CHAPTER 10. RESEARCH-BASED GUIDELINES FOR BUILDING MORE TARGETED WRITING CENTER ACTIONS: FACULTY AND STUDENT VIEWS ON AI FOR ACADEMIC WRITING

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While the integration of generative artificial intelligence (GenAI) has transformed the higher education landscape over the last decade (Grassini; Essid and Cummins), new technologies in academic contexts often provoke negative attitudes and concerns (Ismatullaev and Kim 4). As seen in commentary across higher education communication platforms and mainstream media after the public release of GPT-3 in November 2022, the arrival of GenAI in higher education is no exception. Concerns raised by faculty include the lack of value and benefit from GenAI, the risk of cheating and plagiarism, teachers' lack of experience in using it for teaching purposes, and perceived difficulties in use (Iqbal 102). While Iqbal's study was conducted soon after the release of GPT-3, these themes and attitudes have remained relatively constant, as found in similar studies published since then.

Several studies have highlighted, for example, how negative attitudes are often tied to the risk of plagiarism and cheating (Nguyen 81). This recurring concern is legitimized by the fact that large language models are trained using massive amounts of existing data. The data contained in AI-generated textual outputs is organized in ways that cannot be easily detected without appropriate tools (Khalil and Er 11). While there is ongoing debate about whether using GenAI constitutes plagiarism, using it to write complete texts is considered cheating in most situations.

Another source of reluctance about GenAI is its potential impact on critical thinking and the cognitive effort required for learning (Gandhi et al. 2). If critical thinking and cognitive effort are essential to the learning process, it is safe to assume that overreliance on GenAI could be detrimental. To prepare for the increasing presence of GenAI tools in education, a number of studies have

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focused on how to adapt the use of GenAI tools so as to transform them into a factor for development (see Cons et al.; Dergaa et al.; Qawqzeh; Wu).

At the same time, several potential benefits of GenAI have also been noted, including its ability to streamline work processes (Lee and Perrett 6), generate customized feedback (Kim and Kim 10), and provide students quick access to information, helping them refine their writing (Iqbal 105) while broadening their approach to information searches (Darwin et al. 11). Other applications, such as automatic text generation or translation, are well-documented in the literature on generative language models (Guo and Lee 4881; Gao et al. 3; Huang and Tan 1152; Imran and Almusharraf 3).

Regardless of GenAI's benefits or drawbacks, examining current attitudes toward its role in academic writing support is essential, as these attitudes can impact its integration in writing centers. Studies show that teachers have generally been stricter and more cautious about GenAI than students, often viewing it as harmful to learning or advocating for its exclusion from education (Ma 8). This disparity may stem from differences in GenAI usage and familiarity: students tend to be frequent users of AI (Essid and Cummins; Schiel et al. 8), while teachers report lower usage rates and proficiency (Chounta et al. 13; Dilzhan 25). Limited experience and competence, however, could hinder GenAI acceptance (Galindo-Domínguez et al. 7).

This contribution is situated in a writing center based in France, at a public European university.[1] Reflecting our context, we retain the terminology "writing peer tutors" and "students," rather than the U.S.-based terms "consultants" and "clients." The research we report in this chapter addresses the anticipated growth of GenAI in French higher education. In this regard, understanding the attitudes of both students and teachers is important to strategically accompanying that growth. Like other contributors in this section (Hallman Martini; Bleakney et al.; Fledderjohann and Perkins, "'I Needed Help'"), we were interested in learning how and in what ways the students and tutors at our writing center were using GenAI to support writing tasks, thereby providing a cross-institutional and transnational view of these issues.

At the graduate school writing center at the Université Clermont Auvergne (UCA) in France, peer writing tutors have encountered a range of student reactions to GenAI tools. Some students have outright refused the use of ChatGPT during sessions, while others have been hesitant due to concerns about plagiarism, doubts about the quality of AI-generated text, or restrictions imposed by their instructors. While there is growing research about GenAI innovation in

1 This research was supported by a grant from Université Clermont Auvergne (UCA)'s CAP GS Learn'in Auvergne program (Research in Pedagogical Innovation).

the field of education sciences, such individual reactions can make it difficult to meaningfully integrate AI-generated techniques into writing tutoring sessions.

