



This article explores how writing centres can adapt to the growing influence of AI tools like ChatGPT, following discussions from the 2024 EWCA conference. The aim is to contextualise these insights within the context of the Chalmers Writing Centre (CWC) at Chalmers University of Technology in Gothenburg (Sweden) to explore how they can inform future development of writing centres. The report highlights the importance of writing centres evolving as hubs for AI literacy and future skills (Kotsiou et al. 2022). Drawing on discussions about AI at the Peer Tutor Day and conference presentations about AI, the article reflects on the future of European writing centres in an age of digital transformation. The structure covers keynote insights, relevant conference presentations and actionable takeaways for improving practices at CWC and beyond. Gastherausgebende: Lawrence Cleary, Franziska Liebetanz, Anja Poloubotko

Schlagworte: Writing centres; AI literacy; Peer tutoring; Digital transformation

Zitiervorschlag: Leimgruber, L. (2025). *From Pencil to Prompt: Navigating AI in the Future of Writing Centres*. JoSch 1(25), 34-44. <https://doi.org/10.3278/JOS2501W004>

E-Journal Einzelbeitrag
von: Lena Leimgruber

From Pencil to Prompt

Navigating AI in the Future of Writing Centres

aus: Ausgabe 29: The Future of Writing Centers in Europe – looking back and forward (JOS2501W)
Erscheinungsjahr: 2025
Seiten: 34 - 44
DOI: 10.3278/JOS2501W004

From Pencil to Prompt: Navigating AI in the Future of Writing Centres

Lena Leimgruber

Abstract

This article explores how writing centres can adapt to the growing influence of AI tools like ChatGPT, following discussions at the 2024 EWCA conference. The aim is to contextualise these insights within the context of the Chalmers Writing Centre (CWC) at Chalmers University of Technology in Gothenburg (Sweden) to explore how they can inform future development of writing centres. The report highlights the importance of writing centres evolving as hubs for AI literacy and future skills (Kotsiou et al. 2022). Drawing on discussions about AI at the Peer Tutor Day and conference presentations about AI, the article reflects on the future of European writing centres in an age of digital transformation. The structure covers keynote insights, relevant conference presentations and actionable takeaways for improving practices at CWC and beyond.

Introduction

The European Writing Centers Association (EWCA) hosted its 2024 conference from June 11th to 14th at the University of Limerick, Ireland. The conference aimed to evaluate regional and transnational developments in writing centre research and practice while envisioning future directions. Two colleagues and I represented the Chalmers Writing Centre (CWC) at Chalmers University of Technology in Gothenburg (Sweden). Our mission was to gather ideas on how to develop and improve our writing centre work. This article aims to contextualise the CWC within the broader themes discussed at the EWCA conference. By positioning our current practices in the context of other writing centre practices, this highlights how the insights gained can enhance practices and contribute to the ongoing evolution of the writing centre at Chalmers.

The title of this article, “From Pencil to Prompt: Navigating AI in the Future of Writing Centres” reflects the primary focus of this article: exploring the impact of AI tools in writing centres, particularly in the context of insights gained from attending the 2024 EWCA conference. The article’s central aim is to reflect on how the discussions and workshops at the conference inform practices at CWC and within European writing centres more generally.

The first section of the article will outline key discussions from the Peer Tutor Day and workshops and talks at the EWCA conference. This creates the space for a deeper exploration of AI in writing centre practices. I will connect the input received in the different talks to

potential activities that writing centres could establish in their efforts to react to the changing nature of writing centres. We know that AI tools are increasingly integrated into writing practices, so it is important to do so in writing support services as well. By focusing on the practical insights shared at the conference, the article will connect these discussions to the larger theme of AI's role in shaping the future of writing centres.

