

# Empowering Student Writers in a World Influenced by AI Technology

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## Why

AI technology is here to stay – writing skills are as important as ever.

## Purpose

To highlight the importance of writing as a method of learning and conveying new knowledge.

## Aim

To introduce Reflective Writing as a learning activity to assist students in developing their individual identity as content area text writers.

## How

Through a combination of presentations and hands-on exercises.

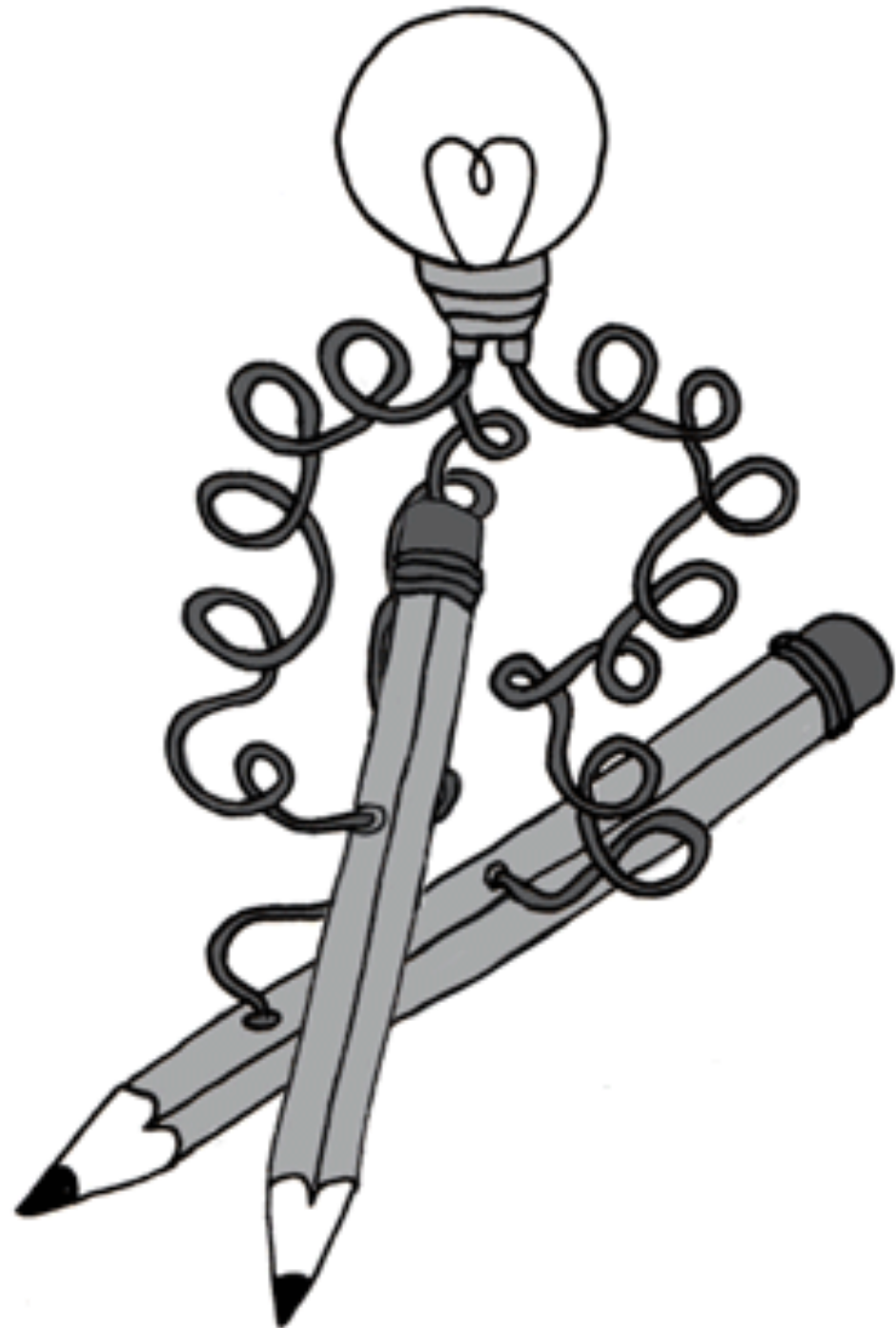
# Writing is not magic!



# What is Reflective Writing?

- Thinking with your pen or keys.
- Informal writing with no rules.
- A process *not* a product.
- Exploration of a question, a theme, or perhaps explaining something to yourself.

(Dysthe, 2001)



# Three household rules about Reflective Writing

- 1. Write the entire allocated time.**  
Don't stop.
- 2. Just write!**  
Don't think about spelling and grammar.
- 3. Write while you think.**  
Don't wait.



# Reflective Writing: Exercise I

**What role does writing play  
in your class?**

## **Considerations:**

What are your expectations for your students' writing skills?

