CO-CREATION WITH AI:
NAVIGATING NEW HORIZONS
IN WRITING AND LEARNING

**CENTER FOR
WRITING**
NYU ABU DHABI

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READ THINK WRITE SPEAK

Keynote Speakers

Annette Vee
Keynote Speaker

Annette Vee is Associate Professor of English at University of Pittsburgh, where she recently served six years as the Director of Composition. At Pitt, she's facilitated research groups and teaching circles on AI, an AI across the Disciplines program and advised the CIO on AI policy; outside of Pitt, she gives workshops, keynotes, and advice related to AI to faculty, students, and higher ed administrators. Her research is generally at the intersection of writing and computation and often includes pedagogy. Her work includes: *Coding Literacy: How Computer Programming is Changing Writing* (MIT Press, 2017); *TextGenEd: Teaching with Text Generation Technologies* (WAC Clearinghouse, 2023, with updates in 2024 and 2025); Substacks AI & How We Teach Writing and Computation & Writing. With Marc Watkins and Derek Bruff, she is writing *The Norton Guide to AI-Aware Teaching,* due out in Fall 2026. Her research monograph in progress, *Androids, Spirits and Chatbots,* examines why and how humans have sought to automate writing across history.

Maria Eleftheriou
Regional Speaker

Maria Eleftheriou is an Assistant Professor of English at the American University of Sharjah, where she directs the Writing Center and oversees its peer tutor training program. She teaches undergraduate courses in academic writing and research and has also taught in the MATESOL program at the graduate level. Her scholarship explores writing center pedagogy, multilingual tutoring, online writing instruction, and the role of AI in academic writing. Her publications include work in TESOL International Journal, Contemporary Educational Technology, WAC Clearinghouse, and Palgrave Macmillan, with forthcoming articles in The Educational Forum and the Online Learning Journal. She remains active in MENAWCA and global writing center networks.

Michael Pazinas
Local Speaker

Michael Pazinas is Acting Director of the Center for Educational Innovation at Zayed University, where he leads initiatives at the intersection of pedagogy, faculty development, and AI. A Senior Fellow of Advance HE and certified Quality Matters peer reviewer, he has developed programmes on learning integrity, AI-resilient assessment, and faculty development. His current work examines how educators can design for *authentic human learning* in environments shaped by generative AI. Michael's approach combines academic rigour with design thinking, drawing on evidence-based learning strategies and techniques adapted from fields such as UX design. Through LX.ai, a faculty development initiative shortlisted for a Times Higher Education award, he has explored methods like persuasive and validation patterns as practical micro-experiments within the design cycle. These approaches give faculty ways to trial, refine, and evaluate learning interventions in practice while keeping the learner's experience central. Alongside this, he integrates insights on emotion, creativity, and flow, recognising their importance in sustaining motivation and making learning meaningful. His initiatives, including LIFE (Learning Integrity and Faculty Empowerment), position faculty as intentional designers of transformative experiences, where curiosity, struggle, reflection, and dialogue remain protected as the foundations of genuine learning.

Friday Oct. 10

Time	Event
9:00 am - 10:00 am	**Breakfast & Registration** Outside Blue Hall, Arts Center (C3) Registration will continue at the Library Entrance (C2)
10:00 am - 12:00 pm	**Opening Ceremony** Blue Hall, Arts Center (C3)
10:00 am - 10:10 am	Executive Director of Writing: Marion Wrenn
10:00 am - 11:00 am	Keynote Speech: Annette Vee
11:00 am - 11:45 am	Local Speaker: Michael Pazinas
11:45 am - 12:00 pm	Provost's welcome address: Arlie Petters
12:00 pm - 2:00 pm **1:30 pm -2:20 pm**	**Lunch & Prayer Break** **Torch Club, D2** **Campus Tour (Optional)** Conducted by Louise Simpson & Samia Ahmed Torch Club reception starting point
2:30 pm - 5:00 pm	**Parallel Sessions: Policy, Voice, and Agency** C2, Level 3, Library Breakout Rooms **Coffee available throughout the day in the Center For Writing (Library)**

Room	Library 329	Library 340 (Faculty Hub)
Theme	**Policy and AI**	**Student Voice and AI**
2:30 pm - 3:10 pm	*The Right of Refusal: Embodying Writing Center Expertise in the Age of AI* Kelly Wilson	*Developing Student Voice Through AI Literacy* Thuraya Sulaiman
3:15 pm - 3:55 pm	*Transparent Practices: Acknowledging AI in Academic Assignments* (Roundtable) Owen Connor & Luleadey Worku	*Helping Students Choose Tools at AI's Jagged Edge* Kate Koppy
4:00 pm - 4:40 pm	*Principles and Practices for Teaching Critical AI Literacy* J Palmeri	*Writing with AI: Saudi Voices, Shared Dilemmas* Georgios Kormpas, Abdulrahman AlHassun, & Joud Hakeem
4:45 pm - 5:00 pm	**Coffee Break**	
5:00 pm - 5:45 pm	**Regional Speaker: Maria Eleftheriou** **Room: Library 340 Faculty Hub**	
6:30 pm - 8:30 pm	**Conference Dinner at Taparelle Manarat Al Saadiyat** **(Buses to the restaurant will be available outside of Welcome Center departing at 6:00 pm)**	

Saturday Oct. 11

Time	Event		
9:30 am - 10:30 am	**Breakfast & Registration** Library Lobby		
10:30 am - 1:00 pm	**Parallel Sessions:** *Perceptions and Motivation* C2, Level 3, Library Breakout Rooms		
Room	**Library 340 Faculty Hub**	**Library 339**	**Library 329**
Theme	**Student Motivation & Craft with AI**	**Experiences with AI**	**Perceptions of AI**
10:30 am - 11:10 am	*Reshaping Stakeholder Collaboration for Student Success in the Age of AI* (Roundtable) Naqaa Abbas & Luleadey Worku	*Centering Human Voices in a Co-Creative Approach to Writing with AI* Dima Yousef & Amira El-Soussi	*Students' Perception on GenAI in College Writing* Nattaporn Luangpipat
11:15am - 11:55 am	*Strategies to Enhance Student Engagement with the Writing Center* Muna Al Badaai & Nawal Al Amri	*Text-to-Speech or Speech-to-Text? Preserving Voice and Agency in AI Co-Creation* Sweta Kumari & Aieshah Arif	*Does Authenticity in Writing Matter?* Tatiana Golechkova
12:00 pm - 12:40 pm	*On Shame and Pedagogy in an AI-Suffused World* Mitchell Atkinson III		*Students' Perspectives on Hybrid AI-Human Peer Review* Neslihan Bilikozen & Hoda Nada
12:45 pm - 2:00 pm	**Lunch Break** Library Lobby, C2, 3rd floor		

2:00 pm - 5:00 pm	**Parallel Sessions:** *Using AI in Teaching and Learning* C2, Level 3, Library Breakout Rooms		
Room	**Library 340 Faculty Hub**	**Library 339**	**Library 329**
Theme	**Using AI in Teaching and Learning**		
2:00 pm - 2:40 pm	*Policing GenAI Use: Four Approaches* (Roundtable) Kate Moore, Gulbahor Amirova, & Liane Jeschull	*The GenAI Edge: Transforming Writing Center Consultations* Rana R. Abuhassan	*(Re)Shaping the Writing Process with the 6-P Model: A Framework for Individualized AI-Integrated Writing Instruction* Chase Anthony Brame
2:45 pm - 3:25 pm	*Teaching STEM Students to Write with and Without AI* Christopher Hill & Sana Chakroun	*Coaching in Writing Centers: Hype or Game-Changer?* Maimuna Aghliw	*Reconsidering the Process Approach to Developing Writing* Anna Kascheeva
3:30 pm - 4:10 pm	*Chatbots, ESL Writing, Citation, Annotated Bibliography, WAC, Academic Writing* Inas Y. Mahfouz		*Students' Engagement with a Specialized AI Research Assistant Tool* Besma Allagui
4:15 pm - 4:55 pm	*Reflecting on Approaches to First-Year Writing Using Copilot* Shauna Loej & Sahar Mari		*Co-Creating Graphic Novels with AI* (Show & Tell) Bianca Arkeen & Fahad Rizwan *Voice and Style: A Personal Statement Writing Workshop Experiment* (Pecha-Kucha) Sheren Saad *AI in Action: Perspectives from Peer Tutors* (Pecha-Kucha) Malak Elmallah & Louise Simpson
5:00 pm - 5:30 pm	**Closing Ceremony Library 340 Faculty Hub** MENAWCA Awards & Announcements		