To address these concerns, we conducted a perception study involving both students at the writing center and their teachers. Institutional Review Board (IRB) approval was secured as part of a larger investigation into the impact of GenAI on the development of critical thinking in early graduate writers. The study aims to answer the following research questions:

- What are teachers' and students' main concerns regarding the use of GenAI in student learning and academic writing tasks?
- How do negative perceptions of GenAI impact students' willingness to use it in their writing processes?

Addressing these questions is crucial for our goal of establishing research-based principles to more effectively integrate GenAI into writing centers and support students in developing essential writing skills. In our discussion, we propose strategies for overcoming negative perceptions and concerns about GenAI among faculty and students. We explore ways to train tutors on how to discuss and use GenAI effectively during tutoring sessions, further promoting best practices for using GenAI to support academic writing.

WRITING CENTER CONTEXT AND STUDY METHOD

UCA, as part of a nationally funded initiative to enhance French universities' international visibility and regional socio-economic ties, launched the "Clermont Auvergne Project Graduate School (CAP GS)" project, selected in 2020 under the Programme d'Investissement d'Avenir 3 (PIA-3) "Structuring Training through Research in Initiatives of Excellence (SFRI)" call. This project established seven graduate tracks by integrating select master's and doctoral programs into an international graduate school where teaching and research are conducted primarily in English (https://www.uca.fr/en/graduate-school). UCA also plays a key role in French AI education and research through its partnership in the Multidisciplinary Institute in Artificial Intelligence (https://miai.univ-grenoble-alpes.fr/), focusing on integrating GenAI into higher education and workplace training.

The graduate school writing center, established by one of the study authors (Dressen-Hammouda) in 2021, supports master's and doctoral students from six of the seven graduate tracks in developing academic and scientific writing and presentation skills in English and French. Its three main missions are: training writing peer tutors, supporting scientific writing and communication courses across the disciplines, and organizing workshops on scientific writing and presenting. Serving around 500 students, mostly native French speakers,

the writing center aims to enhance academic success. Students currently use both English and French versions of GenAI tools like ChatGPT, which produce text of similar quality. This chapter reflects on the integration of GenAI in the writing center during the 2023-2024 academic year, drawing on findings from the first author's (Miftah) funded doctoral research.

In June 2024, 173 master's-level student users of the writing center's peer tutoring services and 16 of their teachers were contacted by email. The teachers taught content courses in the graduate school and were considered potential sources of information about GenAI for the students. Thirty-two students and ten teachers agreed to participate in our study. To measure each cohort's use and perception of GenAI, we created two separate questionnaires, drawing on the questionnaires developed by Zablot et al. and Demonceaux et al. on AI acceptance among students and teachers. The surveys asked participants about their use of GenAI in academic contexts, covering frequency of use, perceived skill level, and GenAI's impact on their academic activities. Another section sought their opinions about GenAI in higher education, including views on banning it, perceived risks, and beliefs about the attitudes of other students and teachers towards GenAI. All responses to the questionnaire were anonymous; agreement to answer the questionnaire constituted consent. We also conducted brief semi-structured interviews with two of the four writing center tutors, the only two available for interviews during the study period. During the interviews, the tutors were asked to comment on their experiences and feelings about students' reactions, including reluctance toward using GenAI in tutoring sessions. They were further invited to share how GenAI was implemented in sessions and whether they felt comfortable using it. The participants gave informed consent regarding study participation. The following section describes the results of the study.

RESULTS AND DISCUSSION

Concerning the use of GenAI technology, responses to the student survey indicate that only three of the 32 students had never used any form of GenAI; in contrast, only three out of ten teachers had used it for their university activities. The teachers' main concerns about adopting GenAI included doubts about the accuracy of the information generated and a lack of understanding of its purpose.

Teachers' relatively low interest in GenAI contrasts with students' use. Figure 10.1 shows the frequency of GenAI use by students for university assignments, while Figure 10.2 indicates the main purposes for which students use GenAI. As can be seen in Figure 10.1, nearly two-thirds of the students indicated a relatively high rate of use, either daily or several times a week. This mainly involved using GenAI for help with different aspects of their writing (Figure 10.2).

