

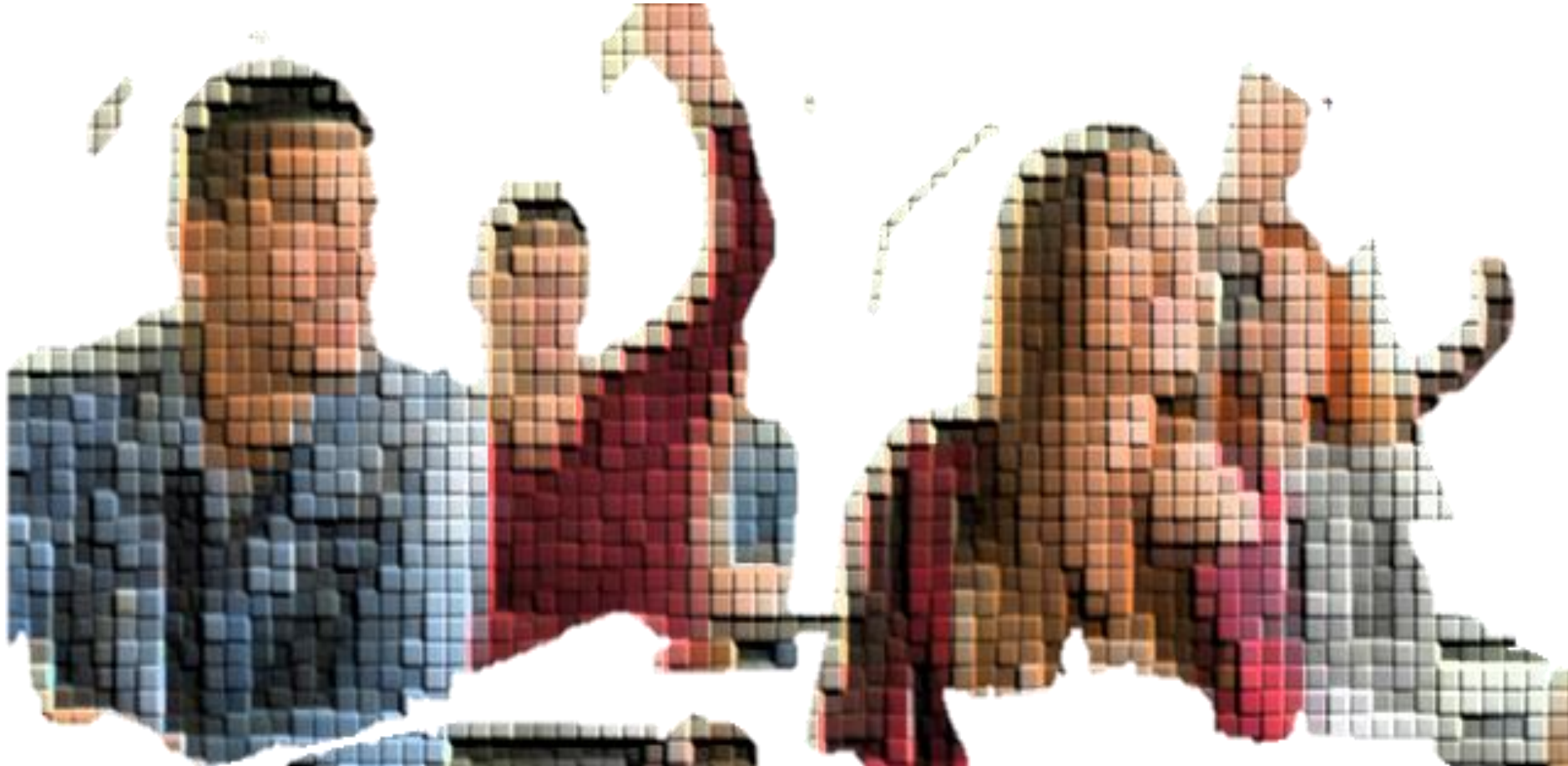
# AI as a Collaborative Partner for Faculty-- in Developing Students' Critical Reading & Writing Skills

