

Empowering Peer Tutors: Addressing AI Challenges in Academic Writing with the ACRL Framework



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AUS Study: Context

- Busy Writing Center. 25 Writing Tutors meet with students by appointment to provide academic writing support.
- Busy Library Research Help Desk. 1165 transactions this year to date (including referrals to the Writing Center).
- Initial observational study conducted in **2016** – outcomes leading to development and delivery of a IL session for Writing Center peer tutors (WRI 221).
- **Focus group study (2024) with Writing Center Peer Tutors** capturing insight into tutors' concerns surrounding students' use of generative AI.
- **Re-development and upgrade of an AI literacy training support session for writing tutors contextualized through the lens of the ACRL Framework, and informed by study findings.**

Research Questions

- What challenges do Writing Center Peer Tutors face when supporting students who use generative AI tools?
- How can the Library address these identified challenges through the lens of the *ACRL Framework for Information Literacy* to support Writing Center Tutors?

Framing AI Literacy Instruction through the lens of the ACRL IL Framework

The ACRL Framework's flexibility, adaptability, and emphasis on conceptual understanding positions it as **a valuable guide for librarians** to integrate emerging technologies, including generative AI tools (ChatGPT), into IL instruction. *(James & Filgo, 2023)*

It enables librarians to approach AI literacy not as a separate or competing competency, but as **a natural extension** of existing IL knowledge practices and dispositions. *(Chaudhuri & Terrones, 2024)*

The 6 frames offer multiple entry points for critically engaging with the opportunities and limitations of AI tools and allows librarians to **explore new tools and new pedagogical approaches to instruction**. *(James & Filgo, 2023)*

Given AI's impact, there is opportunity to **expand interpretation** of the Frame's "knowledge practices" and "dispositions", and to therefore **evolve** the Framework in response to the challenges that AI presents. *(Ndungu, 2024)*

The ACRL Framework is therefore both **a conceptual anchor and flexible tool** for developing AI literacy instruction that remains rooted in critical thinking, ethical information use, and the participatory nature of knowledge production.

Methodology

- 1 x focus group session conducted with 9 x WC tutors.
- Session recorded and transcribed.
- “*Thematic analysis*” of transcripts to identify recurring themes reflecting tutors’ concerns surrounding students’ use of generative AI tools in their academic writing.
- Themes “*mapped*” to the ACRL Framework for Information Literacy and contextualized for instruction.

Themes:

Tutors' concerns surrounding students' use of generative AI tools in their academic writing

1: *Over-Dependence on AI Tools Hinders Development of Research and Critical Thinking Skills*

Students often turn to AI to complete tasks like summarizing sources or generating arguments without engaging deeply with the material themselves. This over-dependence on AI raises concerns about students' ability to critically discover and evaluate information, synthesize different perspectives, and formulate their own arguments.

2: *Concealment of AI Use Impacts Assessment of Genuine Learning Needs*

Reluctance to disclose AI use hinders effective academic support and guidance. Some students conceal their engagement with AI tools by paraphrasing or altering generated content, making it difficult for tutors to assess their genuine learning needs.

3: *AI Use Impacts Originality and Creative Expression*

AI-generated content often lacks an original voice and results in standardized, uniform responses. As students rely on these tools, their written work risks becoming homogenized, reducing diversity in ideas and argumentation. This raises broader concerns about AI's potential to suppress the development of creativity and critical thinking in academic writing.

Theme 3

AI Use Impacts Originality and Creative Expression

*"I had this one student who had to critique an article, and he just started to use ChatGPT and came back with an essay and it was not up to his standards. So he was asking me for help with the article, and I was like, **it's because you made ChatGPT do it.**"*

If you read that article yourself, you would have your own ideas.** So I feel it makes them a bit lazier, and **they don't even feel like trying"



Theme 3

AI Use Impacts Originality and Creative Expression

"There was a time when students had to write a critique, and I got three students from the same class. **Two of them used ChatGPT, I believe, so their arguments were basically the same.**

But **the student who used her own words had a particular understanding** or particular view of the same sentence that the other two students were getting from ChatGPT. So they took a sentence - they both had the exact same point of view - but **she interpreted it in such a unique and different way.** And I believe it's because she sat down and thought about it."



Theme 3

AI Use Impacts Originality and Creative Expression

ACRL Frame	Knowledge Practice / Disposition	Issue Identified
Research as Inquiry	<i>Knowledge Practice:</i> “Draw reasonable conclusions based on the analysis and interpretation of information.”	Using AI tools to summarize information may limit students’ ability to engage with sources and interpret information independently to draw their own conclusions.
	<i>Disposition:</i> “Value intellectual curiosity in developing questions.”	AI use may reduce curiosity and hinder the development of meaningful questions through direct interaction with information.
Scholarship as Conversation	<i>Disposition:</i> “See themselves as contributors to scholarship rather than only consumers of it.”	Relying on AI to generate ideas and writing may distance students from the scholarly process, turning them into passive consumers rather than active contributors.

