suffered a musculoskeletal injury. The case study will provide details on the athlete's injury, medical history, current physical condition, and sport-specific requirements. The students will have to design a comprehensive injury prevention and rehabilitation program for the athlete, incorporating the principles and strategies learned in the Musculoskeletal Sports Injuries Prevention and Cure module.

The assessment task will consist of two components:

Assessment Criteria:

The assessment criteria will be based on the following aspects:

1. Knowledge: Demonstration of in-depth knowledge of musculoskeletal injury prevention and rehabilitation principles and strategies.
2. Application: Ability to apply theoretical knowledge to real-life situations, in this case, designing an injury prevention and rehabilitation program for a professional athlete.
3. Communication: Ability to effectively communicate ideas and defend arguments, both in writing and orally.
4. Professionalism: Ability to demonstrate a professional approach and adherence to ethical standards.
5. Creativity: Ability to think creatively and develop innovative solutions to complex problems in injury prevention and rehabilitation.

Conclusion:

This assessment task will provide an opportunity for Sports Science students to demonstrate their ability to apply theoretical knowledge to a real-life scenario, while also developing their communication and critical thinking skills. The optional professional practice component will further enhance the students' employability and professional development.



# The drawbacks of Chat GPT's emergences



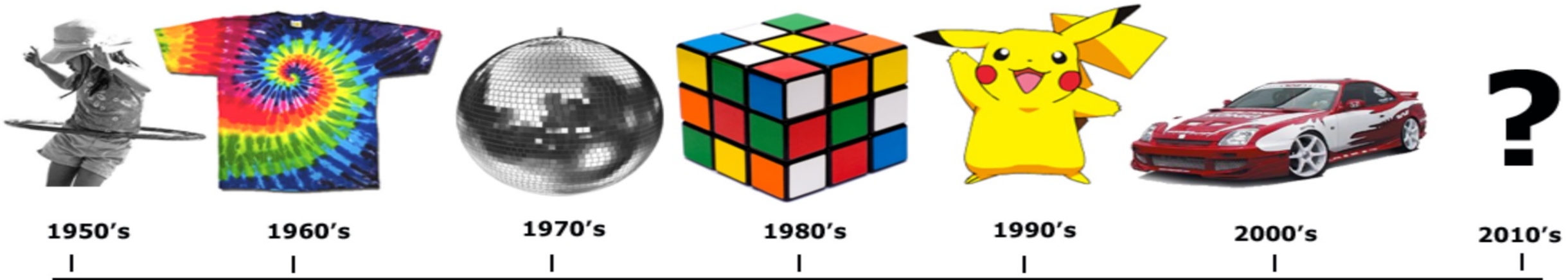
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Could it prove to just be a passing fad or a millennium bug moment of hysteria?

Or more likely is this the early version of something likely to evolve as phones have?

## Popular Fads Over the Years





# ChatGPT as “Bullshit Generator”



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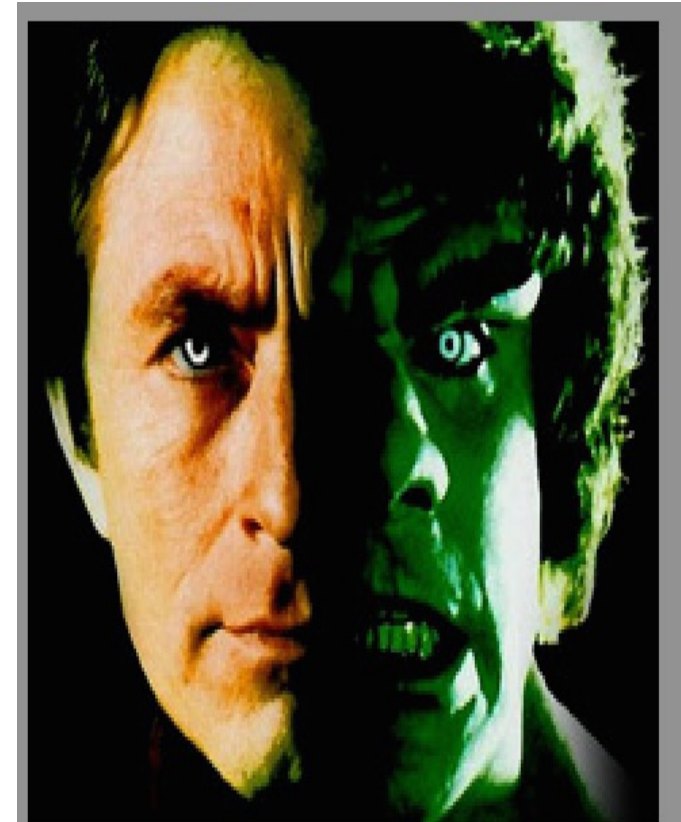
**David Bowie predicted in 1999 the impact the internet would have on society in mind-blowing video**

16 February 2021, 17:30 | Updated: 16 February 2021, 17:54



David Bowie was being interviewed by Jeremy Paxman in 1999 when he was filmed telling the skeptical interviewer the future internet's impact on society would be 'unimaginable'. Picture: BBC Newsnight

In some ways this is a kind of Wikipedia at high-speed that presents you with a reality that you ask it for – through prompts.