Peer Tutor Day at EWCA 2024

The Peer Tutor Day, organised by Franziska Liebetanz and Anja Poloubotko, was an engaging event where peer writing tutors from Europe gathered to share experiences and discuss the future of writing centres. The day included sessions on various topics, one of the most prominent being the impact of AI tools like ChatGPT on tutoring practices. Discussions on AI were interwoven throughout the day's activities, with many tutors exploring how these tools could both challenge and enhance their work. The conversation on AI framed much of the day's activities, including the ways in which peer tutors identify themselves, support student writing and shape future writing centre strategies.

We began the day by making posters to present our writing centres. From Ireland, the Regional Writing Centre at the University of Limerick and Academic Writing Support at Maynooth University shared their contributions. From the Netherlands, Radboud Writing Lab at Radboud University and Skills Lab at Utrecht University showcased their work. Germany was represented by Zentrum für Lehre und Lernen at Europa University in Frankfurt Oder; from Sweden, the Chalmers Writing Centre provided its insights.

A major topic of discussion was the impact of AI on writing centres (see also De Matas 2023; Werse 2023). There were diverse opinions on how AI tools like ChatGPT might affect the future of writing centres. Some participants suggested that writing centres should integrate AI into their practices and train both tutors and students in its usage. This would enable them to guide students effectively on how to use these tools responsibly. Others raised concerns about the potential "death" of writing centres due to AI, questioning whether writing centres should set regulations or even ban AI tools altogether (and if this would even be possible).

Throughout the day, the topic of AI was revisited frequently, with questions such as "what about coaching on the use of AI?", "what happens to giving feedback when using AI?" and "the possibility of the death of the writing centre in the presence of AI?" being hotly debated. Opinions varied on whether to ban AI completely or find ways to integrate it constructively into writing centre practices. Most participants promoted an integrative approach, suggesting that AI could serve as a valuable tool in the writing process if used thoughtfully. For instance, some advocated for training students to use AI tools as co-coaches, helping them brainstorm ideas, draft texts and refine their writing through iterative feedback. Rather than fearing AI, these proponents saw it as an opportunity for writing

centres to teach AI literacy, guiding students on how to responsibly and critically engage with these technologies to improve their writing.

One key discussion of the day revolved around the approach of tutoring, whether it should be non-directive or directive. A non-directive approach emphasises the tutor's role as a facilitator, where the tutor refrains from suggesting solutions or providing explicit direction (see also Corbett 2013). Refraining from suggestions, the tutor encourages the student to explore solutions autonomously by asking questions about the texts. Many tutors emphasised the importance of problem-solving together with students rather than simply telling them what to do. This approach fosters a collaborative learning environment and is encapsulated by the philosophy that "in teaching we learn, in learning we teach", which represents the reciprocal nature of tutoring.

Our host, the Regional Writing Centre (RWC) at the University of Limerick, adopts a non-directive approach to tutoring, meaning that tutors do not intervene directly in students' papers by editing or suggesting specific wording. Instead, they ask guiding questions about meaning, structure or interpretation ("do I understand correctly that...?"), helping students recognise and address their own writing challenges. This understanding aligns with the definition of non-directive tutoring in Ryan and Zimmerelli's *Bedford Guide for Peer Tutors* (2015). The RWC at the University of Limerick also uses social media extensively, for example employing funny memes and videos to engage students. Additionally, they produce a weekly newsletter to keep the community informed and connected. Later in this article, I will discuss the potential of AI in supporting marketing strategies for writing centres, which was not something discussed at the Peer Tutor Day, but important, nonetheless.

As a result of these discussions, several action items emerged for the Chalmers Writing Centre. At the time of the conference, there were no formal workshops or initiatives in place at CWC. However, there had been ongoing discussions about the need for such programs to enhance peer tutor development and student support. Attending the EWCA conference marked a significant step forward as it provided food for thought to create new workshops and initiatives. The discussions around AI, in particular, highlighted the importance of integrating AI literacy into our offerings, ensuring that these new programs are aligned with current trends and technologies in academic writing support. We found it very important to create more workshops and meetings for peer tutors to foster continuous learning and collaboration. Additionally, implementing initiatives like workshops and writing retreats would provide students with additional support and resources. This, then, would promote both the centre's presence and visibility as well as the overall effectiveness of the writing centre.