Theme 3

AI Use Impacts Originality and Creative Expression

ACRL Frame	Issue Identified	WRI 221 Library Instruction
Research as Inquiry	Using AI tools to summarize information may limit students' ability to engage with sources and interpret information independently to draw their own conclusions.	<ul style="list-style-type: none">• Class discussion explored information landscape, focusing on how generative AI tools like ChatGPT are trained on surface web content rather than scholarly sources.• Instruction included how Large Language Models (LLMs) like ChatGPT generate text through pattern prediction, lack true understanding, cannot access academic sources or produce original ideas, and often reflect biases and inaccuracies present in their training data.• Instruction included an examination of the scholarly conversation to highlight how ideas are developed, debated, and built upon in academic research.• Tutors engaged in role-playing scenarios, practicing how to communicate to students the importance of interacting with information directly, rather than relying on AI for interpretation or analysis.
	AI use may reduce curiosity and hinder the development of meaningful questions through direct interaction with information.	
Scholarship as Conversation	Relying on AI to generate ideas and writing may distance students from the scholarly process, turning them into passive consumers rather than active contributors.	

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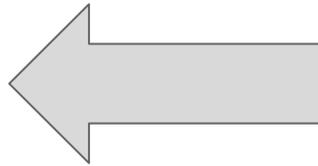
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Exploring the scholarly conversation

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Article
What Determinants Influence Students to Start Their Own Business? Empirical Evidence from United Arab Emirates Universities

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Abstract: What factors influence students to start their own business? What are the implications at the university level? This paper aims to answer to these questions and investigates, at a micro level (university), the motivation for entrepreneurial intentions among students in 10 universities from the United Arab Emirates (UAE). An online inquiry has been conducted among 500 students between April and June 2018, and 157 fully completed questionnaires were retained. Factor Analysis with Varimax (with Kaiser Normalization) rotation and logistic regression were used to identify what factors motivate students to start their own business and, from those factors, which one is determinant in this decision. Also, age and parental self-employment status were used to determine the influence of these factors. Four factors have been identified as determinants for their own business: entrepreneurial confidence, entrepreneurial orientation for entrepreneurship, and cultural support for entrepreneurship. Surprisingly, this factor becomes even stronger when it is associated with age (20–25 years) and self-employment status. These conclusions involve specific challenges on the university level, to the role of entrepreneurial education and on country level, in link with governmental programs to enhance entrepreneurial endeavours. Further research should test these findings on a representative sample for the UAE, and for other countries.

Keywords: entrepreneurship; entrepreneurial intentions; determinants; entrepreneurial confidence; United Arab Emirates



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What determinants influence students to start their own business? Empirical evidence from United Arab Emirates universities

[AM Pauceanu](#), [O Alpenidze](#), [T Edu](#), [RM Zaharia](#)
Sustainability, 2018 - [mdpi.com](#)

What factors influence students to start their own business? What are the implications at the university level? This paper aims to answer to these questions and investigates, at a micro level (university), the motivation for entrepreneurial intentions among students in 10 universities from the United Arab Emirates (UAE). An online inquiry has been conducted among 500 students between April and June 2018, and 157 fully completed questionnaires were retained. Factor Analysis with Varimax (with Kaiser Normalization)

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WRI 221

Scenarios

You are working with a student who used AI to write the introduction for their research paper but can't find sources to back up the claims made in the text.

The student trusted the AI to produce factual content but is struggling to find supporting evidence in scholarly literature.

You are working with a student who copied a summary of a scholarly article from an AI tool instead of reading the article.

They are relying on the AI-generated summary to form the basis of their argument without critically engaging with the original text.

You are working with a student who used ChatGPT to generate ideas for their research paper but now struggles to find scholarly sources to support those ideas.

They are unsure how to shift from AI-generated content to finding credible, scholarly sources that align with their research question.

WRI 221 Library Instruction

Ideas moving forward

- Develop an activity on the scholarly conversation to help tutors guide students in understanding their own voice and the value of original thought when interacting with information.
- Ensure tutors are equipped to integrate the activity into one-on-one student interactions, reinforcing the concept of academic dialogue.
- Launch and promote the upcoming *AI Literacy @ AUS LibGuide* as both a professional development resource for tutors and a student-facing tool.



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