Dr. Georgia (Gina) Kostoulas) &  
Ms. Myrto Konstantoulaki  
19 May 2025



# Who are we really teaching?

## How do they learn?



150

YEARS  
OF HISTORY  
1875 - 2025



100

YEARS  
IN GREECE  
1923 - 2023

# Each semester...



Taslibeyaz et al., 2024



150  
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Digitally  
fluent

Adaptable

Content  
Creators

Ethically  
aware

Selig, 2025

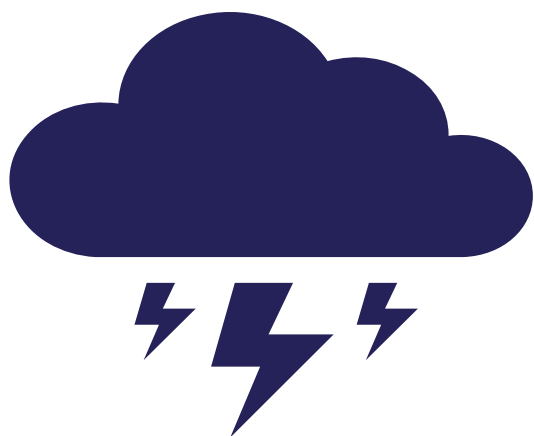
Yet, struggle  
with depth in

Reading  
deeply

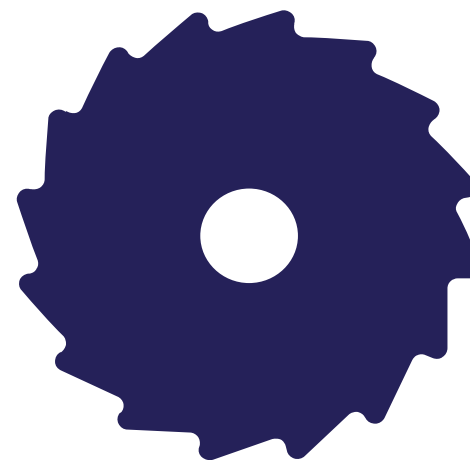
Thinking  
critically

Engaging with  
ambiguity

Hbrning, 2022; Stripling, 2024; Watkins, 2024



This isn't a crisis of student ability.



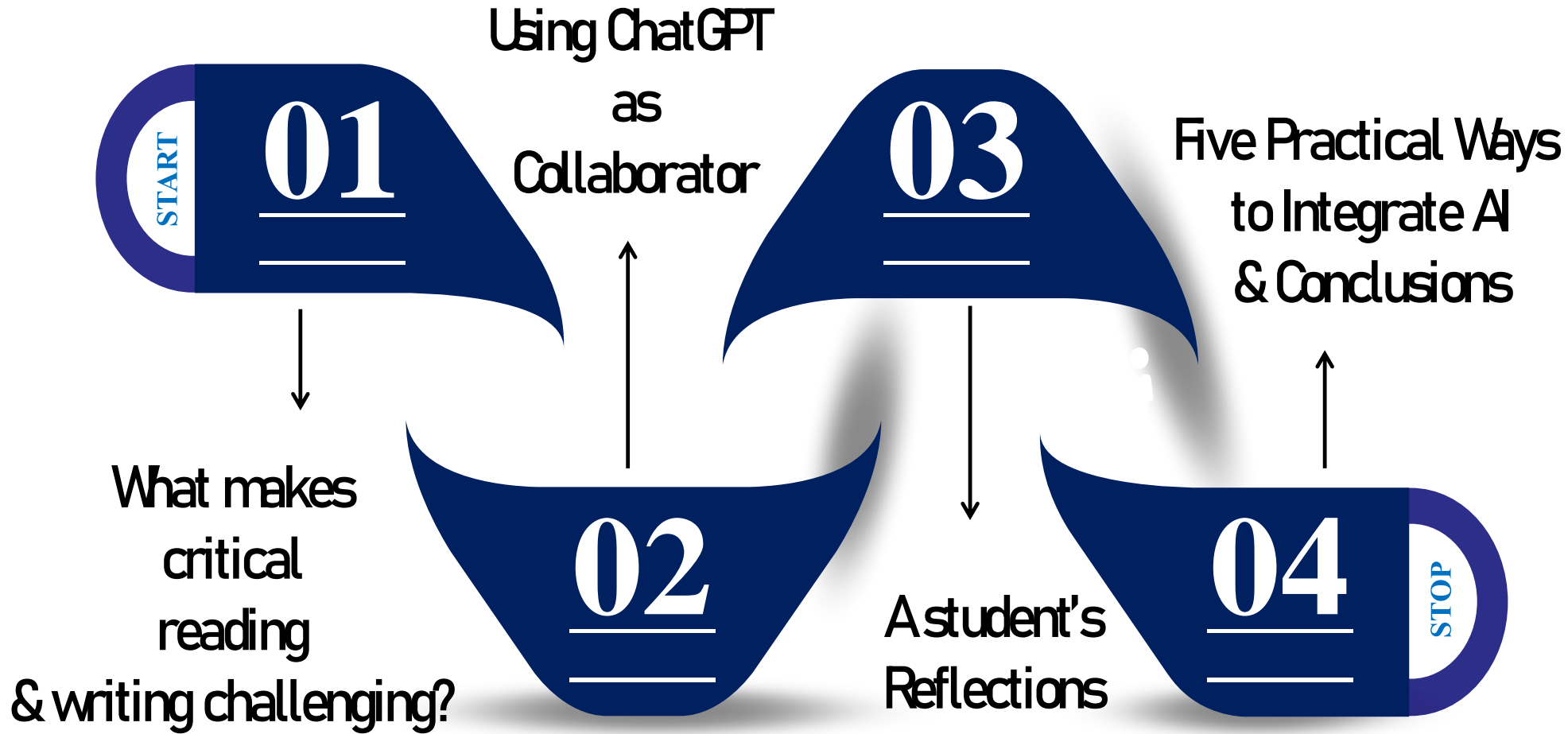
It's a challenge of design—and of scaffolding.

