

Module Name: **Academic Skills in the Digital Era**

Module Code: **BMSW4013**

Assignment Name: **The Future of AI-Assisted Writing: Supporting or Stifling Creativity?**

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Deadline: **Friday 6TH June 2025 23:59**

AI Acknowledgement

I confirm that I have not presented any AI GENERATED MATERIALS AS MY OWN WORK.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide evidence.

The Future of AI-Assisted Writing: Supporting or Stifling Creativity? AI assisted writing is a tool that can/may help enhance or promptly speed up your essay, report or research by generating any content for basic writing by proofreading things such as the grammar, punctuation or spelling of your work. Taken from research at the University of Waterloo, Kirk (2023) " Artificial intelligence can improve academic writing and facilitate peer views. For researchers, particularly beginners and non-native English speakers, using AI can help them produce better manuscripts faster with more time for teaching and supervising". (pg. 1).

I believe that AI supportive writing could be highly beneficial due to the fact that it can support anybody within the educational sector whether it be student, lecturer, teacher, or support worker. This would be by giving them the additional level of skills that it takes

to advance and enhance their research, essays, or reports. It gives them accessibility to doors that may not be open to them depending on their academic level of skill. It may give them empowerment so that they can then carry out their tasks/assignments more efficiently and effectively. Especially where one may need inspiration due to having a bit of writer's block or brain fog which happens to the best of us when carrying out any academic work set out. Deadlines and timeframes can be very daunting within the educational sector, so I do think that AI can most definitely support us with improving our work with more confidence and promptness.

When doing my research on both effectiveness and the hinderance of using AI to support your work during education, I came across a transcript via the University of Cambridge where Dr Steve Watson and Dr Vaughan Connolly argued on both sides of the debate. Whilst Dr Connolly is against the idea of using AI to support educational purposes by stating Kirk, 2023) "ChatGPT represents a tipping point in the development of AI and we teachers ignore it at our peril. For educators, it's going to be as transformational as Google was in 1998, and requires a serious conversation about the benefits, challenges and implications for schools and learners." Dr Watson goes on to say that " I'd characterize ChatGPT as a hugely powerful assistive technology. For producing text, throwing around ideas and playing with them, it's transformative. Historically, most communication innovations have tried to improve the exchange of meaning and avoid misunderstanding." (pg.1)

There will always be a divide between opinions regarding this subject, but effectively there are a lot of positives that come from the use of AI assistive writing within education as even the nay sayers have some form of enthusiasm or optimism towards it. I found it very interesting when reading an article from Williams & Wilkins (2023) "Our study provides preliminary evidence suggesting the potential of GPT-3.5 in generating high-quality scientific backgrounds. While the LLMs GPT-3.5 may help with background content development, the analyzed version was not able to generate references and reliable sources limiting its validity and readiness as an auxiliary tool for scientific medical writing. " (pg. 25). It really gives insight into human backgrounds development,

data collection and statistical analysis to give more thorough examination and understanding of the divide between both for and against the usage of AI.

Kim, Yuh (2025) " The interaction process with AI in which students make use o opportunities and challenges of AI as well as translate AI-provided information into meaningful knowledge to successfully complete their learning tasks and how those interactions impact their learning task performance." (pg.3).

Cardon, (2023) "In today's world, it is more important than ever to be able to think critically and analyze arguments, spot errors and misinformation, and make fixes when necessary." (pg.2).

References:

University of Waterloo, (2025), Researchers study the role of AI in academic writing.
<https://uwaterloo.ca/engineering/news/researchers-study-role-ai-academic-writing#:~:text=Research%20from%20the%20University%20of,time%20for%20teaching%20and%20supervising> (pg.1)

University of Cambridge, Kirk, (2023), We need to talk ChatGPT.
<https://news.educ.cam.ac.uk/230403-chat-gpt-education> (pg.1)

Williams & Wilkins (2023), Clinical Research With Large Language Models Generated Writing—Clinical Research with AI-assisted Writing (CRAW) Study,
<https://journals.lww.com/ccejournal/pages/default.aspx> (pg.5)

Kim, Yuh (2025), Journal of Research on Technology in Education, <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1080/15391523.2025.2456043?needAccess=true> (pg.3)

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com.ezproxy.uwtsd.ac.uk/doi/epub/10.1177/23294906231176517](https://journals-sagepub-com.ezproxy.uwtsd.ac.uk/doi/epub/10.1177/23294906231176517) (pg.2)