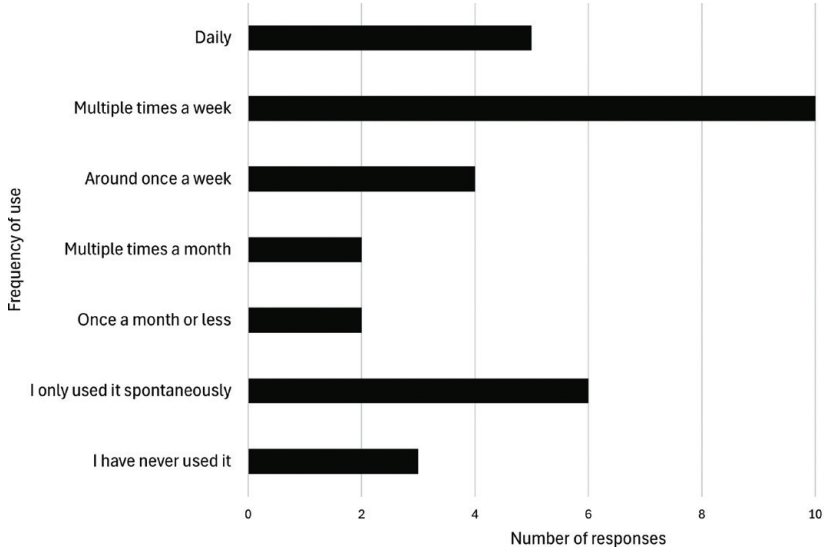

Figure 10.1. The frequency of students' GenAI use for university assignments (n=32).

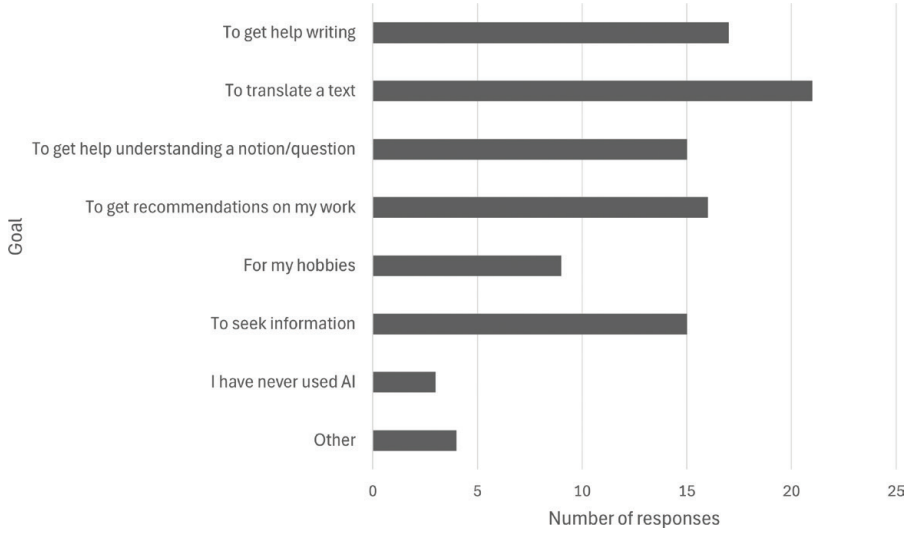

Figure 10.2. Students' purposes in using GenAI (n=32).

Students' frequency of use is further reflected in terms of general attitudes towards using GenAI. Figures 10.3 and 10.4, respectively, display results for students' and teachers' general attitudes about GenAI use in higher education. Answers ranged from strongly disagree to strongly agree, with an opt-out ('I don't know').

As shown in Figure 10.3, a large majority of students agreed that aspects of conversational assistants (CAs) could be beneficial to learning and disagreed with prohibiting them in academic contexts. However, concerns appear as well, as two-thirds of the students agreed that using CAs could limit their ability to learn independently, and one-third thought that its use was not compatible with the development of critical thinking (for an illustration of student-voiced ambivalence about AI "help" versus voice/ownership, see Hallman Martini's case narrative in this volume about graduate grant writing issues). In addition, students raised concerns about the unreliability of AI-generated content, leading them to think that CAs should not be used (Figure 10.3).