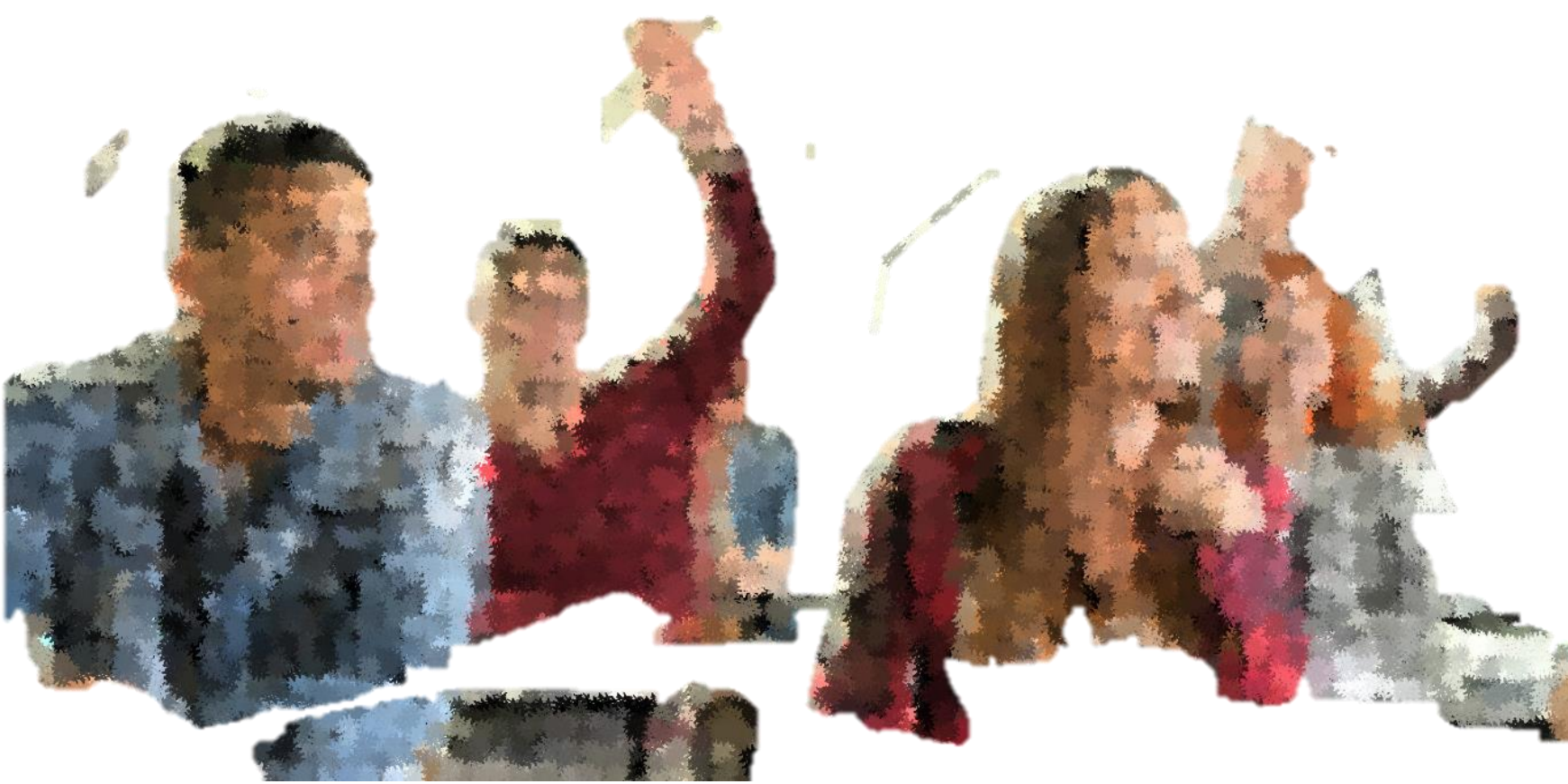
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# OVERVIEW