How do you teach your students to write?

How significant are students' writing skills for the profession your class is preparing them for?

# What do we mean when we say *writing*?

- Write content area texts.
- Engage in written communication with peers.
- Convey (new) knowledge effectively.
- Use subject-specific language in accordance with the tradition of the field.
- Employ writing as a tool for thinking and learning.

# Your role in Reflective Writing

- Create the right prompt/question.
- Make time for the learning activity.
- Do not read the students' texts.
- Let go of your need for control.



# Two types of writing

Reflective Writing

Presentation Writing

	Reflective Writing	Presentation Writing
Purpose	<ul style="list-style-type: none"> <li>- "Thinking with the pen"</li> <li>- Develop, explore and examine (new) ideas</li> <li>- Clarify unclear thoughts</li> <li>- Explain to yourself</li> </ul> <p>→ Write to yourself</p>	<ul style="list-style-type: none"> <li>- Communicate and present</li> <li>- Explain to others</li> </ul> <p>→ Write to someone/to communicate something</p>
Traits of the text	<ul style="list-style-type: none"> <li>- Creative thinking</li> <li>- About the process</li> </ul> <p>→ Write quickly without censoring or correcting</p>	<ul style="list-style-type: none"> <li>- Critical analytical thinking /arguments</li> <li>- Reader-orientated</li> <li>- About the product</li> </ul> <p>→ Write in a format that suits the purpose of the text</p>
Recipient	<ul style="list-style-type: none"> <li>- Yourself</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher when assessing</li> <li>- External reader</li> </ul>
Language	<ul style="list-style-type: none"> <li>- Informal</li> <li>- With typos/spelling errors</li> <li>- Spoken language, spontaneous</li> <li>- Personal</li> </ul> <p>→ Do not check the writing</p>	<ul style="list-style-type: none"> <li>- Formal</li> <li>- Proper language and grammar</li> <li>- Discourse and jargon adapted to the target group</li> </ul> <p>→ Review the text to check if it conveys properly</p>
Genre	<ul style="list-style-type: none"> <li>- Notes, memos, logs, first drafts</li> </ul>	<ul style="list-style-type: none"> <li>- Exam essay, report etc.</li> </ul>

## Reflective Writing: Exercise II

**Write a definition of Reflective Writing,  
and explain the purpose of implementing this learning  
activity in your class.**

In pairs: Discuss your definitions and purposes.

# From Reflective to Presentation Writing

From process to product.

- Rewrite
  - Communication competences
  - Comparison of texts
- Revisit
  - Former thoughts/knowledge
  - Editing



# Reflective Writing: Exercise III

**Rewrite your definition of Reflective Writing  
to Presentation Writing.**

## **Communication situation**

Write as if you have to explain your definition to a colleague who has not attended this session.

# When and where to use Reflective Writing

- **Preparation for the lesson**
  - After reading a text
  - Awareness of former knowledge
  - Formulate questions
- **During the lesson**
  - Preparation for group work or plenary dialogue
  - Stand alone learning activity
- **After the lesson**
  - Awareness of new knowledge
  - New questions, insecurities

Synchronous  
Asynchronous  
Online  
Face-to-face

# Exampels of prompting Reflective Writing activities

- **Empirically:** Write about your own experience with X.
- **Theoretically:** What are the key arguments of X theory/text?
- **Academic skills:** Define, discuss, assess.
- **Critical reflections:** Do you agree with X? Why/why not? Do you trust the source? Why/why not?
- **Process reflections:** What was the easiest/most difficult in exercise X?
- **Self-monitoring:** What is the most important thing you have learned so far? Why? What have you/have you not yet understood?
- **Pre-understanding:** What do you know about X at this point?
- **Relevance:** How is X relevant for your operational environment?

**Which possibilities and limitations do you see associated with using Reflective Writing?**

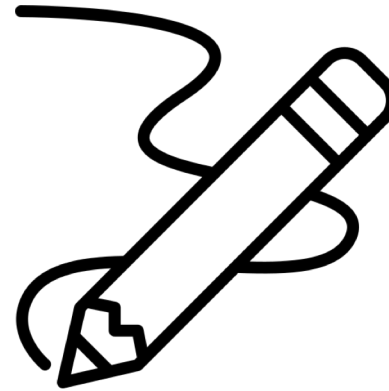
What could a Reflective Writing prompt sound like in your class?

How and when can you see Reflective Writing being used in your class?

Which challenges do you see when going from Reflective Writing to Presentation text?

# Thank you for today!

Remember: *The pen isn't a magic wand - it's a tool!*



## Literature

- Dysthe, O. et.al.: *Skrive for at lære – faglig skrivning i de videregående uddannelser.* 2001.
- Bjerregaard, M. B.: *Skrivekompetence.*  
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(18.03.24)

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