Images accessed via Google

‘Bullshit’ – Felix Mantz (2023)

# The ability of Chat GPT to spin a good yarn



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PA

Write me 100 words about the pedagogy of CHAT GPT and why it is a useful tool for students in higher education



CHAT GPT, based on the Cultural-Historical Activity Theory (CHAT), offers a valuable pedagogical approach for students in higher education. Its usefulness lies in its ability to foster active learning and critical thinking. By engaging in conversations with CHAT GPT, students can explore complex concepts, receive personalized guidance, and access a vast knowledge base. This tool promotes collaborative learning by encouraging students to articulate their thoughts and engage in dialogue, improving their communication skills. Moreover, CHAT GPT adapts to individual learning styles, offering tailored support and adaptive feedback. Overall, CHAT GPT empowers students to become active participants in their education, promoting deeper understanding and enhancing their academic journey.

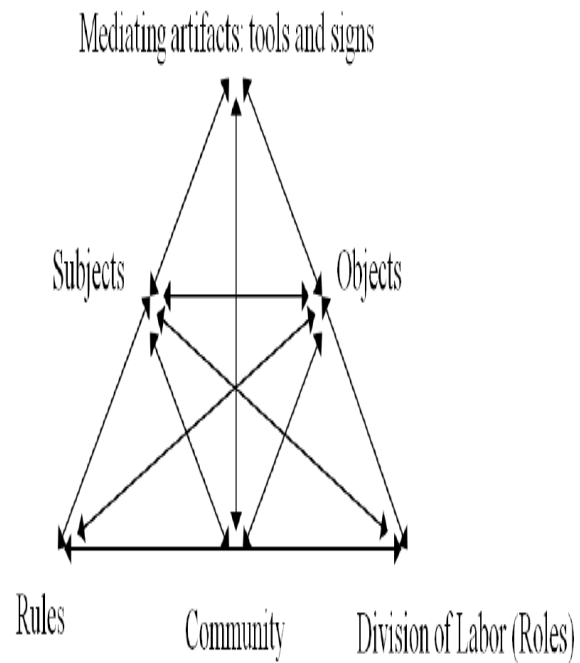




**Though wrong it is quite a convincing attempt**



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**Figure 1.** Activity system (Engeström, 1999)

A celebratory graphic for the IOE - Faculty of Education and Society at UCL. It features a large yellow number '10' on a blue background. To the left of the '10' is a dark blue circle containing the text 'World #'. To the right of the '10' is a grid of 10 white squares. The text 'for Education' is written in white across the middle of the '10'. In the top right corner, the UCL logo is displayed above the text 'IOE - FACULTY OF EDUCATION AND SOCIETY'. Below the grid of squares, the text '10 consecutive years' is written in white, followed by '2023 QS World University Rankings by Subject'.

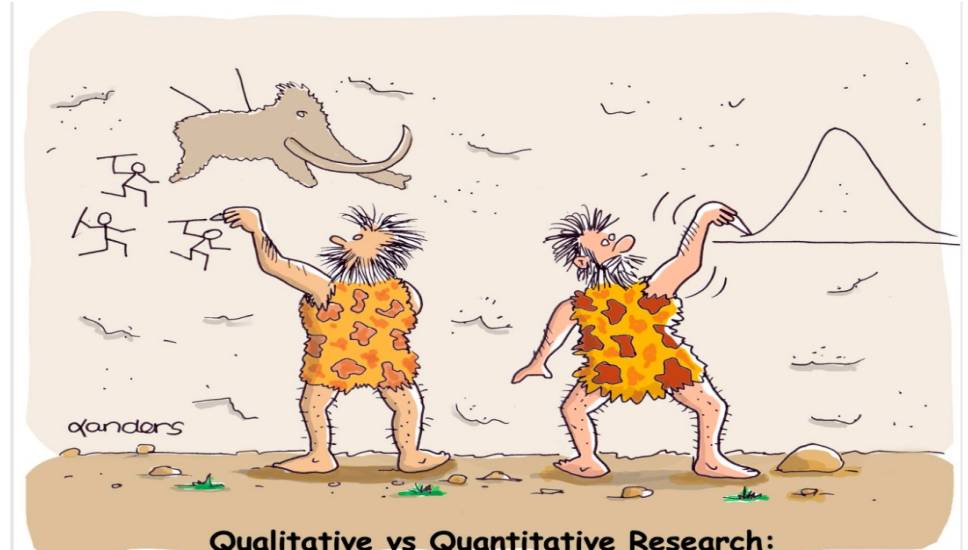
**But fundamentally how radical is all of this?**