01

## What Makes Critical Reading & Writing Challenging

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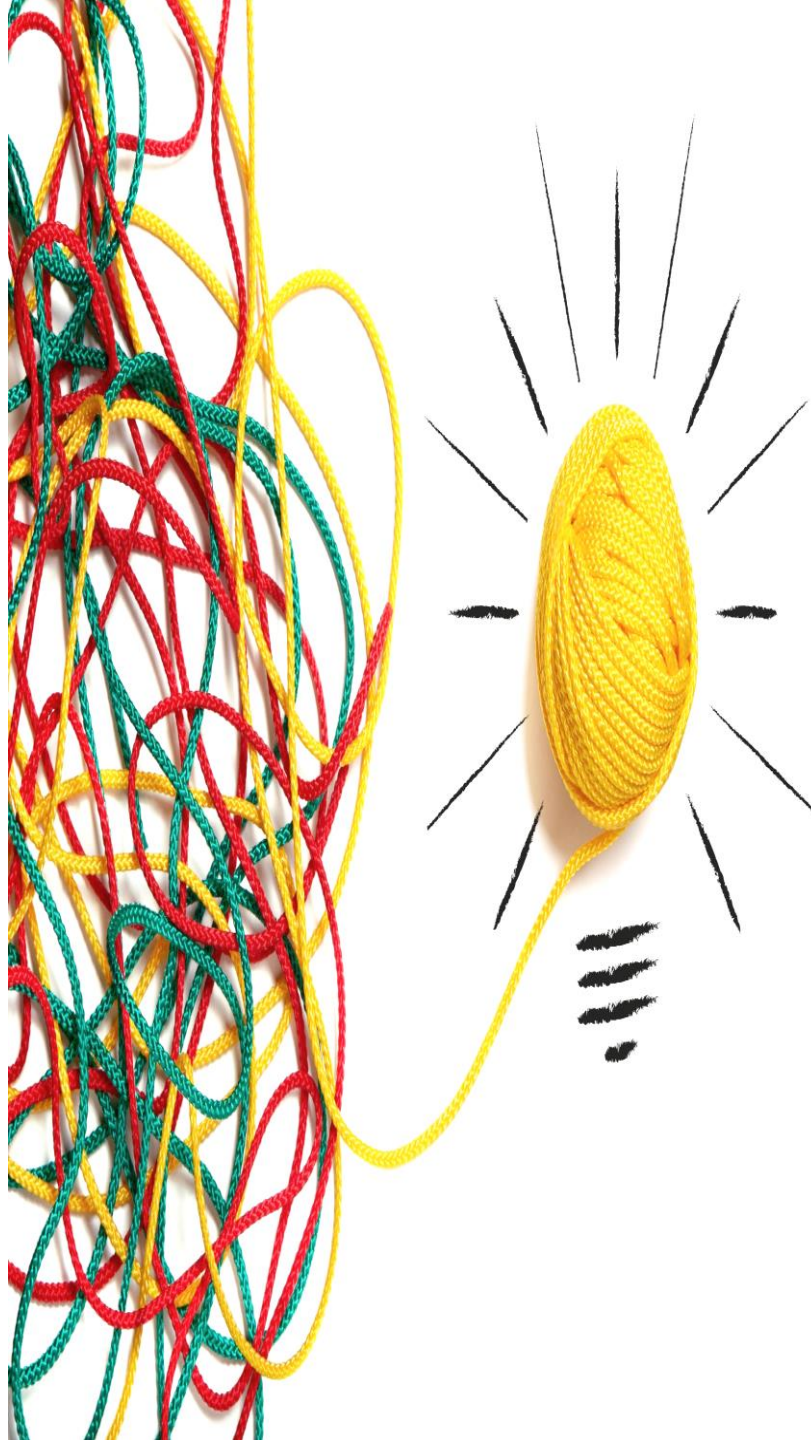
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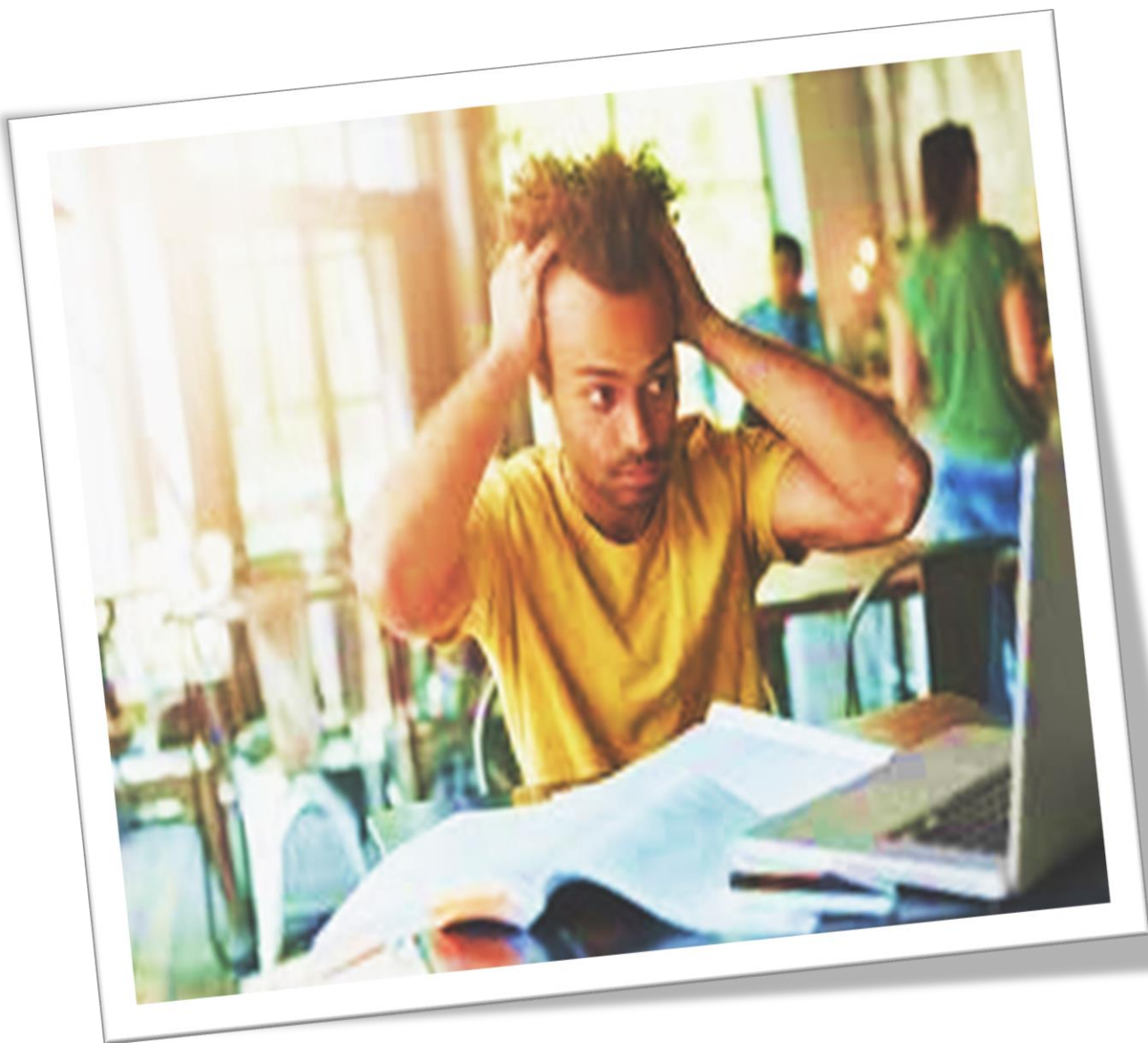
# Learning is Complex