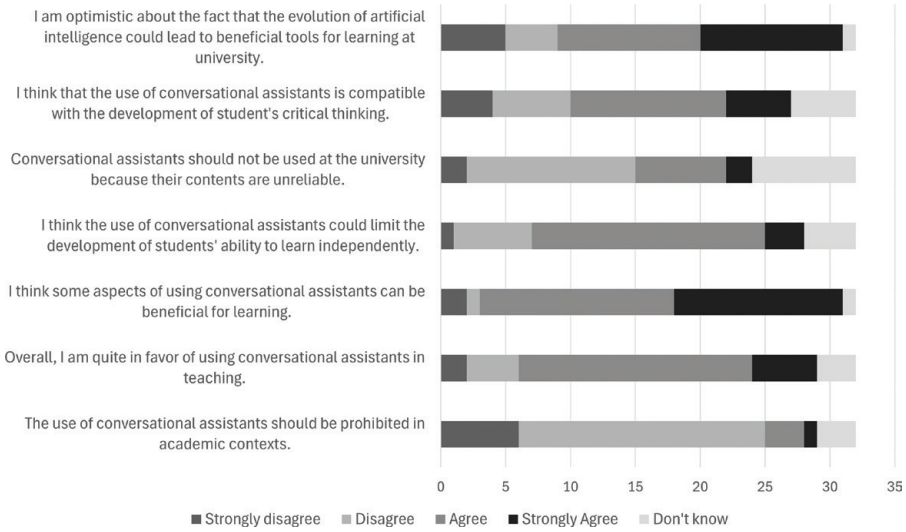

Figure 10.3. Students' attitudes towards GenAI use in higher education (n=32).

Similarly, Figure 10.4 shows that most teachers are in favor of using GenAI in teaching and agree that it can be compatible with students' critical thinking. Opinions about potential threats of GenAI are evenly spread. However, teachers are proportionally more cautious than students about GenAI use and lean toward banning it at the university level. They also show stronger divergences in attitude than students, an observation which aligns with their lower frequency of use.

Concerning the potential threats of GenAI for higher education, in the teacher survey, participants were asked to select three major potential threats from a list of eight. Teachers most frequently considered the weakening of students' critical thinking abilities and the potential negative impact on their writing skills to be the main threats posed by GenAI. In addition, plagiarism was a central concern. Figure 10.5 presents these results.

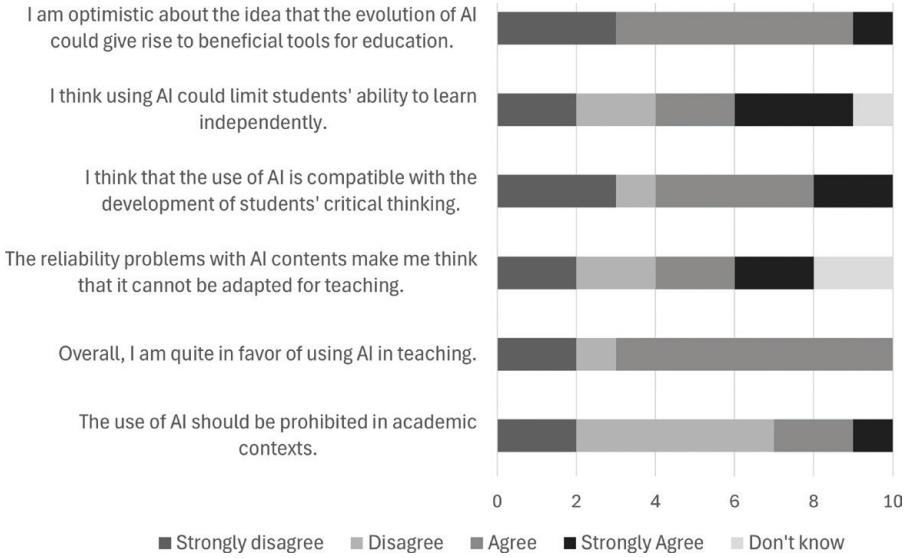

Figure 10.4. Teachers' attitudes towards GenAI use in higher education (n=10).

