Generert med DALL-E, prompt:
photo of a humanoid robot sitting at a desk in a room with bookshelves, writing on a piece of paper using a pen

Akademisk skriving i møte med kunstig intelligens

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Hva er akademisk skriving?

Alle typer skriveprosesser der man skriver om fag.

- Uformell skriving: notater, sammendrag, tenkeskriving osv.
- Formell skriving: rapporter, artikler osv.

Hva er **hensikten med** akademisk skriving?

- Lære
- Formidle
- Delta i et fellesskap

Kilde: https://i.ntnu.no/oppgaveskriving/akademisk-skriving

Tenk – par – del

- hvor viktig er akademisk skriving i ditt emne/fag?
- hvordan trenes studentene dine i akademisk skriving?
- hvordan evalueres dine studenters evne til akademisk skriving?

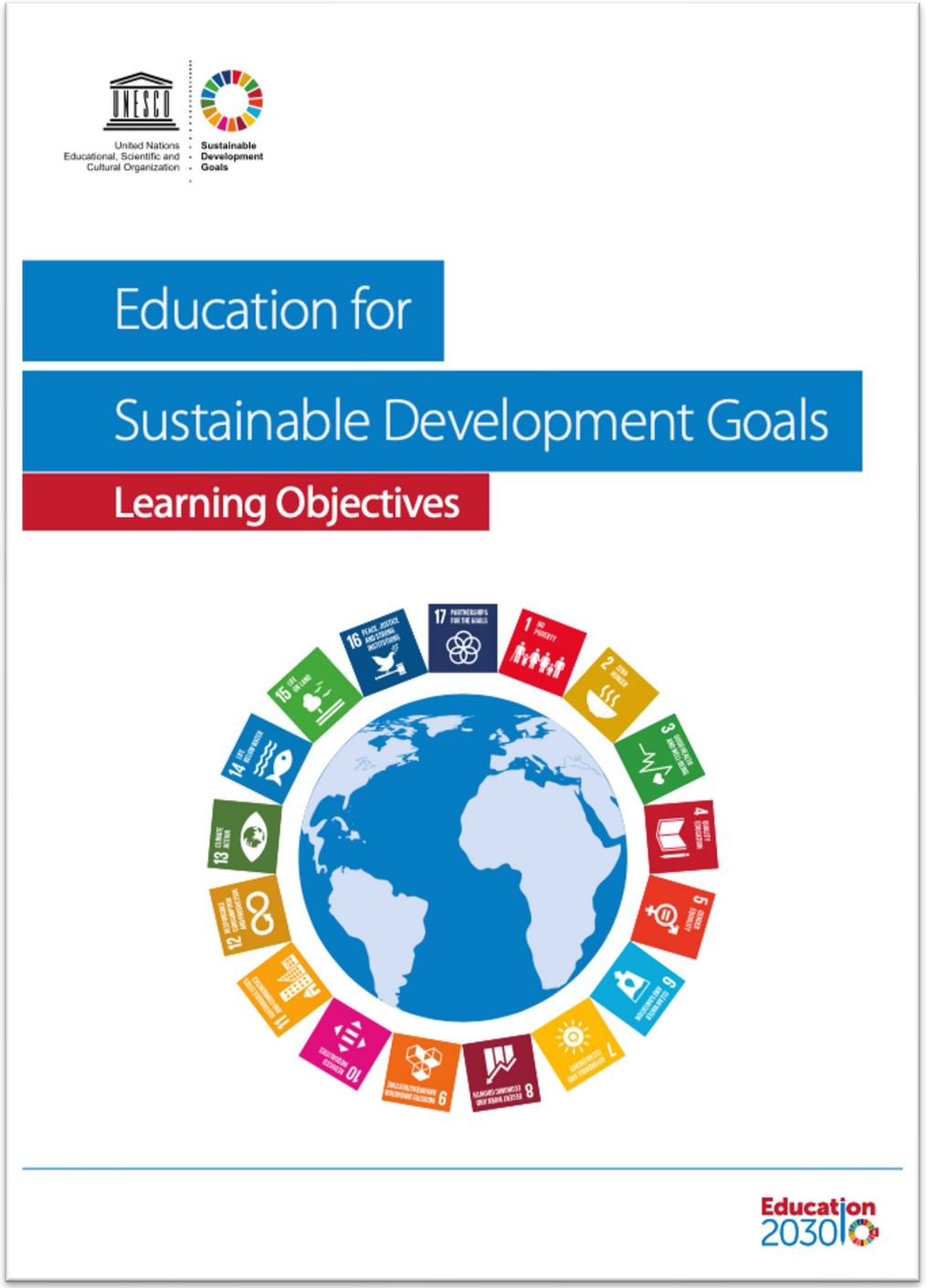
KURT – Kompetansesenter for undervisning i realfag og teknologi