Jameson, 2024



# "Positive frustration"

Martin Stransky, 2023



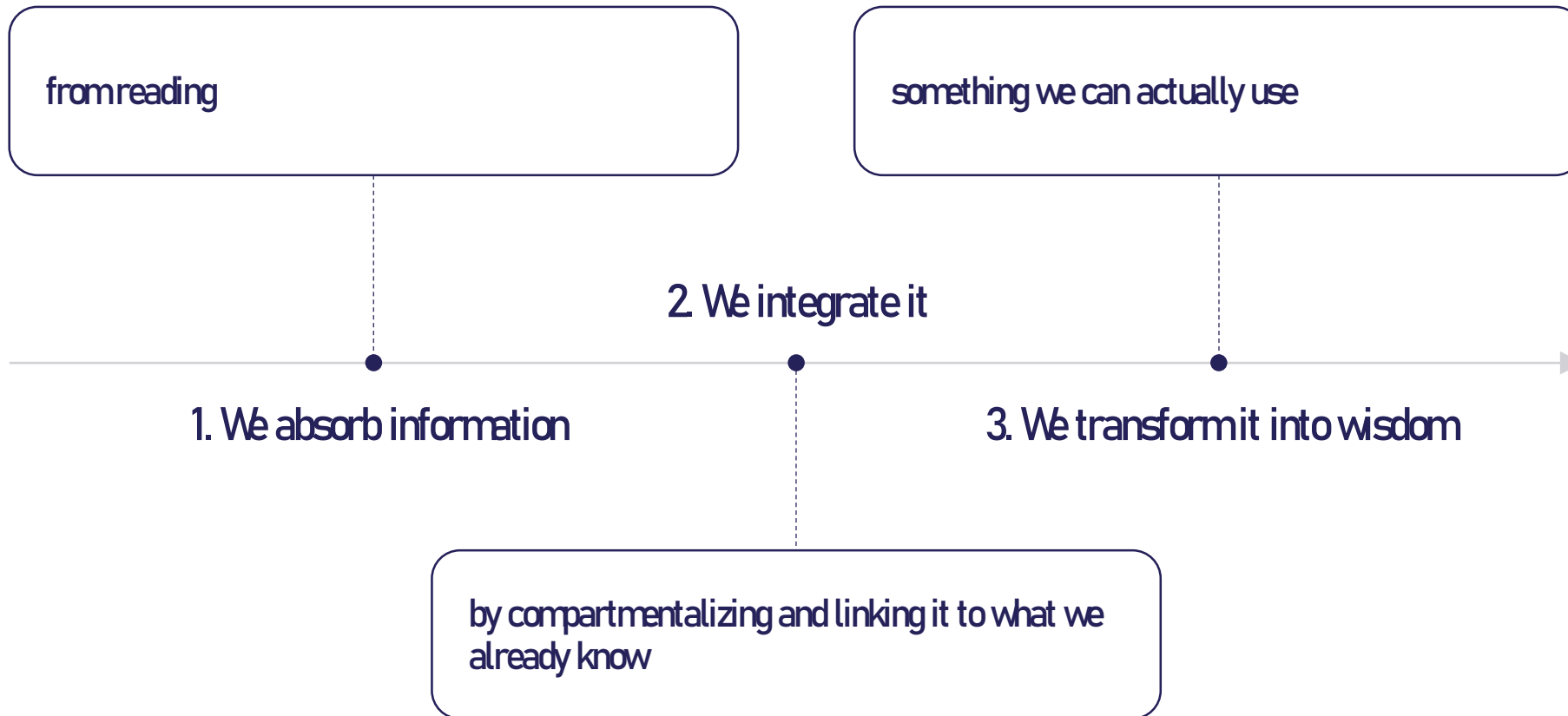
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# Stages of Learning

