The AI Reading Conundrum and Its Implications for Pedagogy

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A research project was undertaken to address the impact of AI summarizers on reading practices in postsecondary writing classrooms. The project was framed by constructivist grounded theory and included 35 former first-year writing students at the University of Toronto. This article shares the results of the project in order to 1) start a conversation about the tensions that exist around AI summarizers and their impact on reading and writing practices and 2) suggest pedagogical possibilities for integrating AI tools and their summaries into classrooms.