Presentation Insights

I attended various presentations selected on their relevance to key areas of interest for the Chalmers Writing Centre. Below, I summarise the key takeaways from some of these presentations to examine how they can inform and improve practices at the CWC.

Redefining Writing Centers in the Age of AI: Embracing Their Role as 'Sponsors of Future Skills' at Universities (Isabella Buck, RheinMain University of Applied Sciences)

Buck's keynote addressed the transformative potential of AI tools like ChatGPT for writing centres, arguing that these advancements should not be seen as threats but as opportunities for writing centres to redefine their roles within universities. Buck echoed the sentiments of Lunsford and Ede (2011), who noted that while writing centres might occasionally find safe harbours, their true nature lies in continually seeking ways to expand their effectiveness. Writing centres, Buck argued, should evolve to become key agents in developing AI literacy and other essential future skills, often referred to as 21st-century skills. This aligns with Anson's (2022) perspective, which emphasises that writing centres must help students understand how AI-generated texts fit into the broader system of writing, rules and values, and guide them in using these tools responsibly.

Buck further stressed that writing centres must include larger skills like self-management, lifelong learning and higher-order thinking. These core values of academic writing include metacognition and critical thinking, for instance. This is in line with Kotsiou et al. (2022), who define future skills as a combination of knowledge, attitudes, values and competencies that prepare learners to thrive in an uncertain future. Writing centres must therefore take on a new role in nurturing a broader spectrum of skills that respond to rapidly changing educational frameworks. This shift necessitates a comprehensive transformation in how writing centres operate, positioning them as hubs for developing a wide range of future skills in an era of rapid technological change.

The insights gained from Buck's keynotes significantly inform the practices at the Chalmers Writing Centre. Buck's emphasis on integrating AI literacy and future skills aligned with current initiatives at CWC to incorporate digital tools and technologies into academic support services. Concrete examples of digital tools that could be integrated include AI-driven writing assistants like Grammarly or ChatGPT, which help students refine their existing drafts. Additionally, incorporating technologies like citation management software (for instance, Zotero) and collaborative writing platforms (such as Google Docs) could enhance the writing process. However, integrating AI tools also raises ethical questions, such as when AI assistance crosses the line from support to authorship, making it crucial to provide guidance on responsible use. These tools, alongside AI training sessions, would equip students with the skills needed to navigate the constantly evolving academic landscape. Implementing AI training sessions and workshops could help students develop crucial competencies that were increasingly relevant in today's technological landscape. Such

training could involve structured workshops where students and tutors engage with AI tools, for example by exploring their benefits and limitations. Additionally, guided experimentation, where tutors have dedicated time to test AI tools in writing scenarios, could help them develop informed strategies for supporting students while ensuring ethical use. Providing clear guidelines on when and how AI assistance remains the writer's own work would also be an essential component of these initiatives.

We're in it Together: Communities of Embodied Intelligence (Julie Nelson Christoph, Regina Duthely, University of Puget Sound, and Alba Newmann Holmes, Swarthmore College)

This presentation focused on the importance of collaboration in writing assignments, peer review processes, and the thoughtful integration of generative AI. Nelson Christoph emphasised the need for human interaction in writing centres and discussed various attitudes towards AI, from prohibition to critical exploration. Duthely spoke about the significance of faculty-tutor collaboration and embedding writing centre activities within course curricula to create a learning community. She stressed the need for strategic literacies and meaningful partnerships between the writing centre and faculty members.

However, such integration often encounters specific challenges. Faculty resistance may stem from concerns about time constraints, a perceived overlap with their teaching responsibilities or uncertainty about the writing centre's expertise in handling discipline-specific content. Scheduling issues can arise, particularly when aligning writing support with the varied timelines and deliverables of different courses. Additionally, establishing a shared understanding of academic writing across disciplines requires ongoing dialogue and adaptability. Newmann Holmes addressed these complexities by framing writing centre work as a fellowship, highlighting how structural diversity among staff can foster a sense of community and promote collaborative solutions. She advocated for reflection, listening and making the writing centre a welcoming space.