(Stransky, 2023)



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# Students Need Support



Even more so in Academic Writing

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02

## The Classroom Experiment—AI as Design Partner

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# **Introduction to Academic Writing**

**First Year Writing Course**

**Theme: Translating the Future with a College Degree**

**Connecting their studies with the world beyond graduation**

**Focusing on how to turn their college education into personal value**

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# Why Do I Want a College Degree?

We drew from economists, philosophers, journalists, and academics, to commencement addresses to online journals.

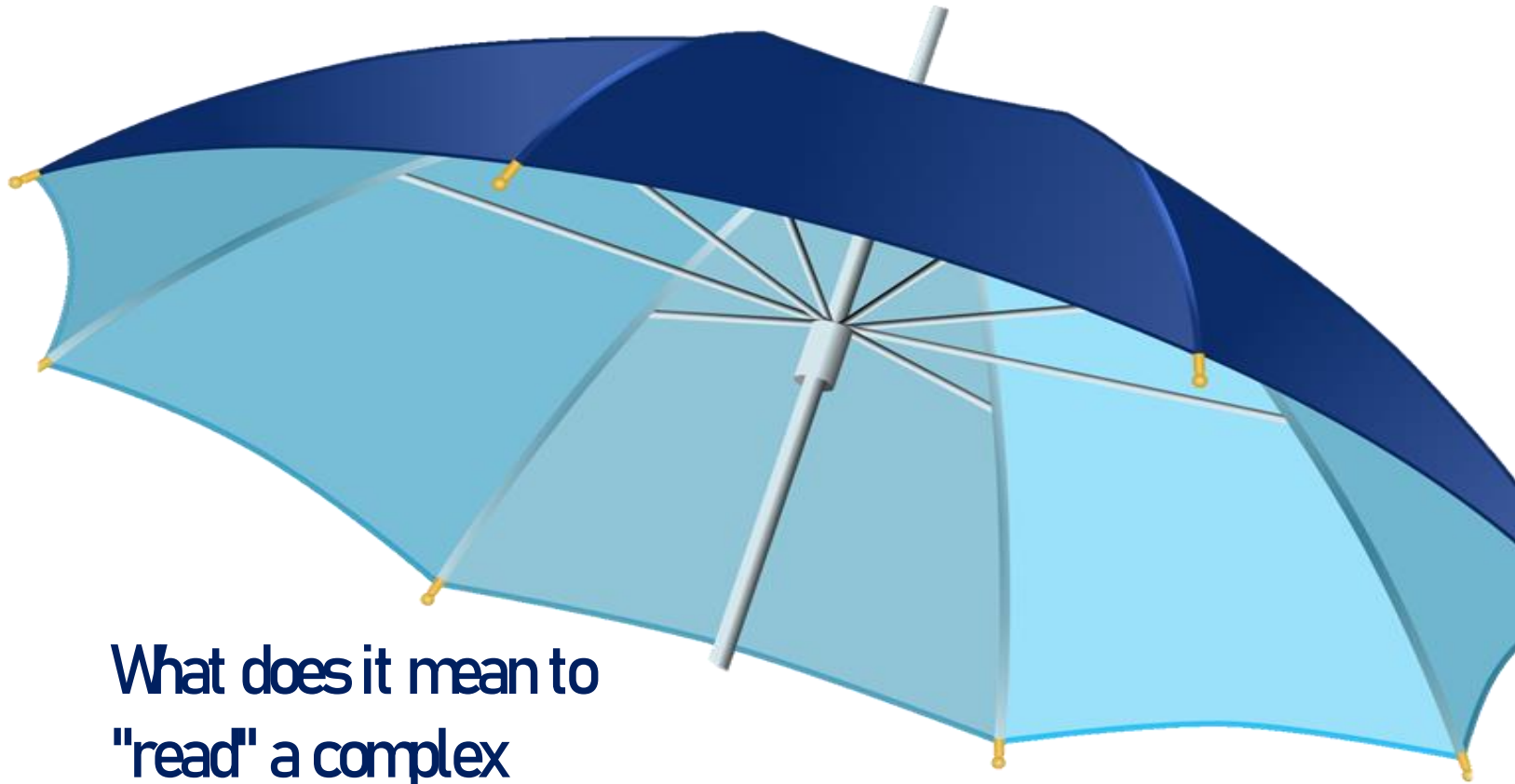
These challenged students to think about the value of a degree not in economic terms, but in human terms, agentive terms.

