Perceptions of Generative-Text Artificial Intelligence: Early Findings

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Have students ceded the process of academic writing to genAI? Have faculty, on students' behalf? And what role do writing centres play? Since the advent of large language model (LLM) generative-text artificial intelligence (genAI) two years ago, writing pedagogy and student conduct have received enormous scrutiny. Institutions have responded to genAI by releasing guidelines, recommendations, information, and limited policy pieces. But questions abound regarding how faculty are actually regulating and discussing genAI tools with students in the classroom, and how students perceive and negotiate genAI in university writing assignments. Our study seeks to reveal answers to these questions, and especially where and how writing centres figure in. In this session, we will present on the development of our study, and early findings from our faculty survey.

References

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