Action items that could be beneficial for the Chalmers Writing Centre include organising workshops and peer-review sessions, as well as gathering student feedback through various methods. Additionally, strengthening collaboration with faculty could enhance the centre's services, particularly in response to the growing presence of AI in writing. Collecting feedback on faculty and student expectations regarding AI tools could help the writing centre adapt its support strategies, ensuring its services remain relevant in this evolving landscape.

From Plagiarism to Productivity: ChatGP (Tim Wiesner & Griet Coupé, Radboud University)

Wiesner and Coupé led an engaging workshop on effectively utilising ChatGPT in academic writing. They emphasised its thoughtful use and the distinction between novice and expert users. They introduced a step-by-step guide for peer tutors on how to integrate ChatGPT as a co-coach in tutoring sessions. The process they suggested begins with students entering

their own text into ChatGPT and observing the changes made, specifically analysing how these edits affected academic style, that is, whether they improved or worsened the writing. Students then repeated this cycle two to five times to refine both the AI's output and their understanding of effective academic writing. The final step encouraged students to develop their own framework for evaluating the AI's suggestions, focusing on what to look for and how to adjust the text to improve its quality. This iterative approach not only built critical evaluation skills but also highlighted the importance of keeping human judgment at the forefront. The workshop further addressed the balance between fear of and over-reliance on AI, offering strategies to help students engage with AI tools productively while maintaining their autonomy as writers.

A key discussion point that arose during the workshop revolved around the adaptability of AI programs like ChatGPT, which improve with every prompt submitted. This encourages engaging thoughtfully with AI, as each interaction refines the quality of its responses. Participants noted that while AI-generated feedback can offer valuable insights, particularly in identifying structural weaknesses or suggesting stylistic improvements, it is most effective when paired with human feedback. The unique “real-people impact” of peer tutors or advisors provides a depth of understanding, empathy and contextual awareness that AI cannot (yet) replicate (see also Lee & Moore 2024).

Action items that could be beneficial based on this workshop discussion include developing guidelines for effectively incorporating AI-generated feedback alongside human feedback in writing support. Additionally, offering training sessions for peer tutors and students on how to critically engage with AI tools to make sure they are used as complementary resources rather than replacements for human interaction, could enhance writing centre practices. Finally, gathering student and tutor perspectives on their experiences with AI-assisted writing could help create and maintain best practices for integrating these technologies into academic support.

EWCA 2024 & the Writing Centre at Chalmers University of Technology

The insights gained from the EWCA 2024 conference offer valuable opportunities to refine and advance practices at the Chalmers Writing Centre. One significant takeaway from the conference was the potential for AI to be integrated into structured tutoring sessions to support students' writing development.

At CWC, adopting a methodology that guides students through iterative use of AI tools like ChatGPT could be implemented as part of structured tutoring sessions or workshops. For example, a session might begin with the student inputting a section of their draft into ChatGPT, accompanied by a prompt such as “Improve this paragraph for clarity and academic tone while preserving the original meaning”. The student would then analyse the AI-generated revisions by comparing what has changed after AI's feedback. The tutor would guide the student in assessing the changes by asking some questions: “Did the AI enhance the academic style?” or “Were any critical ideas altered or lost?”. This analysis encourages students to evaluate the AI's suggestions rather than simply accepting them. Next, the stu-

dent could refine their original draft based on insights gained from both the AI, their own critique and the feedback given by the tutor. Repeating this process a few times is meant to reinforce the iterative nature of writing, with the goal of improving both the text and the student's analytical skills.

Writing centres might offer handouts or digital guides that include examples of effective prompts, strategies for iterative interaction with AI and critical questions to refine its use. These could highlight common pitfalls, such as relying too heavily on AI-generated text without revision or failing to critically assess the accuracy of AI responses. Reflective questions – such as “What changes improved clarity?” or “Did the AI misinterpret any of my ideas?” – could help students engage with AI more thoughtfully. By combining these steps with targeted human feedback, students enhance their written work while developing essential critical thinking and future skills (Kotsiou et al. 2022).