Sunday Oct. 12

Time	Event	
10:00 am - 10:30 pm	**Breakfast** Library Lobby	
	Parallel Sessions: *Workshops* C2, Level 3, Library Breakout Rooms	
Room	**Library 340 (Faculty Hub)**	**Library 329**
10:30 am - 11:30 am	*Teaching AI-Enhanced Writing: A Workshop on Prompting, Research, and Revision Strategies for Student Writers* Sana Chakroun, Sweta Bharadwaj, & Christopher Hill	*Natural 20: Crafting Voice Through D&D Roleplay* Juan Jose Saenz
11:30 am - 12:30 pm	*Research Reimagined through AI* Amani Magid & Grace Adeneye	*Training Consultants to Address AI Use in Students' Writing* Avasha Rambiritch & Grace Pregent
12:30 pm - 1:00 pm	***Presidential Perspectives*** **Room: Library 340 Faculty Hub** The MENAWCA Presidents: Sahar Mari, Kelly Wilson, Nicole Abiad, & Ryan McDonald	

Session Speakers and Abstracts

Session Title	Speaker(s)	Abstract	Speaker Bios
Keynote Addresses			
AI Awareness, Exploration, and Responsibility	Annette Vee (International Speaker)	AI is everywhere, and the values embedded in its technology don't necessarily align with the values of writing pedagogy. The quick and easy answers of AI can undermine the deliberative conversations about process in the writing center. How can we guide students towards productive, co-creative uses of AI that don't sacrifice their learning, development, and thinking? This challenge is particularly complex in the MENA region, where academic writing already navigates multiple linguistic and cultural contexts. This talk offers a path forward for writing teachers through three interconnected approaches: developing AI-awareness by learning how students actually use AI; fostering guided exploration of AI that preserves space for learning; and emphasizing our responsibilities to each other when we write. Drawing on emerging practices from writing teachers, I'll share specific strategies for helping students engage with AI as a collaborative partner. Rather than viewing AI as a threat, we can reframe it as an opportunity to revisit our practices and deepen our commitment to empowering writers.	Annette Vee is Associate Professor of English at University of Pittsburgh, where she recently served six years as the Director of Composition. At Pitt, she's facilitated research groups and teaching circles on AI, an AI across the Disciplines program and advised the CIO on AI policy; outside of Pitt, she gives workshops, keynotes, and advice related to AI to faculty, students, and higher ed administrators. Her research is generally at the intersection of writing and computation and often includes pedagogy. Her work includes: *Coding Literacy: How Computer Programming is Changing Writing* (MIT Press, 2017); <u>*TextGenEd: Teaching with Text Generation Technologies*</u> (WAC Clearinghouse, 2023, with <u>updates in 2024 and 2025</u>); Substacks <u>AI & How We Teach Writing</u> and <u>Computation & Writing</u>. With Marc Watkins and Derek Bruff, she is writing <u>*The Norton Guide to AI-Aware Teaching*</u>, due out in Fall 2026. Her research monograph in progress, *Androids, Spirits and Chatbots,* examines why and how humans have sought to automate writing across history.
Reimagining the Writing Center in the Age of Generative AI: A MENA Perspective on Ethics and Agency	Maria Eleftheriou (Regional Speaker)	Generative AI has reshaped the work of writing centers and created urgent questions about authorship, integrity, and student voice. At the American University of Sharjah Writing Center, peer tutors began to encounter AI-generated drafts in 2022. Some students disclosed their use of AI while others concealed it, and tutors faced dilemmas about whether to confront, revise, or encourage students to replace AI-produced sections with their own writing. These encounters reveal the need for guidance rooted not only in policy but also in pedagogy. This keynote examines how writing centers can	Maria Eleftheriou is an Assistant Professor of English at the American University of Sharjah, where she directs the Writing Center and oversees its peer tutor training program. She teaches undergraduate courses in academic writing and research and has also taught in the MATESOL program at the graduate level. Her scholarship explores writing center pedagogy, multilingual tutoring, online writing instruction, and the role of AI in academic writing. Her publications include work in TESOL International Journal, Contemporary Educational Technology, WAC

		respond by emphasizing ethics, student agency, and the multilingual realities of the MENA region. Drawing on findings from tutor focus groups and a follow-up study, I will show how tutors respond in practice. They invite disclosure, move suspicion toward curiosity, and use AI as a tool for brainstorming and revision alongside students. Recent scholarship supports these practices and positions tutors as mediators and innovators in AI-era writing instruction. The keynote invites a regional dialogue on how MENA writing centers can adapt technology while preserving the human connection that empowers students to think, create, and write with confidence.	Clearinghouse, and Palgrave Macmillan, with forthcoming articles in The Educational Forum and the Online Learning Journal. She remains active in MENAWCA and global writing center networks.
Designing for Productive Struggle in Writing	Michael Pazinas (Local Speaker)	This session asks a set of urgent questions: How can we design for authentic human learning? What does authenticity in learning look like today? What makes a learning experience feel meaningful, embodied, and worth engaging in, and how can we design for this in the age of AI? This talk invites participants to step back and reconsider the foundations of transformative learning. Attention will be placed on curiosity, struggle, reflection, and dialogue as practices that give depth to the learning process. The session will explore how educators can protect space for uncertainty, discovery, and even discomfort—conditions that are often avoided but which remain essential for growth. They will explore how human learning manifests in its public life through composition, argumentation and rhetoric. By foregrounding these elements, the discussion highlights how intentional design choices can help preserve authenticity in writing. The aim is to equip faculty with perspectives and practices that make learning not only effective but genuinely worth engaging in.	Michael Pazinas is Acting Director of the Center for Educational Innovation at Zayed University, where he leads initiatives at the intersection of pedagogy, faculty development, and AI. A Senior Fellow of Advance HE and certified Quality Matters peer reviewer, he has developed programmes on learning integrity, AI-resilient assessment, and faculty development. His current work examines how educators can design for *authentic human learning* in environments shaped by generative AI. Michael's approach combines academic rigour with design thinking, drawing on evidence-based learning strategies and techniques adapted from fields such as UX design. Through **LX.ai**, a faculty development initiative shortlisted for a Times Higher Education award, he has explored methods like persuasive and validation patterns as practical micro-experiments within the design cycle. These approaches give faculty ways to trial, refine, and evaluate learning interventions in practice while keeping the learner's experience central. Alongside this, he integrates insights on emotion, creativity, and flow, recognising their importance in sustaining motivation and making learning meaningful. His initiatives, including LIFE