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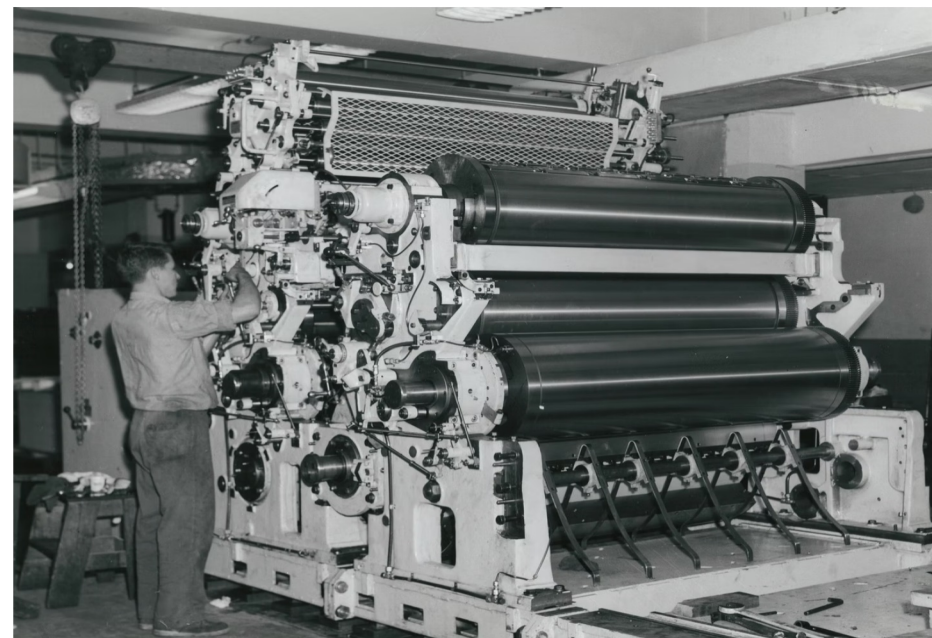
How radically different are the usages of tools and the learning processes in these two pictures?  
– Same set of outcomes?



**Qualitative vs Quantitative Research:  
Tell a Story or Use a Graph?**

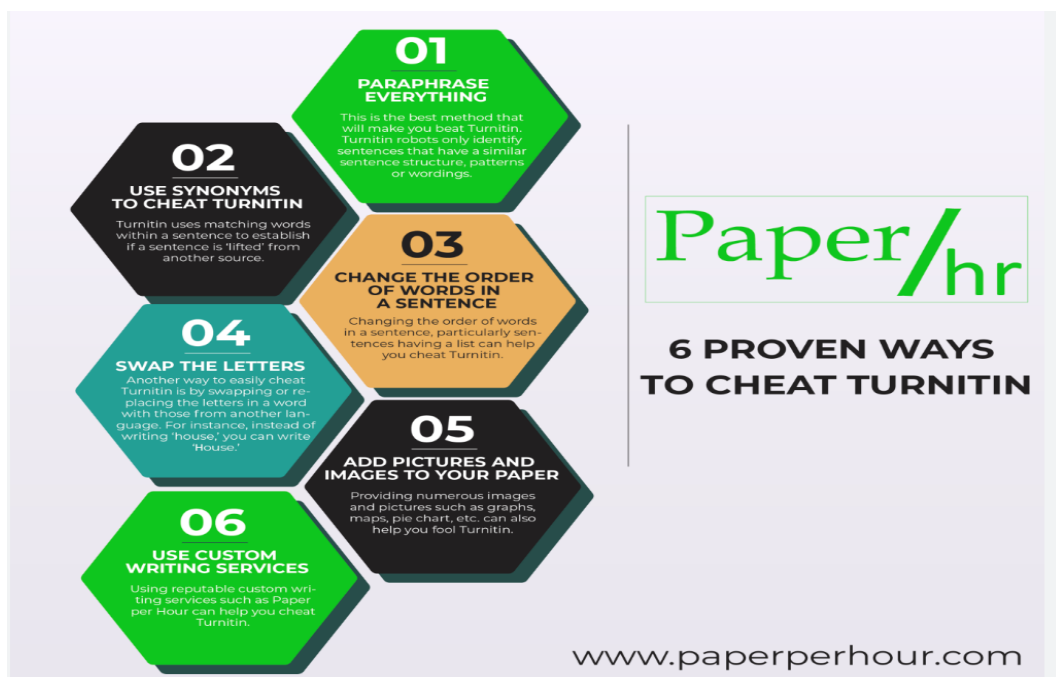


Gary Motteram & Pete Sharma (2009, p. 86) – a continuum of writing technologies – ideas that also feature in the work of theorists such as Punya Mishra and Matthew Koehler (2006).



