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Baron, Naomi S. "How ChatGPT Robs Students of Motivation to Write and Think for Themselves." Gale Opposing Viewpoints OnlineCollection, Gale, 2023. Gale In Context: Opposing Viewpoints, link.gale.com/apps/doc/UVAIJM713843016/OVIC?u=j015910&sid=bookmark-OVIC&xid=a63473f7. Accessed 22 Aug. 2023. Originally published as "How ChatGPT robs students of motivation to write and think for themselves," *The Conversation*, 19 Jan. 2023.

Artificial Intelligence has played many roles in people's lives and will only continue to increase as the technology improves. Especially with the recent additions of OpenAI's ChatGPT and DALL-E, artificial intelligence doesn't have niche uses anymore as it can be used for a broad number of applications. There have been many positive developments from the use of artificial intelligence but Naomi S. Baron, a linguist professor who studies how technology can affect people's cognition in their writing, states in an article that the use of artificial intelligence in education "threatens student writing skills, the value of writing as a process, and the importance of seeing writing as a vehicle for thinking" (Baron).

Professor Baron makes several points as to why artificial intelligence can hinder the development of writing skills in education. The first point was asserted through surveys done towards students who expressed their worries about how artificial intelligence negatively affects their writing. Their statements ranged from losing spelling abilities to compromising academic integrity. Using literary societies that write to help themselves think as an example, the professor declares that artificial intelligence can "diminish the opportunities to think for ourselves" (Baron). She also asserts that good writing is a process that is done through the effort and cognition of people instead of A.I. The second point is done through scenarios about time. For example, somebody who is on a tight schedule might be tempted to use artificial intelligence as a crutch to complete assignments faster. Editing, revising, or any other kind of proofreading might take too much time even though it's crucial towards advancement in writing skills. This leads the professor to state that the use of artificial intelligence in scenarios like these can grant easy ways out for the students and keep them from improving their writing. The third and final point is made through the writer's sense of ownership towards their own work. For example, one of the students in Baron's surveys had also voiced their concerns towards Grammarly, an A.I. typing assistant, saying that the application can remove the individuality a student creates while creating essays. Or a quote taken from Writer Jennifer Lepp, saying her work "didn't feel like mine anymore. It was very uncomfortable to look back over what I wrote and not really feel connected to the words or ideas." (Baron) The survey and testimony demonstrate how artificial text generation tools can wither the individuality of a writer's work. Professor Baron also states the effects of this problem can be even worse for students who aren't experienced in their writing or don't have the motivation to write in the first place.

In conclusion, Professor Baron states that artificial intelligence has many opportunities to limit or stop students from using writing as a way to process thought. As the professor has said, "Crafting written work should be a journey, not just a destination". (How ChatGPT Robs Students) This quote also shows her love and devotion towards writing making her an even bigger stakeholder in this topic. Professor Baron expects schools to teach students the importance of writing and how artificial intelligence can negatively affect it. She hopes that through those efforts, students and educators alike will appreciate the journey that writing offers.