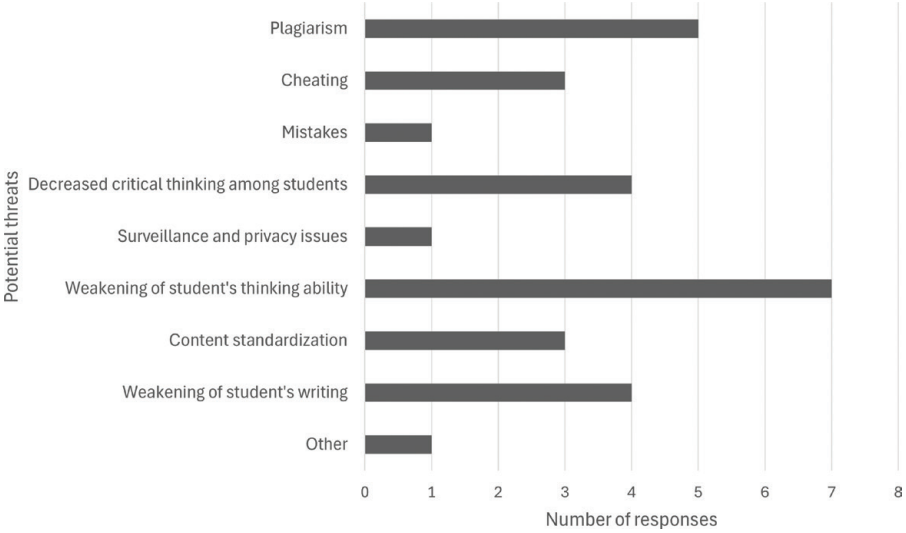

Figure 10.5. Teachers' perceptions about potential threats of GenAI for higher education (n=10).

Overall, the most notable observations from our perception study are the largely positive attitudes towards GenAI among participants and the lack of significant rejection of GenAI. These positive attitudes contrast with the writing

tutors' interviews, which revealed that many students were reluctant to use GenAI during tutoring and that refusals were common. The discrepancy between tutors' comments and our survey results suggests that GenAI-reluctant students may not have participated in the survey. To address this, we cross-referenced the survey results with the tutors' interviews to gain a better understanding of the reasons behind students' avoidance. This would help us identify the main attitudes towards GenAI and develop strategies for the writing center to mitigate negative impressions, as discussed below.

For example, the threat of plagiarism was seen in the surveys to be an important concern for teachers and was cited by writing tutors as the most common reason why students refused to use GenAI during tutoring sessions. This concern likely stems from uncertainty about how to properly integrate AI-generated material without crossing ethical boundaries. This caution is understandable given the serious consequences of plagiarism. However, the writing center aims to model the use of ChatGPT in ways that do not lead to plagiarism or replace students' written work with AI-generated text.

Tutors also believed that students' reluctance was fueled by a lack of understanding of how GenAI can be used and by teachers' frequent prohibitions, citing plagiarism risks (Chevalier and Garcia 9). Despite tutors' explanations that using GenAI does not necessarily lead to plagiarism or cheating, students often refused because of these concerns. Research has shown that insufficient knowledge about a technology and a lack of trust in it can lead to its avoidance (Galindo-Domínguez et al. 6; Ismatullaev and Kim 7). For this reason, even students who generally use GenAI may become reluctant to use it in a writing center context (Bleakney et al.). This situation presents a challenge for tutors, who must balance suggestions for GenAI use with ensuring students' comfort. Tutors sometimes avoided recommending GenAI when they sensed it would not be well received. Both tutors interviewed reported feeling uneasy when suggesting ChatGPT during tutoring sessions. This unease stemmed from frequent negative student reactions and initial doubts about GenAI from the tutors themselves. Such issues complicate the tutor-student relationship and can hinder the impact of GenAI on learning.

A solution we have found involves changing how GenAI is introduced in tutoring sessions. Our tutors now incorporate ChatGPT into the session to generate examples that illustrate or deviate from key writing principles. These examples are specifically tailored to address the primary writing challenge identified for each session. Tutors then ask the student to identify and improve upon these issues, first in the generated examples and then in their own writing. We believe this approach promotes a more critical use of GenAI and engages students more effectively by presenting a quick challenge, potentially stimulating

their engagement and motivation (Hamari et al. 176; Khan et al. 2792). Only moderate training and experience would be required for tutors to consistently use GenAI for this purpose; our training program integrates this approach to GenAI in three two-hour sessions. Such training not only equips tutors to integrate GenAI effectively but also enhances their familiarity with language models, enabling them to better support students in developing critical writing skills.