			(Learning Integrity and Faculty Empowerment), position faculty as intentional designers of transformative experiences, where curiosity, struggle, reflection, and dialogue remain protected as the foundations of genuine learning.
Presentations **40 minutes including Q&A**			
Centering Human Voices in a Co-Creative Approach to Writing with AI	Dima Yousef & Amira El-Soussi	This presentation introduces a flexible framework that shifts assessment from a content-focused approach to a skill-based, process-oriented learning, empowering students to co-create rather than rely on AI tools. The framework promotes writing as a process of inquiry, collaboration, and critical engagement, encouraging students to reflect on their use of AI while developing academic and professional competencies. Through practical examples, we will demonstrate how instructors can design assignments that cultivate transferable skills essential for success in an AI-integrated world. Educators will gain tools to foster meaningful co-creation in writing classrooms that balance innovation with intention.	Dima Yousef is a Senior Learning Designer at MBZUAI. She holds an MA in English Literary Research from the University of Leicester and is pursuing a PhD in E-Research and Technology-Enhanced Learning at Lancaster University. Throughout her career, she has specialised in teaching, curriculum design, assessment development, and teacher training, with a strong focus on creating inclusive and meaningful learning experiences. Her research focuses on student engagement and technology-enhanced learning. Amira El-Soussi holds an EdD in TESOL from the University of Exeter, UK. She has extensive experience teaching ESL and Academic Writing courses, having previously worked as an English instructor at the American University in Dubai (AUD) and the University of Balamand Dubai (UOBD). Since 2021, she has been teaching Academic Writing and TESOL at the American University of Sharjah (AUS). Her research focuses on TESOL, writing motivation and pedagogy, project-based learning, teacher education, AI in education, and online teaching and learning.
Chatbots, ESL Writing, Citation, Annotated Bibliography, WAC, Academic Writing	Mahfouz	Did the chatbot get it right? The extensive use of chatbots, fueled by their easy accessibility, has transformed instructors' approach to academic writing. This transformation is particularly significant in English Second Language (ESL) writing, where linguistic proficiency poses challenges for students who often struggle to articulate their thoughts and construct meaningful sentences. This case study explores how AI can enhance the	Inas Mahfouz is an associate professor of language and linguistics at the American University of Kuwait. She is also chair of the English Department where she teaches a variety of language courses and academic writing. Her current research projects include: (1) meta-discourse markers in academic writing: a cross-cultural study which she started during her fellowship at the Writing center at Dartmouth

		teaching process. Students enrolled in a second-level college writing course are required to utilize two different chatbots to generate content for various writing tasks. Using rubrics provided by their instructor, students audit the AI-generated content, decide how far it fulfills the requirements of the tasks to determine whether to proceed with a submission, develop, or edit certain sections. Students reflect on the process and what they gained and their reflections are analyzed using Geisler and Swarts (2019) frame for qualitative data analysis.	College in Summer 2017 and (2) the Arab Learner English Corpus (ALEC): a corpus of Freshman writing hosted by the Learner Corpus Association. Teaching second language writing and examining learners' corpora have made her realize multilingual writers bring diverse cultural background to their writing classes which shape how they adopt and apply the guidelines of academic writing.
Coaching in Writing Centers: Hype or Game-Changer?	Maimuna Aghliw	Nowadays, it seems like everything is "coached"—athletes, executives and now even writing center specialists. But what does coaching actually mean in an academic setting? A team of writing specialists from Qatar University's English Foundation Program recently completed an intensive coaching training program. In this session, we will explore some of the coaching strategies that may enhance writing center pedagogy. Participants will have the opportunity to try out practical coaching techniques that can be applied in tutoring sessions. Additionally, the presenter will share insights on whether coaching tool have successfully improved interactions with students and colleagues in her daily operations. The session will conclude with an open discussion and Q & A, inviting attendees to reflect on the role of coaching in writing center practices.	Maimuna Aghliw is a Libyan Canadian based in Qatar. She holds a Master of Arts in Applied Linguistics and Discourse Studies from Carleton University in Ottawa, Canada, and has over 10 years of English teaching experience in Libya, Canada, and Qatar. She currently works as a Teaching Assistant at Qatar University's Success Zone, tutoring students in the Foundation Program's Department of English. In addition to publishing articles with Al Jazeera, her academic interests include sociolinguistics, learner motivation, and critical thinking.
Developing Student Voice Through AI Literacy	Thuraya Sulaiman	This session presents a pedagogical approach to teaching AI literacy that helped students critically engage with AI in high-stakes writing. Fifteen students at an American university in China were introduced - through explicit instruction - to the rhetorical structure and purpose of personal statements. They began by drafting essays using AI assistance. These drafts were then analyzed using corpus tools to identify recurring AI-generated linguistic patterns. The findings were shared with students, prompting reflection on the limitations of AI-generated writing and how it contrasts with human expression. Students were then	Thuraya Sulaiman is a graduate research and teaching assistant in the Department of English at the American University of Sharjah. She holds an MA in TESOL from the American University of Sharjah and a Master's degree in Sociology from Sorbonne University Abu Dhabi. Her research interests include language teaching and writing instruction, pedagogical approaches to AI literacy, the intersections of language and identity, and the sociology of education.

		introduced to the Voice Intensity Rating Scale (VIRS) as a self-evaluation tool to guide revision and enhance authenticity and rhetorical presence. Findings reveal that after participating in the training sessions, students used AI primarily for proofreading while relying on their own voice and judgment to shape content. This session offers strategies that emphasize genre, student voice, and higher-order thinking.	
Does Authenticity in Writing Matter?	Tatiana Golechkova	In this talk, we will discuss what constitutes an authentic writing style as opposed to formulaic and standardized. We will compare and contrast authentic student-produced and AI-generated texts in order to single out key language features that account for the differences. It is these linguistic differences that usually give away AI-generated writing by making it sound formulaic, "too polished", and therefore lacking in voice and authenticity. We will compare these features with students' views based on the findings of a survey on students' perceptions of quality writing. The similarities and differences in features and perceptions can inform our classroom practices and policies, as well as become a starting point for a conversation with our students about the value of an authentic voice in writing.	Tatiana Golechkova is an EFL teacher and teacher trainer. She is Assistant Professor at the Department of Humanities and Languages, New Economic School, Moscow, Russia. She holds a PhD in Cognitive Linguistics and full Cambridge DELTA. She has broad experience in teaching English for Academic Purposes, Business English, Soft Skills in English to a range of students and academics. Her areas of special interest are strategies for effective communication, genre features of English texts and developing learner autonomy. She has presented and run workshops at several national and international conferences, including NATE, BKC TT, IATEFL, BALEAP and MISIS ESP conference.
Helping Students Choose Tools at AI's Jagged Edge	Kate Koppy	Student writers, especially those working in foreign languages, tend to cede authority to external tools—websites, AI chatbots, library books, paper mills--because of the disorientation they experience in higher education. Using Stegmaier's (2019) theory of orientation and Bartholomae's (1986) idea of students "inventing the university", this paper first theorizes the adjustments students need to make as they move from novice to proficient writers, a process which happens in the communities shaped by their general education classes, in their fields of study, and in the broader scholarly conversation. During this transition, professors and tutors can foster student agency by bringing generative AI and other digital tools into the classroom. This presentation will conclude with some models for using cooperative learning to explore AI's	Kate Koppy is the Director of the Writing and Communications Center and an Assistant Professor of English at the New Economic School in Moscow. Her research focuses on the intersection of narrative and community. Specifically, she studies the ways in which the stories we tell foster and maintain individual and community identities. Her current research explores student agency and its interaction with generative AI and plagiarism in "Exploring Generative AI in the Writing Classroom and the Writing Center" (*Journal für Schreibwissenschaft,* Vol. 26) and an in-progress article titled "Orientation and Authority in the First-Year Writing Classroom." She holds a Ph.D. in Comparative Literature from Purdue University. She has also

		jagged frontier in structured classroom activities followed by metacognitive reflection.	written extensively about fairy tales.
On Shame and Pedagogy in an AI-Suffused World	Mitchell Atkinson III	The following paper attempts to involve three until now disparate lines in my research. The first is the phenomenology of emotional experience. The second is internalized forms of marginalization (self-othering). The third is writing pedagogy. Taking examples from my own work as a teacher of writing, I attempt to analyze the tendency among some students to "over-use" digital tools of all kinds to "polish" the life, and often the meaning content, out of their writing. A phenomenology of shame can alert us to one of the most pressing dangers faced by educators—especially in the humanities—today. Shame, as Husserlian phenomenology can show us, is a self-directed axiological emotion which takes as its object not the act but the person. If the aim of pedagogical work is to enrich the person, to give the person the intellectual, social, and cultural tools concomitant with a full and elevated adult life, then combatting and preempting certain forms of shame experience should be central to the teacher's work. The flight into digitally-mediated experience, into chatbots and ersatz online worlds, can be partially motivated by a constituted self-valuation which prevents the subject (the student) from expecting certain forms of achievement. This recoiling from expectations relative to growth and personal development is anti-pedagogical. The acts which contribute to it form an antipedagogy. The ways in which AI-mediated experiences contribute to such recoiling should be urgently studied. I offer the structure of play experience as a form of mediation which may encourage self-transvaluation for some students in some cases.	Mitchell Atkinson teaches the construction of academic and philosophical texts at the undergraduate and graduate levels, helping young researchers read across discursive divisions. He is an instructor and organizer for the genetic phenomenology network and works periodically with the Husserl Archive. He also has several years of experience tutoring language learners, especially young people writing in their second language. In his work, Alterity and the Flint Water Crisis, Atkinson returned to his home city to understand the lived experience of the residents of Flint and the ways in which the crisis has informed their expectations for the future. This required a new analysis of the phenomenology of social invisibility as partially constituting the contemporary exercise of power. Atkinson is also a writer of fiction and a moderately skilled manipulator of the electric fretted bass guitar.
Principles and Practices for Teaching Critical AI Literacy	J Palmeri	In this presentation, a writing program director discusses the collaborative development of a statement of "Principles of Teaching Critical AI Literacy" that has guided our critical engagement with AI technologies in undergraduate writing seminars and writing center tutorials. In particular the presenter	J Palmeri is Professor of English and Director of the Writing Program at Georgetown University in Washington, DC. Palmeri has published two books about the technologically-mediated history of writing and literacy instruction: Remixing Composition: A History of Multimodal Writing

