Summary Post

In this conversation, the pros and cons of AI writing tools have been analysed with consideration to academic and professional contexts, in addition to the attendance AI writing tools pose to danger. In my earlier contributions, I stressed AI's effectiveness in automating routine tasks, including email and content writing, as noted by Hutson (2021) who discussed the increasing role of AI in everyday writing activities. However, there were overriding concerns about misinformation in content, for instance the citation fabrication by tools such as GPT-3 (Hutson, 2021; Bender et al., 2021).

The contribution of peers has enhanced this discussion by proposing practical approaches, including citation validation in AI by Dalbir Singh. Ali Alzahmi extended the discussion into teaching where he cited Kasneci et al. (2023) to support the inclusion of ethical AI policies in teaching. This was also supported by Fahad Abdallah and Ali Alshehhi who pointed out the emphasis on the ethical delay of AI policy (Sætra et al., 2022) and the risk of 'infodemic' due to AI driven misinformation (De Angelis et al., 2023).

One significant factor raised concern from various participants was human creativity being undermined due to technology. Gervás et al. (2019) and other scholars admitted that while AI may help someone form ideas, the machine does not possess emotional intelligence or a sense of narrative that is vital for powerful storytelling.

Last, I wish to cover how the literature frames these tools, which is to indicate that while productivity gains are huge, there are genuine issues that come from uncritical use. In any considered approach, the tools will continue to be a supplement humans engage within a writing process as opposed to replacing the writer. The institution, social structures. and frameworks they operate within and the humans that govern their implementation must be responsible, provided through bounding ethical interaction with AI.

References

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