A question then raised in the literature around social justice in education, such as in the work of Jan McArthur (2019) –

*Have higher educational institutions become writing factories?*



**01 PARAPHRASE EVERYTHING**  
This is the best method that will make you beat Turnitin. Turnitin robots only identify sentences that have a similar sentence structure, patterns or wordings.

**02 USE SYNONYMS TO CHEAT TURNITIN**  
Turnitin uses matching words within a sentence to establish if a sentence is 'lifted' from another source.

**03 CHANGE THE ORDER OF WORDS IN A SENTENCE**  
Changing the order of words in a sentence, particularly sentences having a list can help you cheat Turnitin.

**04 SWAP THE LETTERS**  
Another way to easily cheat Turnitin is by swapping or replacing the letters in a word with those from another language. For instance, instead of writing 'house', you can write 'Hause'.

**05 ADD PICTURES AND IMAGES TO YOUR PAPER**  
Providing numerous images and pictures such as graphs, maps, pie chart, etc. can also help you fool Turnitin.

**06 USE CUSTOM WRITING SERVICES**  
Using reputable custom writing services such as Paper per Hour can help you cheat Turnitin.

**Paper/hr**

**6 PROVEN WAYS TO CHEAT TURNITIN**

[www.paperperhour.com](http://www.paperperhour.com)

Have we moved so far into a model of mass production of testing by writing that we are actually guilty of the very same thing that we are accusing Chat GPT of doing? – bypassing process in the name of product.



## Change the nature of assessment



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**Jan McArthur** ❤️  
@JanMcArthur



Turnitin is the worst thing to happen to academic writing, academic integrity and student belonging EVER. I don't buy the "it can be used positively" argument, because everything in that can be done better other ways. It fuels a fear of plagiarism & destroys the joy of writing

7:11 pm · 3 Aug 2022

## A shift from product to process



The neoliberal model of higher education has taken us to a place where students are treated as consumers – “**marketisation**” a growing term in first educational, now EAP literature - Ding & Bruce, 2017; Bond, 2020; Palanac, 2022.

“**Financialisation**” - an extensive section on this in Ding & Bruce, 2017, pp. 13-45.

“**Technicisation**” of language (Turner, 2004, p. 95) – purely for ‘**test score**’ purposes in Jenifer MacDonald (2016, p. 108).

“**Therapeutic education**” as discussed in Ding & Bruce (2017, pp. 35-39).

A plethora of wellbeing initiatives and efforts to create safe environments but one area where this paradoxically has been forgotten is in assessment. That remains high-stakes, heavily policed, guided by a sense of student distrust.



# How can we get students to enjoy process?



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Portfolios are one option – particularly digital and there is already a growing shift towards digital and podcast assessment.

Jayne Pearson (2021) further expands on this to talk about the ‘processfolio’ which emphasizes the process of writing or speaking/presenting over the product.

Focus on the developmental and change the culture/climate of assessment.



**None of this is as radically new as it might seem**



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**Project based learning:** Students interviewed traders in Spitalfields market, took photographs and made field research notes as part of their diploma speaking assessment. These stills are taken from a video used by the student below as part of his research.





# The author should be the human, the individual



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It should be your voice that comes across in the writing to show that you have grasped what's in the existing literature and how that relates to your work.

This idea of authentic voice and your academic voice is why programmes such as Chat GPT and Artificial Intelligence might look smart on the surface but cannot replicate what educators are looking for.

That thing they are looking for is analysis of your subject through the unique filter of you – not a beauty cam or someone else's thoughts – YOURS!



## Situating AI as one aspect of students' practices



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At UCL we have tried various ways of naturalizing the tech – rather than making a fetish out of it, where possible.

One way of doing this is to map various technologies to different parts of the writing process so it becomes an 'invisible', even 'indivisible' part of learning as in Bax (2003).

Making it a natural part of the conversation around teaching & learning – not a thing of mystique, a forbidden fruit or fetish. Moving away from the idea of students wanting shortcuts.

Freewriting – focus on the process – the enjoyment, the ownership, the creativity.

Using Chat GPT as an advanced form of Wikipedia – as a prompt or generator of ideas, mirroring work that is being done in the disciplines.

Co-creation of the conversation about Chat GPT with students – some colleagues doing this.

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