		share survey data about AI use among first-year students at our U.S.-based university and also detail practical activities and assignments to engage students in critically and ethically using AI to generate ideas, analyze audiences, and conduct research for writing. The presenter will also share examples of our programmatic effort to bring more student voices into the AI conversation in higher education by developing a collaborative class project across multiple sections in which students created original multimedia web content about AI use in writing, learning, and creative arts.	Pedagogy (Southern Illinois UP, 2012) and 100 Years of New Media Pedagogy (University of Michigan Press, 2021). As a scholar, Palmeri focuses on the history and theory of writing pedagogy, multimodal rhetorics, and digital humanities. At Georgetown, Palmeri coordinates first-year writing seminars and also supports faculty across the university in integrating writing instruction into their majors and graduate programs.
Reconsidering the Process Approach to Developing Writing	Anna Kascheeva	Helping learners improve their academic essays using the process approach to developing writing skills is preferable as it promotes creativity and individuality in writing. What is more, many of our learners are keen to be flexible and less dependent on certain styles, clichés and recommended structures. However, as they are trained to rely on model texts and overloaded with home assignments, our learners tend to cut corners by simply copying and pasting AI generated texts. This session is aimed at clarifying some strategies to motivate our learners to shift from the product writing and equip them with useful content, resources and language for their academic essays. We will discuss some reasons, focus on potential pitfalls and look at student generated texts to work out how to help them change their habits and make significant progress.	Anna Kashcheeva is a Senior Instructor at Humanities and Languages Department of the New Economic School. Anna delivers General English and Introduction to College Writing courses. She holds a pedagogical degree and MSc in Educational Management from University of Portsmouth, UK. She previously worked as a full-time teacher trainer and an Assistant Director of Studies at a private language school in Moscow. Being a CELTA and DELTA trainer, Anna also develops and delivers various training and methodological programmes for such educational establishments as Academic Writing Centre at Higher School of Economics, Cambridge English, Language Link, Thimar Teacher Training Centre etc.
Reflecting on Approaches to First-Year Writing Using Copilot	Shauna Loej & Sahar Mari	This session presents insights derived from the collaboration between a first-year writing instructor and a learning engineer in incorporating AI tools into writing instruction. It specifically addresses the distinct needs and challenges faced by first-year students at an international branch campus in the MENA region. The session will cover methodologies for partnering with faculty to enhance AI literacy and examine the impact of AI on first-year English courses. We will discuss the strategies employed and provide contextual evidence demonstrating how we fostered critical	Sahar Mari collaborates with faculty to enhance teaching methods and integrate new technologies into curricula. With over a decade of experience in higher education, she is a dedicated learning engineer at Northwestern University in Qatar committed to making education accessible. Sahar is passionate about teaching and learning, and as a lifelong learner, she continually seeks to incorporate new technologies into experiential learning activities. She holds an M.F.A. in Graphic Design and Visual Experience from the Savannah

			College of Art and Design.
		thinking and promoted the development of healthy writing habits. We invite participants to join us in reflecting, conversing, and gaining collective knowledge about the role of AI in first-year writing instruction.	Shauna Loej is a Writing Specialist and Adjunct Lecturer in First-Year Writing at Northwestern University in Qatar. She began her career in communications before transitioning to education almost a decade ago, finding tutoring and teaching writing a natural fit for her passion for writing. She was honored as the MENAWCA Professional Tutor of the Year in 2021 and has actively contributed to MENAWCA and IWCA conferences. Shauna holds a CELTA and an MA in Communication.
(Re)Shaping the Writing Process with the 6-P Model: A Framework for Individualized AI-Integrated Writing Instruction	Chase Anthony Brame	Technological innovations have upended traditional models of writing pedagogy, compelling writing centers to adjust their praxis in response. This presentation proposes that writing centers adopt a consultation framework aligned with the 6-P model – plan, prompt, preview, produce, peer-review, and portfolio tracking – to integrate AI tools into individualized writing instruction. Drawing on Selber's (2004) multiliteracies framework of functional, critical, and rhetorical literacies, this session demonstrates how each stage of the 6-P model offers the potential for targeted AI-literacy instruction. Additionally, the presentation highlights how an incremental, AI-conscious consultation approach can promote critical thinking, purposefulness, thoughtful design, and authentic authorship over mere promptsmanship – foundational goals in writing instruction. The session concludes by showcasing how the 6-P model can be practically applied in writing center consultations to meet diverse student needs, support writers at any stage, and offer a flexible approach to ethically integrating generative AI tools in individualized writing instruction.	Chase Brame is an Instructor in the NYUAD Writing Program, where he specializes in academic writing and multilingual writer support. He has taught at institutes of higher education in North America, Europe, and the Middle East. He is currently pursuing an EdD in Curriculum and Instruction at the University of Virginia, where his research focuses on writing pedagogy in the age of AI.
Strategies to Enhance Student Engagement with the Writing Center	Muna Al Badaai & Nawal Al Amri	Student Academic Support Unit is the designated entity at Sohar University under which the Tutorial Center and the Writing Center operate. Student engagement with the Tutorial Center's services has	Muna Al-Badaai is an assistant professor and the coordinator of the Student Academic Support Unit at Sohar University. She is interested particularly in the Writing Centers and the academic support

		been significantly higher compared with those of the Writing Center. To investigate the reasons and increase participation, the researchers conducted a questionnaire in May 2025. They found out that the main reason was that majority of participants were unaware about the Writing Center and its services. Accordingly, the researchers set an action plan including; a) recording a promotional video and b) modifying the currently used strategies to be more interactive, like hand-on workshops, writing games and competitions, and AI tools integration. The researchers have started a pilot study implemented with General Foundation Program students. It will continue for a month. This presentation discusses the impact of the newly implemented strategies on student participation.	centers in general. Dr. Al-Badaai participated in the *Student Writing: Innovations and Transformations* Symposium at UAEU in 2018 and attended MENAWCA 2021 and 2023 Conferences. Nawal Al Amri is an administrative officer at Student Academic Support Unit in Sohar University. She graduated from the same University in 2024. Ms. Al-Amri has been interested in peer tutoring since she was a BA student.
Students' Engagement with a Specialized AI Research Assistant Tool	Besma Allagui	Although many are concerned about students using general-purpose Artificial Intelligence (AI) tools like ChatGPT to cheat on exams and assignments, specialized research assistant tools like Elicit can be powerful tools to improve efficiency, perform repetitive tasks, and assist with research. This study examines undergraduate students' prior experiences of AI use in academic research and how they used Elicit to complete a literature review assignment. Before interacting with the tool, a survey was administered to 50 participants to examine familiarity with AI tools for academic research writing, frequency of using AI tools in academic research writing, comfort in integrating AI-generated content into academic research writing, understanding of the capabilities and limitations of AI tools in academic research writing, and awareness of the ethical considerations surrounding the use of AI tools in academic research writing. After interacting with the research assistant, a stimulated recall protocol and an interview with 8 participants documented students' engagement at the cognitive, behavioural, and affective levels. Survey responses suggested a diverse range of prior experiences regarding the use of AI in academic research writing. Qualitative data from the stimulated recall protocols and interviews	Dr. Basma Allagui is an Assistant Professor at Rabdan Academy in Abu Dhabi. She holds a PhD in Applied Linguistics with a minor in teaching academic writing and research. She has developed and taught a considerable number of face-to-face and distance learning courses and modules. She is a member of the Middle East-North Africa Writing Centers Alliance (MENAWCA). She acted as a research coordinator at Rabdan Academy in 2020-2021. She served as an International referee at the First International Student Competition in Smart Education and e-Learning (SEEL 2019).

