

FLAIR Work Example: Mapping AI Support in Academic Writing

Very short description

Students work in small groups and map their own use of GenAI in typical academic writing tasks.

Discipline-specific Learning Outcomes (*i.e. specific versions or additional LOs*)

Students can ...

... identify and structure the key steps to create an annotated bibliography, a literature synthesis and a position paper

... critically evaluate where and how GenAI tools can support specific stages of academic reading and writing

... communicate recommendations on responsible and helpful AI use in academic writing contexts

Context (Setting, time and target group)

Setting: 30 students (working in groups of 3); on-campus

Approximately 120 minutes of working time

BA level, students preparing to write their thesis

Instructions: How is this activity used?

1. *Introduction: Introduce key aspects of the three tasks* 5'

Introduce the tasks, explain their purpose and goal

Materials: Slides “Mapping GenAI Support in Academic Writing”

2. *Form groups and have students analyze the task workflow* 5'

Students work in groups of 3. They are assigned one of the three tasks and discuss how they approach the task and which AI tools they use.

Materials for steps 2-7: Slides “Mapping GenAI Support in Academic Writing”

3. Ask students to break down their task in distinct workflow steps and create a visual representation of the workflow (e.g. bullet points, flow chart, list of steps etc.). Students post the workflow to a shared space the whole group can access (e.g. padlet, taskcards, shared document etc.) 20'

Exemplary possible workflow steps for the annotated bibliography:

Clarifying research focus/topic/question
 Defining search terms and concepts
 Literature search
 Evaluating and selecting sources
 Reading strategically
 Writing summaries
 Positioning the literature in relation to your topic
 Writing scope for own thesis
 Creating reference list
 Reviewing/Revising/Finalizing

4. *Have student groups compare their workflows* in larger groups 5'
 Have each small group compare their workflow individually to the other groups' workflows and then ask them to adapt as they see fit.

Variant: If you have more time and enough space: The student groups who were assigned the same task form larger groups. They compare their workflow steps and agree on a consolidated version. The 3 consolidated workflow versions are presented and discussed in class. (15')

5. *Each student group maps GenAI tools to the steps identified* 20'
 The groups list the type(s) of GenAI tool they use and assign them to the steps of the workflow. They discuss in which cases the GenAI use is meaningful and where it should be avoided because it replaces skills they should practice themselves.

6. *Student groups formulate 3 key recommendations* 15'
 Each group creates 3 practical recommendations for responsible and effective GenAI use for their task. Guiding questions are provided to facilitate the discussion. Encourage groups to be specific and to give reasons for their recommendations.

Materials: Worksheet "Mapping GenAI Support in Academic Writing"

7. *Student groups create a visual artefact* 15'

Groups then translate their work into an infographic, poster or visual chart. The artefact can be digital (uploaded to Padlet) or analogue (flip charts) and should be visually appealing

8. Gallery walk 20'
During the gallery walk, ask each student to leave two comments (on a Post-it or in digital format on the Padlet) per artefact: one focusing on clarity/usefulness of recommendations and one on the design/communication of the visual artefact. Each group then gets 1,5 minutes to present their poster.

9. *Optional: Reflection and Feedback* 15'
Plenary discussion: Students reflect whether the intended Learning Outcomes can still be achieved the way they suggest using AI tools for support. Guiding questions:
 - a. What skills do we practice in this task?
 - b. Which skills might we lose if we outsource specific steps?
 - c. Where is human judgement essential?

Based on the discussion, draft course rules for GenAI use in the academic writing class

Assessment

Criteria for grading the assignment

- Quality of the workflow analysis
- Specificity and usefulness of recommendations
- Clarity and design of the visual artefact
- Participation in group discussions and reflection
- Optional: homework assignment provided in the slides
- Gallery walk: Comments may also be included in the assessment