← Universitet - utdanningsutvikling

Undervisning for bærekraft

Vis undermeny ↓

Hvordan utdanner vi studenter med kunnskap og evne til å jobbe for en bærekraftig fremtid?



Skriving og formidling er viktig i et bærekraftsperspektiv!

Bærekraftskompetanser

Systemtenkning

Foregripende kompetanse

Normativ kompetanse

Strategisk kompetanse

Samarbeidskompetanse

Kritisk tenkning

Selvbevissthet

Integrert problemløsning

- «Hvordan man får ting gjort»
- Kunne utvikle og implementere innovasjoner og tiltak som fremmer bærekraft, i samspill med interessenter og beslutningstakere

Eksempler:

Vitenskapelig formidling til målgrupper

Kjennskap til beslutningsprosesser

Interaksjon med brukergrupper

Kjennskap til markedsmekanismer og -aktører

Muligheter med kunstig intelligens

- Skrivestøtte
  - Finne/korrigere feil, bedre språk/struktur. *Kan vi øke kravene til formidlingsevne for våre studenter?*
  - Studenter med dysleksi/andre spesielle utfordringer kan fokusere mer på fag og mindre på det tekniske rundt skrivingen
- Forskningsstøtte
  - Finne og oppsummere litteratur
  - Komme opp med ideer
  - Lage maler/disposisjon til tekst
  - Oversettelse

Elicit

FAQ Tasks Starred

Ask a research question

Elicit will find answers from 175 million papers

allenges and benefits of artificial intelligence in academic writing Search

Brainstorm questions for 'what are challenges and benefits of artificial intelligence in academic writing'

Recent searches

what are challenges and benefits of artificial intelligence in academic writing

Ask a research question

Elicit will find answers from 175 million papers

what are challenges and benefits of artificial intelligence in acad

Search

Recent searches

- what are challenges and benefits of artificial intelligence in academic writing

Suggested research questions

- What are the potential benefits of using AI to assist in academic writing?
- What are the potential challenges of using AI to assist in academic writing?
- How can AI be used to improve the quality of academic writing?
- How can AI be used to reduce the time it takes to write an academic paper?
- How can AI be used to reduce the cost of academic writing?

What are the potential benefits of using AI to assist in academic writing?

SUMMARY OF TOP 4 PAPERS BETA

The papers suggest that AI can offer significant benefits to academic writing. Godwin-Jones (2022) discusses how AI-enabled writing tools can help learners improve the quality of their written texts and offer significant benefits to both students and teachers. Pividori (2023) investigates how models with advanced natural language processing capabilities can be used to reduce the time-consuming process of writing and revising scholarly manuscripts. Cotos (2011) presents an empirical evaluation of automated writing evaluation (AWE) feedback used for L2 academic writing teaching and learning, finding that AWE feedback possesses potential for facilitating language learning. However, DuBose (2023) raises concerns about the ethical implications of using AI in academic writing and

Add information about all papers

- Abstract summary ✓
- Intervention
- Outcomes measured

Search for paper information

What was the...