		demonstrated that interacting with the AI research assistant can be useful for completing the literature review assignment despite moderate and limited engagement.	
Students' Perception on GenAI in College Writing	Nattaporn Luangpipat	This presentation highlights student reflections on their use of Generative AI (GenAI) in writing. Students respond to a journal prompt about when they started using AI, how they use it, why they use it, and their thoughts on its pros and cons. The reflections reveal students' perceptions and engagement in co-creation with AI, challenging the boundaries of this co-creation and emphasizing the need for critical AI literacy among college students. The students' journals demonstrate thoughts and practices influenced by language ideology, the preference for standardized academic language, and educational motivations that prioritize grades over learning. These reflections provide a nuanced understanding of students' experiences and perspectives on GenAI, helping writing instructors better address students' needs and concerns, and potentially fostering more effective and relevant conversations about AI in the classroom.	Nattaporn Luangpipat is an assistant professor in residence in the Liberal Arts Program. She received her PhD in English (Composition and Rhetoric) from the University of Wisconsin-Madison. Her research interests encompass intergenerational literacies, composition pedagogy, writing and well-being, multimodal writing, and second/foreign language acquisition. Her current work investigates the impact of government language policies on Chinese literacy across three generations of Thai Chinese families in Thailand, focusing particularly on how they have navigated linguistic suppression and how these experiences have shaped their language beliefs and practices. Prior to joining Northwestern University in Qatar, Nattaporn was a journalist and English instructor in Thailand, and served as a writing instructor in the English Department and the Writing Center at the University of Wisconsin-Madison.
Students' Perspectives on Hybrid AI-Human Peer Review	Neslihan Bilikozen & Hoda Nada	This action research study, conducted in three sections of an academic writing course at an American university in the UAE, evaluated a hybrid peer-review model combining traditional student feedback with AI-generated feedback via ChatGPT. Students first conducted rubric-based peer reviews on a causal analysis essay, followed by a lab session where they prompted ChatGPT to provide feedback using the same rubric. A survey and reflection questions compared the utility of human and AI feedback.	Neslihan Bilikozen is an Assistant Professor in the Department of English at the American University of Sharjah. She holds a Doctorate in Education from the University of Exeter and an MA in English Language Teaching from Bogazici University and Georgia State University. At AUS, she teaches undergraduate and graduate courses, supervises MA theses, and mentors student-teachers in their research and professional development. Her research focuses on critical

		Results showed a preference for human feedback's nuanced, context-specific insights, though students valued AI's speed and grammatical precision, especially in combination with peer input. These findings suggest that a hybrid peer-review model optimizes feedback quality and supports revision. The presentation explores pedagogical implications, emphasizing how AI can complement human feedback in writing instruction, and offers strategies for implementing hybrid peer review in diverse classrooms.	English for Academic Purposes (EAP), with particular attention to the interrelations of academic literacy and identity, as well as critical AI literacy in English-medium contexts. Hoda Nada is a Research and Teaching Assistant at the American University of Sharjah, where she supports instruction in English language teaching and conducts research on the integration of artificial intelligence in higher education. With a background in English literature, translation, and TESOL, and a CELTA certification from Cambridge English, she looks into combining rigorous with practical teaching experience to explore how technology can enhance language learning and student engagement.
Teaching STEM Students to Write with and Without AI	Sana Chakroun & Christopher Hill	This presentation outlines a dual-approach writing model developed for an academic communication report writing course for STEM students at the University of Doha for Science and Technology. The redesign responded to increased reliance on Generative AI (GenAI) tools and declining student engagement with academic writing. Students complete two key assignments: a timed, in-class report using pre-approved sources, and a partially AI-assisted report paired with a written reflection and short presentation. The in-class task reinforces critical reading and synthesis in a supervised environment. The AI-supported report includes guided instruction in prompt design, source evaluation, and ethical use. Rather than taking a position for or against AI, this model treats GenAI as a space of negotiation—where students practise both independent composition and co-creation. It offers a pragmatic response to evolving writing practices in the MENA STEM context, helping students build dual literacy with and without AI.	Dr. Sana Chakroun is a lecturer in Academic Communication at the University of Doha for Science and Technology and holds a Ph.D. in Applied Linguistics. She has taught a wide range of modules—including Composition, ESP, Soft Skills, Business English, and Research Methods—in Qatar, Germany, and Tunisia. Her research explores political discourse, UN resolution rhetoric, academic writing pedagogy, AI integration in higher education, and the challenges multilingual learners face in academic and research communication. She has led workshops on qualitative methods, thematic analysis, and NVivo. Dr. Sana Chakroun has held academic posts at Lusail University, Oryx Universal College, and Philipps University Marburg. Christopher Hill is Head of the Department of Communications & Humanities at the University of Doha for Science & Technology. With 20 years of experience teaching academic communication and research writing, his work focuses on experiential learning, learning transfer, and student–faculty partnerships. He has published on

			ethical reasoning, academic integrity, and AI-enhanced pedagogy, and is active in advancing the Scholarship of Teaching and Learning (SoTL) across the MENA region.
Text-to-Speech or Speech-to-Text? Preserving Voice and Agency in AI Co-Creation	Sweta Kumari & Aieshah Arif	In the present context where Generative Artificial Intelligence and its integration in student writing are so rapidly evolving, concerns about the loss of voice and individuality have similarly evolved into concerns about the loss of agency in critical thinking. How do we increase and evaluate levels of meaningful engagement with learning? Writing Centers, as spaces of communication and embodied learning, serve as an ideal platform for re-examining how the physical voice can be used to develop the academic voice. In this presentation, we apply the framework of World Englishes to understand motives of AI use, and share reflections, practical strategies and tools highlighting how consideration of multiple Englishes can drive student engagement and agency. Participants will also be invited to share their perspectives, particularly in relation to the multilingual realities of MENA classrooms. This session is an extension of ongoing research by NYU Abu Dhabi's Writing, Language and Pedagogy Research Kitchen, under the project Perceptions and Positions of Postcolonial Englishes.	Sweta Kumari is a Writing Instructor at NYU Abu Dhabi for the past 8 years. She holds a BA in Politics, Philosophy and Economics (PPE) and a Post Graduate Diploma in Social Sciences and Liberal Studies. Her recent adventure is the Master's Degree program she enrolled in this semester in Applied Sociological Research at the Sorbonne University, Abu Dhabi. Her academic interests are in writing studies, gender and women's studies, linguistics, aging and social gerontology. She co-led a research project under the Writing, Languages and Pedagogy Research Kitchen titled "Perceptions and Positions of Postcolonial Englishes". One of the outcomes of this ongoing research project is a podcast titled *English or Englishes?* that can be accessed on Spotify. Aieshah Arif is serving as a Writing Instructor at NYU Abu Dhabi, with a background in journalism, public relations and marketing. She has worked closely with students and professionals on academic and personal writing instruction for over 10 years at Yale-NUS College, the National University of Singapore, and presently NYU Abu Dhabi. Her professional experience and interest in AI, multilingualism and pedagogy have led to co-heading the research project, "Perceptions and Positions of Postcolonial Englishes" (PPPE). She is also one of the founders, editors and hosts of the podcast *English or Englishes?* on Spotify.
Transforming Writing Center Consultations	Abuhassan	opportunities to enrich one-on-one writing sessions by fostering creativity and critical thinking. Moving beyond simple text generation, GenAI can serve as a collaborative tool to develop ideas, refine arguments, and explore diverse perspectives. Writing tutors can	Rana R. Abuhassan is Director of the Writing and Speaking Center at King Saud University and a newly appointed Transformation Ambassador through the OUR KSU preparation program. She has seven years of experience as a consultant and administrator at the Center for Writing in English.