Another key theme from the conference was the importance of comprehensive training for peer tutors. Various presentations emphasised that writing centres should consider implementing a structured training program for our peer tutors (see also Clarence 2018). This program could include modular training sessions and regular meetings to address various aspects of tutoring, from accommodating neurodiversity to utilising AI tools effectively. Such a program would ensure that our peer tutors are well-prepared to support the diverse needs of our student population. To integrate AI tool use into existing peer tutor training, writing centres could develop a dedicated module that problematises the effective and ethical use of AI in academic writing support. This module might begin with an introduction to the capabilities and limitations of tools like ChatGPT to examine how these tools can assist rather than replace human judgment. Tutors could experiment with prompts to understand how AI generates content and evaluate the quality of AI responses in various writing scenarios. Regular meetings could be used to share best practices and troubleshoot challenges that arise when incorporating AI into tutoring. Feedback from these sessions would improve the training program as continuously talking about related issues makes tutors responsive to both technological advancements and the evolving needs of students. Surely, integrating these strategies could potentially equip tutors to use AI tools and support them in supporting students' critical thinking skills and self-reliance.

The conference also underscored the importance of strategic marketing and visibility for writing centres (see also Bowles 2019). The effective marketing strategies discussed, including the use of social media and engaging content, provide a blueprint for enhancing CWC's presence. By launching targeted social media campaigns, creating engaging content and collaborating with the university's communication office, we can improve our visibility and better communicate the value of our services to the university community. These efforts can be supported using AI. To give some examples, AI can assist writing centres in their marketing efforts by automating content generation for social media posts by creating engaging and tailored content that matches student interests. Also, AI tools can help draft promotional material and suggest appropriate hashtags or language based on trends. Additionally, AI can analyse engagement metrics and quantitative student feedback which could

then be used to create improved marketing strategies. For example, AI can identify the most requested services and help tailor messaging around those needs. Finally, AI can assist in creating templates for newsletters or event promotions, which could help save time for the team.

Finally, the importance of faculty-tutor collaboration was a recurring theme in the presentations (see also Ferrer 2012). We can integrate this insight by conducting in-class workshops and embedded tutoring sessions to integrate writing support within course curricula. Additionally, providing training for faculty on effective collaboration with writing tutors can help create a cohesive learning environment and ensure that writing support is an integral part of the academic experience at Chalmers University of Technology.

The Future of European Writing Centres

The expansion of writing centres across European universities over the past 15 years reflects the growing recognition of the critical role these centres play in supporting student writing and academic success. However, compared to the well-established history of writing centres in the USA, European writing centres are still in a phase of development and transformation. This raises essential questions about the future of European writing centres: What directions should we take to remain relevant, responsive and effective? How should we navigate the educational shifts, global challenges and digital transformations reshaping the landscape of higher education?

These EWCA presentations suggest that the rise of AI tools, such as ChatGPT, poses both challenges and opportunities for writing centres, with one key theme being the impact of digital transformation on writing centre practices. On one hand, AI has the potential to streamline certain writing processes by offering students quick feedback and generating first drafts. In light of this, writing centres must adapt to this new reality by positioning themselves as essential guides in the thoughtful and responsible use of AI. The workshop on ChatGPT led by Wiesner and Coupé highlighted how writing centres can remain indispensable by teaching students how to critically engage with AI, rather than relying on it as a crutch. At the WC, we can implement this by integrating AI literacy into our tutoring sessions to make sure that students use these tools to enhance their writing, rather than replacing the intellectual effort that writing requires. As discussed earlier, AI can be integrated into tutoring sessions by guiding students through the process of revision and improvement rather than generating final drafts. For example, next to their own feedback and suggestions, tutors can use AI tools to help students identify areas for improvement in structure, coherence/cohesion and argumentation, so that students then make the changes themselves. AI can also offer suggestions for stronger word choice or clarify vague statements, but students should be encouraged to critically assess and adapt those suggestions to see whether the changes reflect what they had in mind during the writing process.

