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Usages et non-usages des IA génératives : premières pistes de réflexion sur le processus de réflexivité et sur l'appropriation des tâches de production de textes

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Chaire de l' **Université**
de Strasbourg
sur les pratiques journalistiques et médiatiques
réseau **ORBICOM**

***Usages et non-usages des IA génératives :
premières pistes de réflexion sur le processus de
réflexivité et sur l'appropriation des tâches de
production de textes***

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Context, Intentions and Methodological Approach

Our research in schools in Region Grand-Est **combines a quantitative approach** (data collected from 1,159 students and 1,663 teachers) with **multivariate statistical analysis, including clustering**, to identify profiles of users and non-users.

This approach is complemented by a **qualitative analysis with in-depth interviews** aimed at identifying the reasons behind both the adoption and the non-adoption of IAGen tools.

Questionnaires and interviews contribute to a **reinterpretation of modelling approaches to writing based on Human Intelligence (HI)**, while taking into account the **current uses of AI in an educational context**.

The **research is based on Hayes' model (2012)** and its developments, for a **systemic and dynamic conception of writing activity**. It also draws on a **(socio)constructivist approach to the societal issues surrounding the appropriation of AIGen in an educational context**.

Our position, supported by previous studies also refers to **cognitivist theories** (Bai et al, 2023), (Skulmowski, 2023) as well as theories of **human-machine discursive hybridisation** (Paveau, 2017).

Commonalities and Divergences Regarding AI Use Among Students

NON-USERS OF IA

They often perceive its use as a break from traditional academic values, associating it with cheating and outsourcing cognitive effort. Additional concerns include:

- Technical barriers
- Time-consuming nature
- Distrust of AI-generated content
- Plagiarism risks
- Environmental impact (raised by some university students)

USERS OF IA

They emphasize its **practical benefits**:

- Time-saving
- Information retrieval
- Helpful as a tool for clarifying teacher expectations
- Support for writing tasks



==> Importance of
human reflection
==> Shared need for
AI training

Main Results: Teachers

High school teachers – Divergent views:

Non-users emphasize:

- Lack of training and tool mastery
- Low reliability of AI-generated content
- Importance of human reflection and planning
- Lesson planning as a professional and identity-based act



Users highlight:

- Human-machine collaboration mindset
- Significant time savings
- Potential for differentiated instruction
- Awareness of widespread student use
- AI as a source of innovative ideas

Middle school teachers also report:

- Time-saving benefits
- AI helps with content research
- Exercise generation and support for differentiation

Discussion and Perspectives

ISSUES ABOUT WRITING PROCESSES

The era of generative AI (iAGen) = reveals the limitations of the Hayes and Flower (H & F) model
Gaps in this writing model (H & F) in relation to AI-mediated environments:

1. Symbolic prioritisation of tasks?

E.g. - tasks involving the creation of exercises are easily delegated to AIGen.

- but others, such as writing comments and defining learning objectives, meet with resistance.

=> a symbolic value that would determine the acceptability of delegating tasks to AIGen

2. Opacity of AI

Teachers find it difficult to distinguish between ideation, reformulation and synthesis.

=> 'black box' effect that obscures cognitive processes and highlights the need for traceability of processes within the model.

3. User identity and role regulation

Teachers' perceptions of AI evolve with their professional identity.

E.g.: transition from student-user to teacher-trainer.

=> This suggests the need to integrate identity regulation into H & F's 'central control'.



Conclusion

We advocate **for a renewed H & F model!**

=> **still a relevant analytical tool in the era of IAG** by integrating this following main points:

- The symbolic value of tasks
- The “cognitive” transparency of AI tools
 - The regulation of user identity

Thank you for listening, we look forward to your questions...



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