		leverage these capabilities to guide students in enhancing their rhetorical effectiveness, analyzing their work critically, and considering multiple viewpoints. By transforming writing consultations into dynamic, creative, and intellectually stimulating experiences, GenAI positions itself as a partner in developing not just better writing, but more thoughtful writers.	She participated in the Transformation Hackathon and was equipped with practical AI tools.
The Right of Refusal: Embodying Writing Center Expertise in the Age of AI	Kelly Wilson	In Refusing Generative AI in Writing Studies, Sano-Franchini, et. al. propose refusal as "a disciplinary and principled response" to GenAI (2024, para. 1). Refusal as a stance toward these technologies should be expanded to include writing centers and first-year writing classrooms in the MENA region. In this presentation, we situate refusal as a viable and reasonable option for writing center administrators in addressing the frustrations that have arisen from students' reliance on GenAI tools rather than their seeking out customized and contextualized writing center expertise. We will share the highs and lows of our ongoing journey, including the existential dilemma of being expected to respond and give feedback on what we suspect is AI generated texts. In reclaiming the writing center and the first-year writing classroom as GenAI-free spaces, we hope to recover the relationships lost between students, tutors, and teachers - a cornerstone of writing center pedagogy.	Kelly Wilson is in her seventh year as Writing Center Manager at Northwestern University in Qatar. She has 15 years' experience in writing center work in Doha. She recently co-authored an article on critical peer mentoring and is working on a teacher-action research project on freewriting in L2 first year writing classrooms.
Writing with AI: Saudi Voices, Shared Dilemmas	Georgios Kormpas, Abdulrahman AlHassun, & Joud Hakeem	As artificial intelligence becomes increasingly integrated into higher education, questions of trust, authorship, and academic integrity have grown more complex. This study—conducted by students under faculty supervision—investigates the extent to which students at a Saudi university rely on AI tools for academic writing, ranging from minor edits to full paper generation. Using mixed methods, the research explores student attitudes toward AI as both a writing aid and a potential source of academic dishonesty. Key themes include perceptions of bias, authenticity, and the repetitive nature of AI-generated content compared to human creativity. The study also examines the specific types of AI platforms students	Georgios Kormpas is a faculty member at the Humanities Department, at the Arts and Sciences Deanship at Al Yamamah University, Saudi Arabia, and a PhD candidate at Lancaster University (UK). His research focuses on English Language Teacher Associations, professional development, and the ethical use of AI in education. He has published several volumes with Routledge and Springer on various topics and presented internationally with UNESCO, TESOL, and other organizations. A leader in teaching innovation, curriculum design, and youth empowerment, he integrates AI, SDGs, and digital literacy into higher education and professional practice.

		use and how frequently they rely on them. Faculty perspectives on originality, learning outcomes, and ethical implications are compared with student views on convenience and support. The findings aim to inform institutional policies on responsible AI integration while fostering a balanced, ethical approach to innovation in academic writing.	Abdulrahman Alhassun is a Management Information Systems student at Al Yamamah University. He is a certified trainer and a Toastmasters Humorous Speech Champion, representing his University Club and district at the 2025 Toastmasters International Convention in Philadelphia, USA. Passionate about communication, technology, and leadership, he is also engaged in research on AI in education, exploring how students balance creativity, integrity, and innovation in the age of generative tools. Joud Hakeem is a Marketing student at Al Yamamah University and a Toastmasters International Speech Champion. She represented her district and university at the 2025 Toastmasters International Convention in Philadelphia, USA, and recently completed an international internship in Spain. Her interests lie at the intersection of marketing, communication, and AI in higher education, with a focus on how young learners navigate trust, originality, and opportunity in the digital era.
Roundtables **40 minutes including Q&A**			
Policing GenAI Use: Four Approaches	Kate Moore, Gulbahor Amirova, & Liane Jeschull	Armed with institutional GenAI policies and guidelines, practitioners remain mixed in how and to what extent they address or police GenAI overreliance and usage among L2 writers. Participants in this roundtable discussion will analyze four unique approaches to dealing with GenAI usage at a small American-style university in the United Arab Emirates. These approaches, presented in the form of a case study, are identified as focus on process, focus on awareness, selective usage, and focus on detection. The session will offer participants ample opportunity to reflect upon and discuss best practices in GenAI literacy in the L2 writing classroom as well as examine the challenges and affordances of GenAI usage among undergraduates of varying language proficiency levels	Kate Moore began her teaching career as a peer writing consultant and has built a rewarding career as English instructor in the United States, Qatar, and the UAE. Currently, she is an instructor at AURAK where she teaches English as a second language, developmental English, and EAP courses and a doctoral student in TESOL at the University of St Andrews. Gulbahor Amirova is a DELTA-qualified English language Senior Instructor at AURAK with over 20 years of global teaching experience from nursery to college. Specializes in EAP, Composition, and Public Speaking. A PhD candidate focused on integrating AI in education to

		across several semesters of developmental and for-credit writing courses.	enhance engagement and promote culturally sustainable pedagogy. Liane Jeschull is a Senior Instructor of English at AURAK. She has more than 20 years of experience teaching composition, professional communication, EAP, and linguistics at universities in America, Europe, and Asia. Her research interests focus on language acquisition and second language writing.
Reshaping Stakeholder Collaboration for Student Success in the Age of AI	Naqaa Abbas & Luleadey Worku	This roundtable discussion will bring together three distinct but interconnected perspectives focusing on student services at a newly established undergraduate program in engineering at Hamad Bin Khalifa University in Doha, Qatar. Together, a writing faculty, a writing support specialist and a student learning support specialist will explore how the rise of AI has reshaped student studying and writing behaviours and the urgent need to reimagine student support services in response. Each panel participant will bring their own unique experience of reimagining and reevaluating their interaction and integrating AI within their support role. For instance, for both writing consultant and student success support specialist, the focus of discussion will be on the role of peer tutor training and the collaboration with faculty as they navigate the rapid use of AI in the curriculum. In turn, the writing faculty will speak about her collaboration with writing services in her classroom as well as her reevaluation of assessment tools for writing assignments. By highlighting local challenges and effective practices, this panel aims to offer a nuanced approach to integrating GenAI across writing support services, academic coaching, and the writing classroom.	Dr. Naqaa Abbas earned her PhD in Comparative Literature from Western University where her research focused on representations of Islam and the other in nineteenth-century British, German, and French Romanticism. Her work on representation continues with ongoing projects that examine questions of gender, cultural identity, and linguistic identity in writing communities in the Gulf today. Before joining HBKU, Dr. Abbas was a faculty member in English and served as the Writing in the Disciplines coordinator at Texas A&M University in Qatar. In her teaching and administrative roles, she focused on effective business communication, writing pedagogy, and writing in the disciplines for undergraduate students. She has over eighteen years of teaching and administrative experience in North American, European, and Middle Eastern institutions. Before joining HBKU, Dr. Abbas taught a variety of composition and literature courses at Western University, Zurich University, the University of Saskatchewan, and Qatar University. She has received multiple teaching grants at TAMUQ, including a Transformative Educational Experience Grant for three consecutive years and a Multiversity Grant. Her commitment to teaching and service has been recognized through two prestigious university-wide awards: the Early Career Faculty Excellence Award and the Distinguished Service Award.

