

Responding to GenAI in the Writing Centre

In alignment with the perspective of CWCA/ACCR (Canadian Writing Centres Association) TRU Library, Learning Technology & Innovation, CELT, and the (non) policy 😊, **here is the tutoring process for supporting students using AI tools** (such as ChatGPT):

- Our goal is to help students increase awareness of the ethical implications and the process for transparently documenting and appropriately citing AI or GenAI tools. **Not to judge.** The Writing Centre is a space where student can make mistakes and learn from them!
 - If you notice or suspect a student that you're tutoring has used GenAI in their paper, please ask them (non-judgementally): "it looks like you have used a GenAI tool to help with some of your writing. As a tutor, I am interested in helping students use AI **productively** (*supporting your learning*) and **ethically** (you have *permission* from your instructor and have *documented and cited* appropriately, AND you understand the larger ethical implications)."
 - Then, please go through these questions:
 1. **What is your instructor's stance on using AI in your class/for this assignment? Have they stated it explicitly in your assignment?**
 - If **no**, then explain about the academic integrity policy and possible consequences as you would for any departure from academic integrity.
 - If **yes**...
 2. **Do you understand the ethical issues?** If no, briefly outline the issues re: intellectual property, labour, discrimination, and climate change.
 - These are HUGE topics, I realize. You don't have to go into detail; you can simply say, "are you aware of the ethical issues such as intellectual property and the impact on climate?"
 - If **yes**...
 3. **Do you know how to document and cite AI tools appropriately?** (encourages students to take an ACTIVE ROLE in managing their AI and encourages transparency and self-awareness)
 - **Document**
 - **Written acknowledgement** of the GenAI tool used and for what purpose.
 - The **prompts** used to generate content.
 - A note about the **modifications**.
 - **Cite** (in-text and bibliographic)
 - *Our APA and MLA guides have been updated (on our website and our hard copies) to include in-text and bibliographic examples! Please review them 😊*
 - Include the **original output** with the submission. This can appear in an appendix.
 - **What happens if the student denies that they have used GenAI tools?**
 - If you suspect a student has used GenAI tools, but says they haven't...(from Bermingham's article Guiding Student Writers in a GenAI world [Part 2](#))
1. **Listen. Trust them.** But also...

2. Work with the student to **get them thinking critically** about the work they brought in. Get them writing during the appointment. Help them feel confident about the writing and thinking they're doing.
3. If you feel pressured to give feedback on the work you suspect was generated by GenAI as a means of disguising its origins, then keep **moving that analysis back to the student**:
 - a. Ask them to map out the ideas in the paragraph and connect them, build on them, expand them, support them with additional evidence; look for possible counterclaims.
 - b. Ask them to analyze the language / discourse where it seems out of place for the genre. Why is it working or not working? How else could these ideas be conveyed?