



TEACHING INTERNATIONAL STUDENTS

CAPSTONE ACTION PLAN:

**AI AS A WRITING TOOL FOR INTERNATIONAL
STUDENTS**

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NOTE

I am using “AI” to refer more specifically to LLMs such as ChatGPT.

STAKEHOLDERS

- International Students in my International Student-centered course, ENES 1010 (“Humanity in a Tech Age”), which will run in Spring 2025 and in the future.
- Any of my colleagues in the Herbst Program for Engineering, Ethics & Society who are also interested in AI and student writing.

THE GOAL & THE GAP

My **goal** is to implement best practices in guiding International Students to use AI as a tool in their writing.

The **gap** is between a body of research on how to teach writing to International Students and a newer body of research on how to help students use AI appropriately in their writing.

INTERNATIONAL STUDENTS:

UNIQUE CHALLENGES; UNIQUE OPPORTUNITIES

01

AI can level the playing field for ELL students but can also act as a shortcut that hinders learning.

02

International Students may have different norms around a. what is considered cheating, and b. how serious of an issue cheating is.

03

The language barrier may muddy discussions of class norms.

04

When explicitly invited to do so, International Students are especially well-positioned to be able to enrich their writing with personal insights, perspectives, and experiences that AI could not provide.

AT THE INTERSECTION OF:

INT'L STUDENT-CENTERED PEDAGOGY

What are best practices for teaching writing to undergraduate International Students?

CELEBRATING DIVERSITY

What are best practices for inviting International Students to reflect on their languages and cultures?

AI-LITERATE PEDAGOGY

What are best practices for incorporating AI into the instruction of writing?

OBJECTIVES

- Research and reflect to clarify my thinking about how AI can be useful to student writing, with the goal of enhancing student learning (not creating a better “product”).
- Set clear and well-explained limits around acceptable AI use in my course.
- Assess students’ understanding of AI norms from an academic honesty perspective.
- Invite students to reflect on AI as a tool, including its strengths and drawbacks.
- Guide International Students in leveraging their diverse cultural and linguistic backgrounds and lived experiences in their writing. I want my students to recognize their diversity as an asset and their humanity as something that AI cannot replace.

TIMELINE

◆
Nov-
Dec.
2024

Compile pedagogical resources on AI use in writing. Produce an annotated google doc for fellow instructors in my unit.

◆
Nov-
Dec.
2024

Research pedagogical resources on teaching writing to International Students. Produce an annotated google doc.

◆
Dec.
2024

Revise syllabus for my International Student-centered writing course, creating a new writing assignment.

◆
Dec.
'24-Jan.
'25

Create in-class activities to support students in the appropriate use of AI and in their preparation for the relevant assignment.

ASSESSMENT OF IMPACT ON STUDENTS

I would like my International Students to gain a clearer understanding of:

- a. What uses of AI are acceptable in my course from an academic honesty perspective, as well as the logic behind any restrictions.
- b. AI itself as a tool for writing: what it does well, and where it falls short.

STRUCTURES TO ASSESS THIS IMPACT

01

In midterm course check-in, include a question about their level of understanding of course AI policies.

02

Deliver at least one, in-class ungraded “quiz” around what constitutes acceptable AI-use in my course, and what does not.

03

Have students write an ungraded reflection on AI, to assess their understanding of what AI is good at and where AI falls short.

LINK TO GOOGLE DOC # 1

- How pedagogical concerns related to teaching writing to International Students can intersect with AI:

https://docs.google.com/document/d/1_JYauprwWRFAFE8F7IG_ZT7H3OIoVOkqOBrvUwhZVhY/edit?usp=sharing

On this document, I share how I am connecting two of the principles from this course to questions related to AI as a writing tool for International Students.

This is a sample from a longer (and messier) google doc where I am compiling resources related to teaching writing to International Students.

LINK TO GOOGLE DOC # 2

- Resources on AI and writing pedagogy:
https://docs.google.com/document/d/1IMJ7zexuyRRhcG4fallmM_ooelX2jwpJUQqVyOF9WgY/edit?usp=sharing

On this page, I share an annotated selection of resources on different approaches to guiding students in their use of AI in their writing.

LINK TO GOOGLE DOC # 3

- Sample in-class activity on AI and writing:
<https://docs.google.com/document/d/19kYPCla-C9gF0EFLn7nmnR-KydP79lpwNDXc3bIps88/edit?usp=sharing>

On this page, I share an activity that I recently developed as a way of getting students to reflect on the different uses of AI in their writing and to consolidate the difference between using AI to correct spelling and grammar as opposed to using AI as a tool to paraphrase their writing.

- This PPT was created using the free version of Canva.
- I created the image in the second slide using Canva's AI image generator.

The background is a light-colored, textured paper with various watercolor-style illustrations. There are several large, soft-edged shapes in shades of orange, pink, and yellow. A blue squiggly line is visible in the upper right. On the left, there are some brownish-orange spots and a blue wavy shape. On the right, there are orange lines radiating from the edge and a blue arch-like shape at the bottom right. The overall style is whimsical and hand-drawn.

**THANK YOU
VERY MUCH!**