			Dr. Luleadey Worku is a CELTA-certified educator with 16+ years in tertiary education. She has taught English Language and Literature at both undergraduate and advanced levels and supervised senior essays . Since moving to Qatar in 2014, she has worked as a writing center professional at various institutions including Qatar University and Texas A&M University. Currently, she is a Writing Specialist at Hamad Bin Khalifa University (HBKU).
Transparent Practices: Acknowledging AI in Academic Assignments	Owen Connor & Luleadey Worku	As AI tools become more common in student work, writing centers are well-positioned to influence how institutions approach transparency and responsible use. This roundtable brings together writing center specialists to exchange ideas and explore practical approaches for acknowledging AI use in academic assignments. Suggested methods—such as AI use declarations, usage tables, and referencing options—will be discussed in relation to supporting academic integrity and clarifying the student's role in the writing process. Participants will consider how to guide students in providing clear, specific acknowledgments of AI use, including what tool was used, for what purpose (e.g., brainstorming, editing, generating citations), and to what extent. The discussion will explore how such detail can help faculty assess student work more fairly and consistently. The session aims to identify adaptable, student-focused strategies that writing centers can share across their institutions, while also opening space for collaboration on shared resources and continued professional support.	Owen Connor coordinates the University Writing Center (UWrite) at Hamad Bin Khalifa University in Doha, Qatar, and is an active writing specialist. He holds postgraduate qualifications in TESOL, TEAP, and Academic Writing Development, and has nearly 30 years of experience in the field of education in diverse international contexts. Dr. Luleadey Worku is a CELTA-certified educator with 16+ years in tertiary education. She has taught English Language and Literature at both undergraduate and advanced levels and supervised senior essays . Since moving to Qatar in 2014, she has worked as a writing center professional at various institutions including Qatar University and Texas A&M University. Currently, she is a Writing Specialist at Hamad Bin Khalifa University (HBKU).
Workshops **60 minutes including Q&A**			
Natural 20: Crafting Voice Through D&D Roleplay	Juan Jose Saenz	As generative AI becomes a ubiquitous tool in the lives of young writers, we risk losing the most human element of writing: voice. This interactive session offers a creative approach to helping students develop a deeper understanding of voice, tone, and mood in their writing by using AI not as a crutch, but as a	Juan José Sáenz is Head of Curriculum Development and Senior Lecturer in the English Unit at Mohamed Bin Zayed University for Humanities. Originally from San Salvador, El Salvador, he holds multiple graduate degrees in Education, including Secondary Education

		creative companion to brainstorming, outlining, and exploring perspective. Drawing from the Six Traits of Writing and Inspired by character-building techniques from Dungeons and Dragons, the session introduces a framework that allows students to pair the latest capabilities of AI with the imagination and creativity of traditional role-playing games. The goal is to help students move beyond generic AI outputs and instead develop writing with intentionality, creativity, and a voice uniquely their own.	(English and Business Education), TESOL, and Educational Leadership. His research focuses on fostering creativity in writing, using gaming as a tool for language instruction, and promoting cultural understanding in the classroom. He is currently exploring how generative AI and role-playing games can be combined to help students develop and refine voice in writing.
Research Reimagined through AI	Amani Magid & Grace Adeneye	Since Generative AI has been introduced to the world in 2022, it was relatively quickly that Gen AI has been integrated into the Higher Education learning and researching landscape. At NYUAD Library it has been integrated into our teaching to the campus community through either instruction sessions or workshops, many of which discuss the research life cycle. How does AI fit in this process? How can GenAI be used to enhance creativity and criticality in the context of academic research? Join the Associate Academic Librarian for Engineering, AI Initiatives and Reference Services Coordinator and the Assistant Academic Librarian for the Arts,Outreach, and Community Engagement to discuss ways in which the Library has taught First Year Writing Students to integrate AI into their research process. In this workshop we'll discuss: * AI as a Roadmap to Knowledge * AI and Information Literacy * Evaluating AI Tools * AI, Ideation, and Topic Development	Amani Magid is the Academic Librarian for Engineering; AI Initiatives and Reference Services Coordinator at NYUAD Library at New York University Abu Dhabi. Amani earned her undergraduate degree in Integrative Biology with a minor in Arabic from the University of California, Berkeley. She earned her MLIS at the University of Pittsburgh and has gained experience working in academic libraries in the US, Qatar, and the United Arab Emirates. Amani is Senior Level certified for the Academy of Health Information Professionals. Amani's research interests include AI literacy, AI strategy, systematic reviews, and Library Instruction. Grace Adeneye is Assistant Librarian for the Arts, Outreach and Community Engagement at New York University Abu Dhabi (NYUAD). She holds an MA in Library and Information Studies from University College London and studied Museums and Gallery Practice at the same institution. In her role at NYUAD Grace teaches a variety of engaging workshops and classes to students, staff and faculty, with an emphasis on information literacy, media literacy and AI literacy. She is especially interested in the ways that pedagogy, research and learning are evolving alongside rapidly changing technologies.

Teaching AI-Enhanced Writing: A Workshop on Prompting, Research, and Revision Strategies for Student Writers	Sana Chakroun, Sweta Bharadwaj, & Christopher Hill	This workshop shares instructional strategies for helping students use Generative AI across the writing process, from brainstorming and research to revision. Developed and tested in a STEM-focused academic communication course, these methods are designed to support student writers in making more deliberate, ethical, and effective choices about AI use in academic contexts. The session introduces ways educators can teach students to distinguish between different AI tools, refine prompts, assess credibility, and revise AI-generated content while maintaining their voice and authorship. Activities include applying the CRAAP test, comparing prompts, and guiding reflective follow-ups. Although originally developed for classroom use, these strategies are also adaptable to one-on-one Academic Writing Centre (AWC) support, particularly when students bring AI-generated material to their sessions. Rather than teaching AI tools broadly, the workshop introduces them in context to highlight their strengths and limitations at specific stages of writing. The focus remains on supporting learning, not replacing it.	Dr. Sana Chakroun is a lecturer in Academic Communication at the University of Doha for Science and Technology and holds a Ph.D. in Applied Linguistics. She has taught a wide range of modules—including Composition, ESP, Soft Skills, Business English, and Research Methods—in Qatar, Germany, and Tunisia. Her research explores political discourse, UN resolution rhetoric, academic writing pedagogy, AI integration in higher education, and the challenges multilingual learners face in academic and research communication. She has led workshops on qualitative methods, thematic analysis, and NVivo. Dr. Sana Chakroun has held academic posts at Lusail University, Oryx Universal College, and Philipps University Marburg. Sweta Bharadwaj is a Lecturer of Communication at the University of Doha for Science and Technology, Qatar. She holds Master's degrees in Education (University of Dundee) and Communication (RMIT University). Her teaching and research focus on innovation in curriculum design, experiential learning, and the integration of communication and critical thinking within STEM contexts. She has led initiatives in entrepreneurship education for secondary and post-secondary learners, aligning with national visions in Qatar and Oman. Passionate about AI-enhanced pedagogy and multilingual education, she presents regularly at international conferences and contributes to cross-disciplinary projects in education and instructional leadership. Christopher Hill is Head of the Department of Communications & Humanities at the University of Doha for Science & Technology. With 20 years of experience teaching academic communication and research writing, his work focuses on experiential learning, learning transfer, and student–faculty partnerships. He has published on

			ethical reasoning, academic integrity, and AI-enhanced pedagogy, and is active in advancing the Scholarship of Teaching and Learning (SoTL) across the MENA region.
Training Consultants to Address AI Use in Students' Writing	Avasha Rambiritch & Grace Pregent	The growth and utilization of GenAI writing tools by student writers has implications for the work of writing centre practitioners in higher education. The writing centre is often the first point of contact with/for a student's text, and our orientation to GenAI impacts student writers and consultants navigating texts together. As experienced writing centre practitioners, we believe effective support is founded on effective training, and the urgency of this warrants an investigation into best practices on training consultants to address GenAI use in student writing during writing centre consultations. This workshop will begin with a brief literature scan of writing centre consultant training practices across contexts. We will then share our draft framework for such training, invite participants to interrogate the framework, and then revise the framework. The revised framework can then be piloted by interested institutions to determine its effectiveness and adaptiveness across global contexts.	Avasha Rambiritch is a Senior Lecturer in the Unit for Academic Literacy, University of Pretoria where she teaches academic literacy and academic writing. She also the coordinates the writing centre. She has published research articles in accredited journals; co-authored book chapters published by reputable international publishers and has co-edited a book on South African writing centres. She is an associate of ICELDA (Inter-Institutional Centre for Language Development and Assessment), and NExLA (Network of Expertise in Language Testing), an executive member of the South African Association of Language Teachers (SAALT) and co-founder of the South African Association of Academic Literacy Practitioners (SAAALP). She serves as the Assistant Editor of the Journal for Language Teaching. Grace Pregent is the Director of the Writing Center at Michigan State University and faculty in Writing and Rhetoric and in Global Studies. Her research, teaching, and community engagement work focus on narrative theory and higher education and particularly intersections between storytelling, partnerships, and organizational management. Grace's recent work appears in *The Writing Lab Newsletter*, *College Composition and Communication*, and the edited collections *Public Feminisms* and *Queer Praxis in the Writing Center: Expanding Intersectional Paradigms*. Her book, *In Praise of the Minor Character* (2023), was published by McFarland Press. Grace is the President of the East Central Writing Centers Association.