Lastly, visibility and outreach are crucial for the future of European writing centres. As discussed during the presentations, writing centres need to actively market their services and mark their presence within the academic community. The effective marketing strategies shared by speakers at the conference serve as a model for how we at WC can enhance our own visibility. Whether through social media, newsletters or on-campus events, we must continuously promote the value of the writing centre to both students and faculty, so we are seen as a resource rather than an afterthought.

Writing centres have long been spaces of academic support, but to remain effective, they must evolve in response to the needs of those they serve: students. A recent MA thesis, which examines students' experiences and expectations with academic writing support services, discusses the importance of integrating the student voice into the ongoing development of these centres (Leimgruber 2024). One of the key findings of the research was that students not only seek guidance on specific writing issues – grammar and structure – but also articulate clear expectations for how the service could be improved. From requesting longer sessions for complex tasks like thesis writing, to highlighting the importance of having multiple advising sessions throughout the semester, students are attuned to the kinds of support that would better align with their academic needs. Students' motivation to engage with writing centres is shaped by their belief in the usefulness of these sessions and their confidence in receiving adequate support. When their expectations are not met, students may begin to question the value of writing centres as a reliable resource. By listening to students and actively incorporating their feedback into service design, writing centres can enhance the effectiveness of their support, leading to better academic outcomes. Writing centres should be seen as dynamic, responsive entities; they are constantly evolving entities. The thesis advocates for a responsive approach and suggests that writing centres must seek to understand students' unique needs if they aim to remain relevant in a changing academic landscape.

This need to constantly adapt to new challenges becomes even more crucial in the context of AI tools like ChatGPT, where students may bring their own attitudes, concerns or misconceptions about AI and its role in writing. Students may expect tutors to help them develop critical AI literacy skills, addressing concerns such as over-reliance on AI tools or issues of authenticity. Writing centres can respond to these concerns by providing guidance on how to effectively integrate AI into the writing process while maintaining academic integrity. By listening to students and actively incorporating their feedback, writing centres can enhance their support and remain responsive to evolving academic needs and the growing presence of AI in education. This responsiveness aligns with current debates about incorporating AI in writing support. If we acknowledge AI as a tool to complement human advising, centres can free up resources to focus on personalised support, addressing students' individual and collective academic concerns while providing high quality service. AI tools could also be used when providing immediate, preliminary feedback on issues like grammar, style and clarity (Song & Song 2023). Students could consult with and receive feedback by AI prior to the session, which would enable writing centres to focus their human expertise on

deeper feedback, such as refining arguments, improving coherence and critical thinking. As a result of this dual feedback routine, the overall quality of the writing process is improved.

Conclusion

In summary, the key insights from the EWCA 2024 conference highlight the importance of integrating AI thoughtfully and enhancing peer tutor training to improve writing centre practices. The conference underscored the value of staying connected with the wider writing centre community and remaining adaptable to emerging trends and technologies. In conclusion, the future of European writing centres, including the Chalmers Writing Centre, will be shaped by our ability (and willingness) to adapt to digital advancements, meet the needs of diverse student groups and position ourselves as essential parts of the academic ecosystem. By learning from the experiences of our peers and implementing the innovative ideas discussed at the EWCA 2024 conference, we can continue to evolve and remain relevant in the changing landscape of higher education. Employing the strategies and ideas discussed, the CWC can continue to enhance its services, better support students and maintain a vibrant academic community. Attending conferences like the EWCA cannot be underestimated in its importance in terms of opportunities for learning and collaboration. It is these exchanges that contribute to the continued growth and success of writing centres.

