

Postdigital, post-truth, and AI literacy in L1 education: Three PhD candidates' perspectives on automated writing, AI, and truth

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Tuesday 17 Feb 2026 | 7pm AEDT, 8am GMT, 9am CET, 4pm SGT

/Just ticking boxes"(?): Teaching Writing in an Age of Automation/ <Natalie Bellis, Monash University>

English classrooms in Australia are complex spaces in which writing is shaped by a range of factors including standardising imperatives. This paper shares early findings from a PhD project which centres on a research-practice network of secondary English teachers from Victoria, Australia. The network members met regularly during 2025 to discuss and explore how GenAI was shaping writing practices in, and around, their classrooms. In the presented paper, critical discourse analysis will be used to inquire into some of the ways in which postdigital entanglements of GenAI and other forms of standardisation are mediating the identity work that occurs within L1 classrooms. Ultimately, this study seeks to contribute to ongoing debates about the implications of synthetic texts within the dialogic spaces of English classrooms.



Natalie Bellis is a secondary English and literature teacher from regional Victoria, Australia and a PhD candidate at Monash University, Australia.

/Towards AI Literacy in L1 Education: Drawing on Insights from Linguistics and Literary Studies/ <Emmy Stevens, Tilburg University>

Large Language Models (LLMs) allow users to generate texts about any topic in every conceivable style or genre in the wink of an eye. A postdigital approach is needed to understand the intertwined nature of digital media and digital technology with current reading and writing practices (Wang & Wang, 2025; Rapanta et al., 2025). I will therefore argue that given its focus on language, literature, and communication, L1 education is the perfect place to engage students in a postdigital reflection on LLMs and I will explore how to address this, by drawing on insights about LLMs from linguistics and literary studies.



Emmy Stevens, MA, has worked as an L1 teacher and is now a PhD researcher at Tilburg University, The Netherlands.

/Beyond Procedural Fixes: Understanding Students' Truth Literacies in a Post-truth Age/ <Farah F. Vierra, Nanyang Technological University>

In classrooms today, truth is increasingly shaped by digital systems that filter what students encounter and influence what they recognise as believable. Within this environment, post-truth challenges emerge, and schools often respond with reactive procedural routines that provide surface-level ways of managing information but do not address how students make sense of or commit to truth. This study calls for a more nuanced way of understanding how students navigate truth in practice by introducing four domains of truth literacies: text, technology, self, and other. Using a comparative case study in Singapore, Israel, and Romania, it examines the practices students adopt, their limitations, and what these reveal for pedagogy in a post-truth age.



Farah F. Vierra is a PhD candidate at the National Institute of Education (NIE), Nanyang Technological University (NTU), Singapore.