These texts provided friction.

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What does it mean to  
"read" a complex  
idea?

How do we write  
meaningfully in a world  
that often feels  
fragmented?

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# Embedded AI-Generated Prompts into the Scaffolding



Comparison-Contrast  
(600–700 words)



Critical Response  
(800–900 words)

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1. A short description of each text was provided.

3. Following, they were asked to compare the themes extrapolated.

5. They were given a model outline that used the MEAL paragraph development.

They continued to reflect on those answers.

Use a selection of the patterns.  
Identify the goal of their paper.  
Write their position.

Highlighting strengths, identifying gaps in their reasoning, and suggesting further work (counterarguments or a source to strengthen their papers)

# Student Papers

were richer.

showed more voice, more  
risk, more nuance.



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03

## The Student Voice: Myrto's Reflections

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# Q1: Let's talk about the guiding questions. What was their effect?



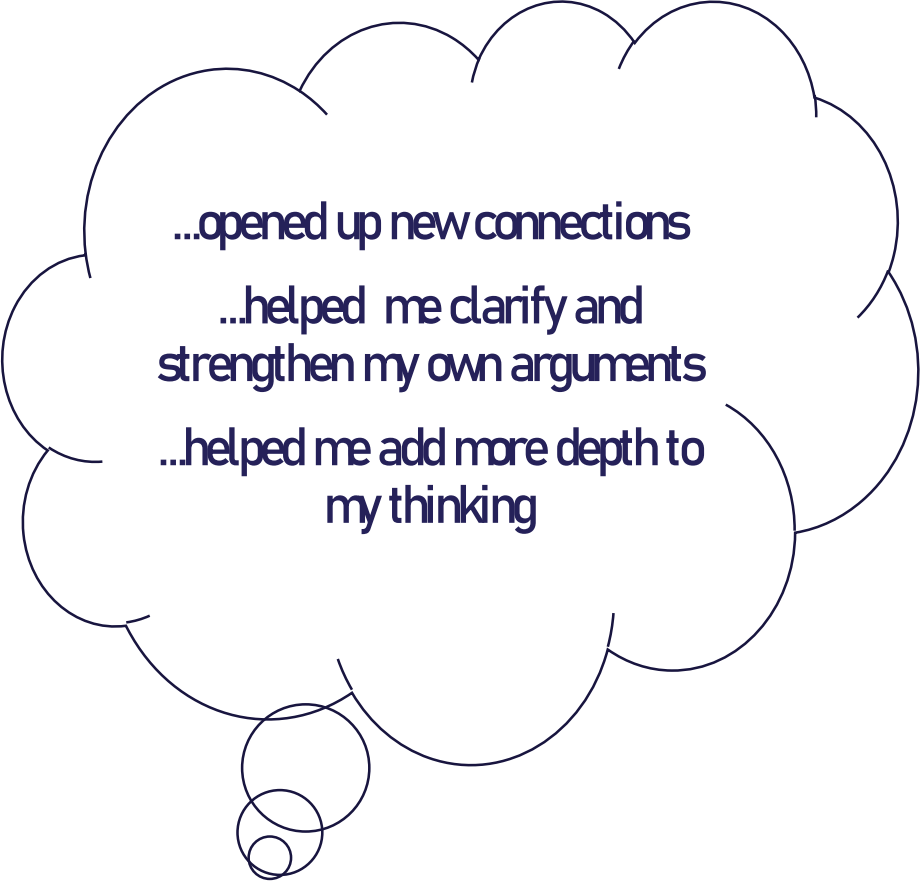
...encouraged my thinking  
provided intention & focus...

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## Q2: What was the effect of the timely feedback?



...opened up new connections  
...helped me clarify and  
strengthen my own arguments  
...helped me add more depth to  
my thinking

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# Q3: How did the feedback influence your thinking skills and engagement?

...feedback worked as both a mirror and a map.

..helped me feel more confident.

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# Q4: How would you describe your experience navigating the process?

...it felt purposeful and connected.

..I was focused on exploring ideas.

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# Q5: What two words describe your experience?



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# Key Ideas from Myrto's Reflections

Guiding questions enhanced her focus and intention.

Feedback felt like both a “mirror and a map.”

Her thinking shifted from "getting it right" to exploring contradictions.

She grew more confident in questioning her own assumptions.

The prompts acted as provocations, not prescriptions.