References

- Anson, Chris M. (2022): AI-Based Text Generation and the Social Construction of “Fraudulent Authorship”: A Revisitation. In: *Composition Studies*. Vol. 50. Number 1. 7–46.
- Bowles, Bruce, Jr. (2019): Coffee’s for Closers!: The Pressures of Marketing a New Writing center. In: *WLN: A Journal of Writing Center Scholarship*. Vol. 43. Nr. 8. 10–17. <https://doi.org/10.37514/WLN-J.2019.43.7.03>.
- Buck, Isabella (2024): Redefining Writing Centers in the Age of AI: Embracing Their Role as ‘Sponsors of Future Skills’ at Universities. The European Writing Centers Association Conference. University of Limerick, 11–14 June 2024.
- Christoph, Julie Nelson/Duthely, Regina/Newmann Holmes, Alba (2024): We’re in it Together: Communities of Embodied Intelligence. The European Writing Centers Association Conference. University of Limerick, 11–14 June 2024.
- Clarence, Sherran (2018): Towards Inclusive, Participatory Peer Tutor Development in Higher Education. In: *Critical Studies in Teaching and Learning*. Vol. 6. Nr.1. 58–74. <https://doi.org/10.14426/cristal.v6i1.141>.
- Corbett, Steven J. (2013): Negotiating Pedagogical Authority: The Rhetoric of Writing Center Tutoring Styles and Methods. In: *Rhetoric Review*. Vol. 32. Nr.1. 81–98. <https://doi.org/10.1080/07350198.2013.739497>.

- De Matas, Jarrel (2023): ChatGPT and the Future of Writing about Writing. In: *Double Helix: A Journal of Critical Thinking and Writing*. Vol. 11. 1–7. <https://doi.org/10.37514/DBH-J.2023.11.1.09>.
- Kotsiou, Athanasia/Daniela Fajardo-Tovar, Dina/Cowhitt, Tom/Major, Louis/Wegerif, Rupert (2022): A Scoping Review of Future Skills Frameworks. In: *Irish Educational Studies*. Vol. 41. Nr. 1. 171–186. <https://doi.org/10.1080/03323315.2021.2022522>.
- Lee, Sophia S./Moore, Robert (2024): Harnessing Generative AI (GenAI) for Automated Feedback in Higher Education: A Systematic Review. In: *Online Learning*. Vol. 28. Nr. 3. 82–106. <https://doi.org/10.24059/olj.v28i3.4593>.
- Leimgruber, Lena (2024): Expectations and Experiences of Academic Writing Sessions in Sweden: The Student Perspective (Master's thesis). University of Gothenburg. <https://hdl.handle.net/2077/83563>.
- Lunsford, Andrea/Ede, Lisa (2011): *Writing Together: Collaboration in Theory and Practice*. Boston/New York City: Bedford/St. Martin's.
- Ryan, Leigh/Zimmerelli, Lisa (2015): *The Bedford Guide for Writing Tutors*. 6th ed. Boston: Bedford/St. Martin's.
- Song, Cuiping/Song, Yanping (2023): Enhancing Academic Writing Skills and Motivation: Assessing the Efficacy of ChatGPT in AI-Assisted Language Learning for EFL Students. In: *Frontiers in Psychology*. Vol. 14. 1–14. <https://doi.org/10.3389/fpsyg.2023.1260843>.
- Werse, Nicholas R. (2023): What Will Be Lost? Critical Reflections on ChatGPT, Artificial Intelligence, and the Value of Writing Instruction. In: *Double Helix: A Journal of Critical Thinking and Writing*. Vol. 11. 1–4. <https://doi.org/10.37514/DBH-J.2023.11.1.07>.
- Wiesner, Tim/Coupé, Griet (2024): From Plagiarism to Productivity: ChatGPT. The European Writing Centers Association Conference. University of Limerick, 11–14 June 2024.

Author

Lena Leimgruber has academic degrees in English, Spanish, Educational Sciences and Higher Education Pedagogy. Prior to joining Umeå University as a PhD student, she worked as a peer/writing tutor at the University of Gothenburg and Chalmers University of Technology.