

How the Academic Writing Service approaches GenAI in relation to developing academic literacy

The goal of the Academic Writing Service is to support all students in developing their academic literacy. The use of GenAI in academic reading and writing can both enable and hinder this development (see Anson 2024; Wise et al., 2024). Therefore, we aim to raise students' awareness of this matter and teach them how to use GenAI in an ethical, critical and constructive way.

When we talk to students about using GenAI, we always address the *what*, *how*, and *why* of its use, and we provide examples. In other words, we address *what* kind of support GenAI can offer students in their reading, writing, and learning, *how* it may be appropriate or inappropriate to use GenAI, and *why* that is the case.

Our teaching focuses on how students, with the help of GenAI, can develop their knowledge and become active, critical readers and writers. We stress that students must never let GenAI do the work for them. That is, they must not delegate reading, writing, or thinking to a chatbot. Instead, we present GenAI as a study buddy that one cannot really trust. Students can engage in dialogue with this study buddy to develop their understanding of the subject and their writing, but they must always maintain a critical and creative stance toward all responses they receive. In our teaching, we also emphasise that students must always follow the guidelines set by their department or teacher.

GenAI challenges our view of what counts as a study aid. To evaluate AI-generated content and maintain active agency in relation to the chatbot, students need knowledge of both content and form. Thus, explicit instruction about GenAI in relation to students' academic literacy is necessary.

Anson, D. J. W. (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*, 1-14. <https://doi.org/10.1080/07294360.2024.2332259>

Stockholm University. (2024). Guidelines on using AI-powered chatbots in education and research. <https://medarbetare.su.se/en/our-su/communicate-su/communication-support/guidelines-on-using-ai-powered-chatbots-in-education-and-research>

Wise, B., Emerson, L., van Luyn, A., Dyson, B., Bjork, C. & Thomas, S. E. (2024). A scholarly dialogue: writing scholarship, authorship, academic integrity and the challenges of AI. *Higher Education Research & Development*, (43)3, 578-590. <https://doi.org/10.1080/07294360.2023.2280195>