04

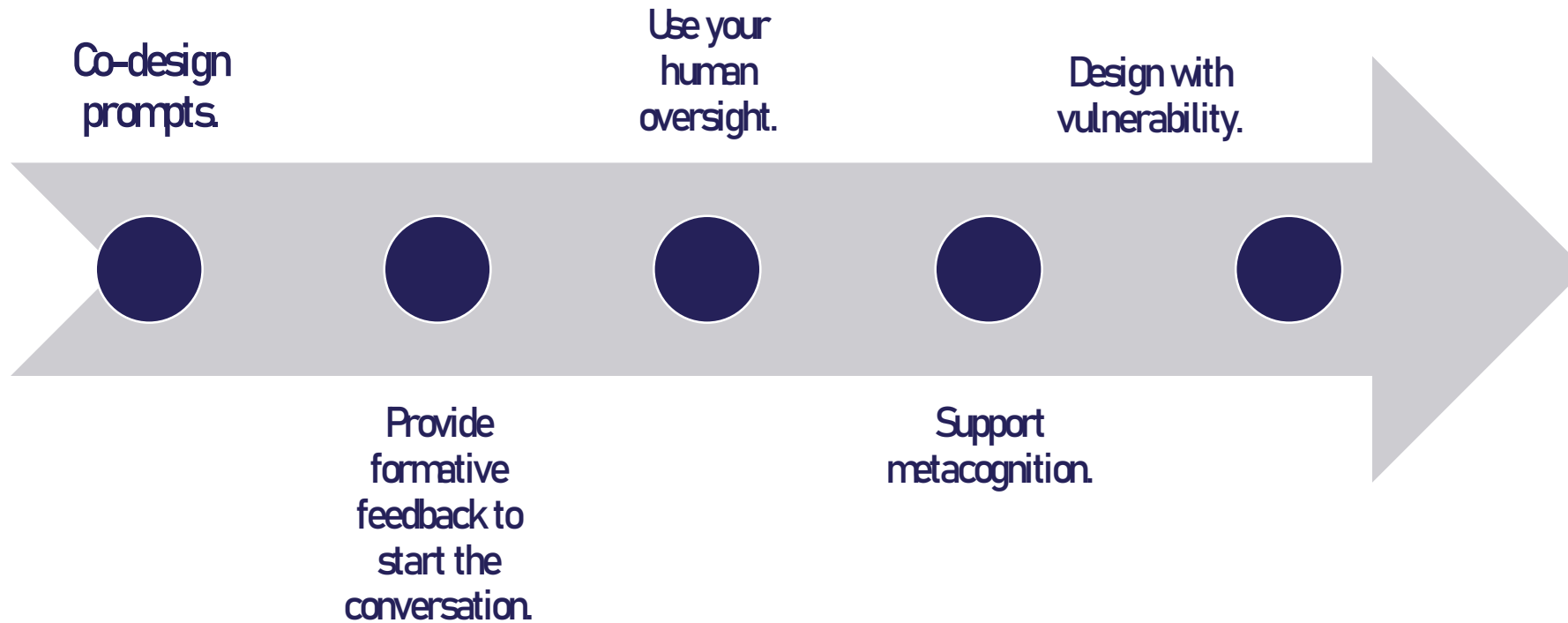
## 5 Takeaways-Using AI as a Partner

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# Imagine AI as a Dialogue Partner



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# Conclusions

What remains irreplaceable is our capacity to notice, adapt, and respond.

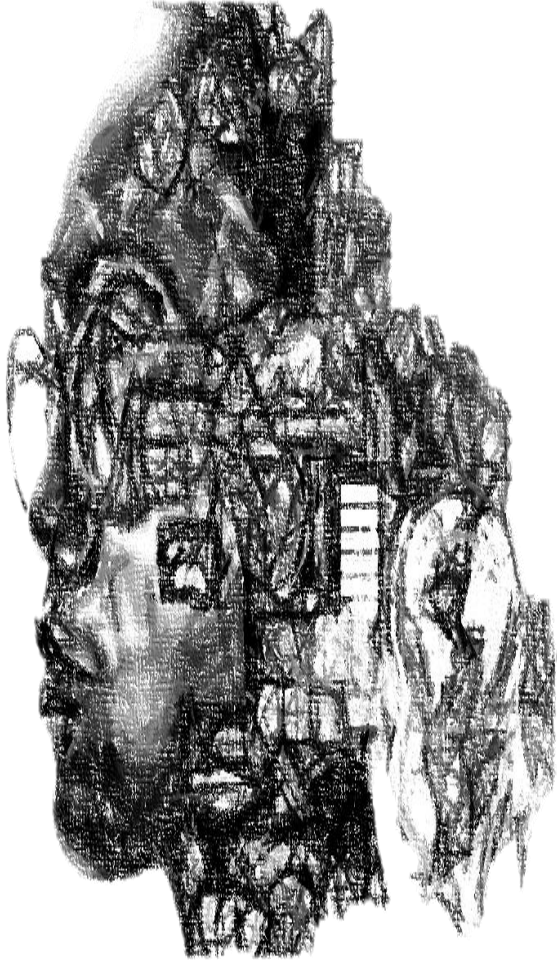
AI can enhance our teaching but only when grounded in human values, ethical awareness, and pedagogical care.

AI can help us ask better questions, design more intentional assignments, provide more responsive feedback, more flexible scaffolding, and create spaces where deep learning can happen.

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Learning is a supported environment of cognitive tension. When well-scaffolded, that tension leads to transformation—and that, at its core, is what I think education is about.

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150

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# Thank you

150

YEARS  
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ANY  
Questions?