| Presidential Perspectives | Sahar Mari, Kelly Wilson, Nicole Abiad, & Ryan McDonald | This presidential panel brings together past and present leaders of MENAWCA to reflect on the evolving landscape of writing center work in the region and beyond. In conversation with one another and with the audience, the panelists will consider how shifting contexts — from emerging technologies such as generative AI to questions of co-creation, collaboration, and community — shape our practices and our futures. By engaging both the history of MENAWCA and its role in a rapidly changing educational ecosystem, this session invites participants to think alongside the panelists about the challenges and possibilities ahead for writing centers in the MENA region. | Sahar Mari collaborates with faculty to enhance teaching methods and integrate new technologies into curricula. With over a decade of experience in higher education, she is a dedicated learning engineer at Northwestern University in Qatar committed to making education accessible. Sahar is passionate about teaching and learning, and as a lifelong learner, she continually seeks to incorporate new technologies into experiential learning activities. She holds an M.F.A. in Graphic Design and Visual Experience from the Savannah College of Art and Design.

Kelly Wilson is in her seventh year as Writing Center Manager at Northwestern University in Qatar. She has 15 years' experience in writing center work in Doha. She recently co-authored an article on critical peer mentoring and is working on a teacher-action research project on freewriting in L2 first year writing classrooms.

Ryan McDonald is a teacher, writer, and ultramarathon enthusiast who has spent the past decade building writing center communities in the Middle East. After earning his BA in English Literature and History and later his Master's in the Science of Teaching English at the State University of New York, he taught abroad before settling in Muscat, Oman, where he worked for the past eleven years as a course coordinator and director of the writing center at Sultan Qaboos University. He is currently the Director of the Writing Center and Writing Program at AUB Mediterraneo in Paphos, Cyprus. Since 2016 Ryan has been an active board member of the Middle East and North Africa Writing Center Alliance (MENAWCA), serving in roles from President to Treasurer and helping organize conferences, training sessions, and workshops throughout the region. His current research explores the ecology of writing center spaces, the role of generative AI in composition, and how feedback can actually be |

			practical (and not just paperwork).
			Nicole Abiad is the current President of MENAWCA and the Writing Center Coordinator at Virginia Commonwealth University in Qatar. Since moving to Qatar in 2011, she has worked extensively in writing instruction, English language teaching, and academic support. Nicole has served on the MENAWCA executive board since 2019 and is dedicated to fostering collaboration among writing centers and educators across the region. Nicole is passionate about building communities of practice that connect writing centers across the region and about exploring the role of AI, literacy, and academic integrity in higher education.
Pecha-Kucha Presentations **7 minutes each, Q&A at the end**			
AI in Action: Perspectives from Peer Tutors	Malak Elmallah & Louise Simpson	An interactive session with AI that challenges conceptions of the space it takes in academic life. Taken from real world experiences within the Center of Writing at NYUAD we renegotiate the position of AI in personal practice and how it shapes students' relationship with their production of scholarly work. As people who work with students in a environment that encourages experimentation with skills and tools, we see first hand how AI tools have changed the way students approach writing. This session aims to be an interactive demonstration of how we destigmatize and work with AI in a productive and innovative manner.	Malak Elmallah is a recent graduate of New York University Abu Dhabi, where she now works as a Research Assistant in the Department of Psychology. During her undergraduate studies, she served as a Peer Tutor at the university's Writing Center for three years, supporting students in developing their academic writing and communication skills. Louise is a Writing Instructor at New York University Abu Dhabi. She graduated from NYUAD in 2024, with a degree in Political Science, and a minor in Music. She completed her Capstone project at the intersection of these fields, looking at minority representation in large cultural events, such as the Eurovision Song Contest. Outside of her classwork, she spent a good portion of her time in the Center for Writing where she worked as a peer tutor for three years.
Voice and Style: A Personal Statement Writing Workshop	Sheren Saad	In this brief presentation, I will introduce how writing specialists can provide opportunities for students to critique AI output and in the process, enhance their	Sheren Saad is currently the Educational Support Specialist for Literacy at CMU-Q. She is passionate about supporting multilingual students in

Experiment		students' understanding of the notion of 'voice' in writing. This strategy is based on a personal statement writing workshop where the goal was to teach students how to write personal statements that are both analytical and authentic. Relying on a Critical AI Literacy approach (Bali, 2023), I conducted an activity where students were given the opportunity to see if using AI for editing their essays can enhance or obscure their writerly voices. Given that it's a high-stakes genre for students pursuing graduate school, the students were highly motivated to participate in the activity to see the changes AI prioritizes when asked to edit for coherence and clarity.	navigating the demands of academic reading and writing while also having a research interest in equity and scholarly writing practices in non-Anglophone contexts.
Show and Tell Presentations **5 minutes**			
Co-Creating Graphic Novels with AI	Bianca Arkeen & Fahad Rizwan	In this Show-and-Tell session, we will share Nova of Celestoria, a coming-of-age graphic novel that blends astrophysics with fiction, designed for young adult readers. We will present concept art, AI-assisted writing samples, and behind-the-scenes insights into our creative process, highlighting how AI has influenced storytelling while preserving human-driven creativity. Nova of Celestoria follows Nova, a 17-year-old high schooler whose dreams of the stars accidentally trigger an ancient prophecy, placing him at the heart of a cosmic battle that threatens his world, loved ones, and even a starry-eyed cat. This informal, dynamic session will provide a glimpse into our journey—leveraging AI for brainstorming, refining dialogue, and conceptualizing visuals—while ensuring the creative voice remains distinctly human. Attendees will see how AI can be a tool for inspiration rather than a replacement for originality.	Bianca Arkeen is the Outreach Manager at NYU Abu Dhabi's Center for Astrophysics and Space Science (CASS), where she leads public programming, strategic engagement, and creative communications. She holds a BA in Media Studies from UC Berkeley and is completing her Design Communications Certification at UCLA. With over 15 years experience at the crossroads of arts and scientific research management, Bianca leverages her creative vision and operational expertise to advance public engagement with science. Syed Fahad Rizwan is a writer-director influenced by the works of Kubrick, Lynch, Godard, and Hitchcock. His thesis film True Maskulinity interrogates the commodification of modern masculinity through a bold narrative lens. Beyond cinema, he has co-authored a feature-length graphic novel and created immersive multimedia installations. His work has been featured at the Louvre Abu Dhabi, TDF Magnifiscience, Middle East Film & Comic Con, Abu Dhabi International Book Fair, and the ADMAF Tribune Express.

جامعة نيويورك أبوظبي
NYU ABU DHABI

خريطة الحرم الجامعي
Campus Map

🛗	مصعد	**Lift**
🪜	سلالم	**Stairs**
🚗	إنزال الركاب	**Drop-Off**
1	مركز الاستقبال	**Welcome Center**
2	واق الفن في جامعة نيويو ك أبوظبي	**NYUAD Art Gallery**
3	مكتبة	**Bookstore**
4	مكتب القبول	**Admissions Office**
5	الأنشطة الرياضية	**Athletics**
6	المدخل إلى الموقع الشمالي	**Access to North Site**
7	مدرج	**Amphitheater**

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B1

B2

Room 329

Room 339

Room 340 (Faculty Hub)

Center for Writing

Library Café