In the survey results, teachers indicated concern that GenAI might weaken students' critical thinking skills. This frequent concern highlights the need to foster a critical use of GenAI that aligns with students' learning needs. As explained above, our writing center's approach with ChatGPT in tutoring sessions aims to guide students in using GenAI as a tool in the learning process, not a replacement for critical thinking. For instance, if a student has a recurring writing issue, ChatGPT can generate a text containing similar problems, and the tutor can critically guide the student to identify and correct these issues. In this regard, GenAI can serve as a virtually infinite source of worked examples to train specific skills. We believe it is important for potential users to understand that GenAI cannot replace the human user and can be beneficial for those who explore its use in new ways.

The unreliability of AI-generated content was also a major factor for the negative attitudes, with teachers frequently citing this as a reason for their apprehension. Among students, nine out of 32 agree that CAs should not be used due to content reliability issues. Concerns about generating misleading or incorrect information are significant barriers to GenAI adoption in academic contexts (Peters and Visser 7). In contrast, our writing center's objective is to promote a critical and informed use of GenAI, developing students' ability to evaluate the reliability of AI-generated content. We consider tutor guidance essential in conveying this critical perspective, and encourage practices that experiment with tutor mediation between GenAI and students, as several chapters from this collection do (Adams and Baker; Crull and Stillman). By clearly stating that language models can make mistakes, we aim to encourage students to critically reconsider information. This approach helps mitigate misinformation risks by encouraging students to use GenAI as a supplementary resource, emphasizing the importance of cross-checking AI-generated content with other reliable sources.

The most significant difference between students and teachers in our study is the frequency of GenAI use. Students use GenAI tools much more frequently than teachers for various tasks (Schiel et al. 8). This more frequent use helps them discover GenAI's useful aspects and become more confident integrating it into their writing practices. Conversely, not using GenAI makes it harder to experience its benefits. This correlation between usage and perception has also

been observed in other studies: those with hands-on experience of GenAI tend to report more positive attitudes, while non-users are more likely to express skepticism or concern, among both students (Zieve-Cohen et al.) and tutors (Fledderjohann and Perkins, "Teaching through Ambiguity"). This discrepancy leads to differences in knowledge and skill levels, widening the usage gap and affecting attitudes towards GenAI integration in academia. While teachers in our study showed high interest in GenAI, they perceived their skill level as low, as was similarly observed by Galindo-Domínguez et al. (6). This suggests that negative perceptions may stem mainly from lack of skill and knowledge among some teachers. Similarly, one tutor, initially doubtful about GenAI, became more confident and supportive of its use after learning how it works and discovering its benefits.

These observations highlight how actual use influences the intention to use GenAI. Since teachers often advise against GenAI in the classroom, their guidance significantly shapes students' attitudes. This underscores the importance of tutor support in improving students' perception and fostering effective GenAI use.

CONCLUSION

This study highlights the diverse attitudes towards GenAI among students and faculty at the graduate school writing center at UCA. While there is general recognition of GenAI's potential benefits and little outright rejection, concerns remain, particularly about plagiarism and academic consequences for students and for teachers and about the reliability of AI-generated content and its impact on critical thinking. These findings align with other studies on attitudes towards GenAI in higher education (Al Darayseh 4; Lundin; Ma 5).

We observed significant differences in GenAI use and attitudes between students and teachers, with students using GenAI more frequently and being less concerned about its consequences. We also found that infrequent use, skill level, and knowledge level contribute to less positive attitudes towards GenAI in academia. Tutors' experiences revealed that these attitudes also affect their confidence in suggesting the use of GenAI during sessions.

This study was limited by the low response rate and potential participant bias, as those strongly opposed to GenAI might have chosen not to answer the survey. To address this, we supplemented our findings with writing tutors' interviews to gain a deeper understanding of faculty and student attitudes towards GenAI. We believe writing centers and tutor training can play a significant role in mitigating concerns about GenAI by integrating its use in ways that stimulate critical thinking, avoid plagiarism, and enhance students' understanding of its risks and possibilities. Writing center tutors, who work at the intersection of

academic standards and students' composing practices (Roustio), are particularly well positioned to guide this integration. With these insights, we have adapted tutor training at our writing center to better address these reactions, further allowing for more effective studies on the impact of AI on learning academic writing.

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