Has PDF | Filter | Sort by | Export as

Paper title	Abstract summary
E MERGING T ECHNOLOGIES Partnering with AI: Intelligent writing assistance and instructed language learning Robert Godwin-Jones 2022 Review 7 Citations	AI-enabled writing tools can be used to help learners improve the quality of their written texts.
A publishing infrastructure for AI-assisted academic authoring M. Pividori, Casey S. Greene *bioRxiv* 2023 1 Citations DOI PDF	AI-based revision workflows for scholarly text can capture the concepts in the scholarly text and produce high-quality revisions that improve clarity.
Potential of Automated Writing Evaluation Feedback. Elena Cotos 2011 78 Citations DOI	The color-coded and numerical feedback possesses potential for facilitating language learning.
AI in academic writing: Tool or invader Joy DuBose, Derek H. Marshall 2023 0 Citations DOI	AI technologies such as ChatGPT allow users to create written works that can be used in college assignments.
Research on AI-assisted Hybrid Teaching for English Writing Jingtai Li *International Conferences on Computers, Information Processing and Advanced Education* 2021 1 Citations DOI	Artificial intelligence technology can effectively assist teachers to complete composition correction and data analysis more efficiently.

E MERGING T ECHNOLOGIES Partnering with AI: Intelligent writing assistance and instructed language learning

Review

Robert Godwin-Jones

2022 7 Citations Semantic Scholar

Abstract summary

AI-enabled writing tools can be used to help learners improve the quality of their written texts.

What outcomes did they measure?

- Quality Of Written Texts
- Benefits To Students
- Benefits To Teachers
- Meta Linguistic Knowledge

Can I trust this paper?

- No mention found of study type
- No mention found of funding source
- No mention found of participant count
- No mention found of multiple comparisons
- No mention found of intent to treat
- No mention found of preregistration

Ask a question about this paper

Ask

Abstract

In recent years, advances in artificial intelligence (AI) have led to significantly improved, or in some cases, completely new digital tools for writing. Systems for writing assessment and assistance based on automated writing evaluation (AWE) have been available for some time. That is the case for machine translation as well. More recent are synchronous feedback tools, such as Grammarly. That tool incorporates, as do others, predictive text technology, supplying automated sentence completion. Emerging writing assistance goes further, generating an entire text in response to a brief prompt. That capacity, along with significantly improved performance of both automated feedback systems and machine translation, is enabled through advances in AI, built on ever larger datasets and deep machine learning. While they differ in interface, functionality, and target audience, the available and emerging set of intelligent writing tools can be used to help learners improve the quality of their written texts. However, their use in instructional language learning has in some cases been controversial. In this column, we will be examining AI-enabled writing tools, reviewing the findings from research studies, and discussing their use in instructional settings. When integrated into writing instruction and practice, these digital tools have been found to offer significant benefits to both students and teachers. Teacher mediation aids learners in becoming informed consumers of language technology, as well as helping them to gain meta-linguistic knowledge. For researchers, intelligent writing tool use is optimally analyzed from a broad ecological perspective that examines the dynamic interplay of learner, software, and instructional environment.

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Possible critiques

We looked at how this paper, **Godwin-Jones**, has been cited, but couldn't find any mentions of methodological flaws.

Other citations

Woo et al. said:

> In this way, our study provides evidence to question claims that compositions comprising exclusively AI-generated text would be scored positively for cohesiveness and grammatical accuracy (Godwin-Jones, 2022), for which reason automatic writing evaluation systems would have limited value.

Perkins said:

> Although Grammarly uses its own AI supported tool to correct mistakes in grammar and rather than relying on existing LLM transformers (Grammarly, 12 2022) the use of LLMs in these tools can particularly reduce the burden on EFL instructors (Godwin-Jones, 2022).

Godwin-Jones said:

> While pronunciation and question formulation are obvious linguistic areas for trial and error, the systems have been used for areas such as writing and storytelling as well (see Godwin-Jones, 2022a, in press).

Show more citations

Ask a question about this paper

Ask

Abstract

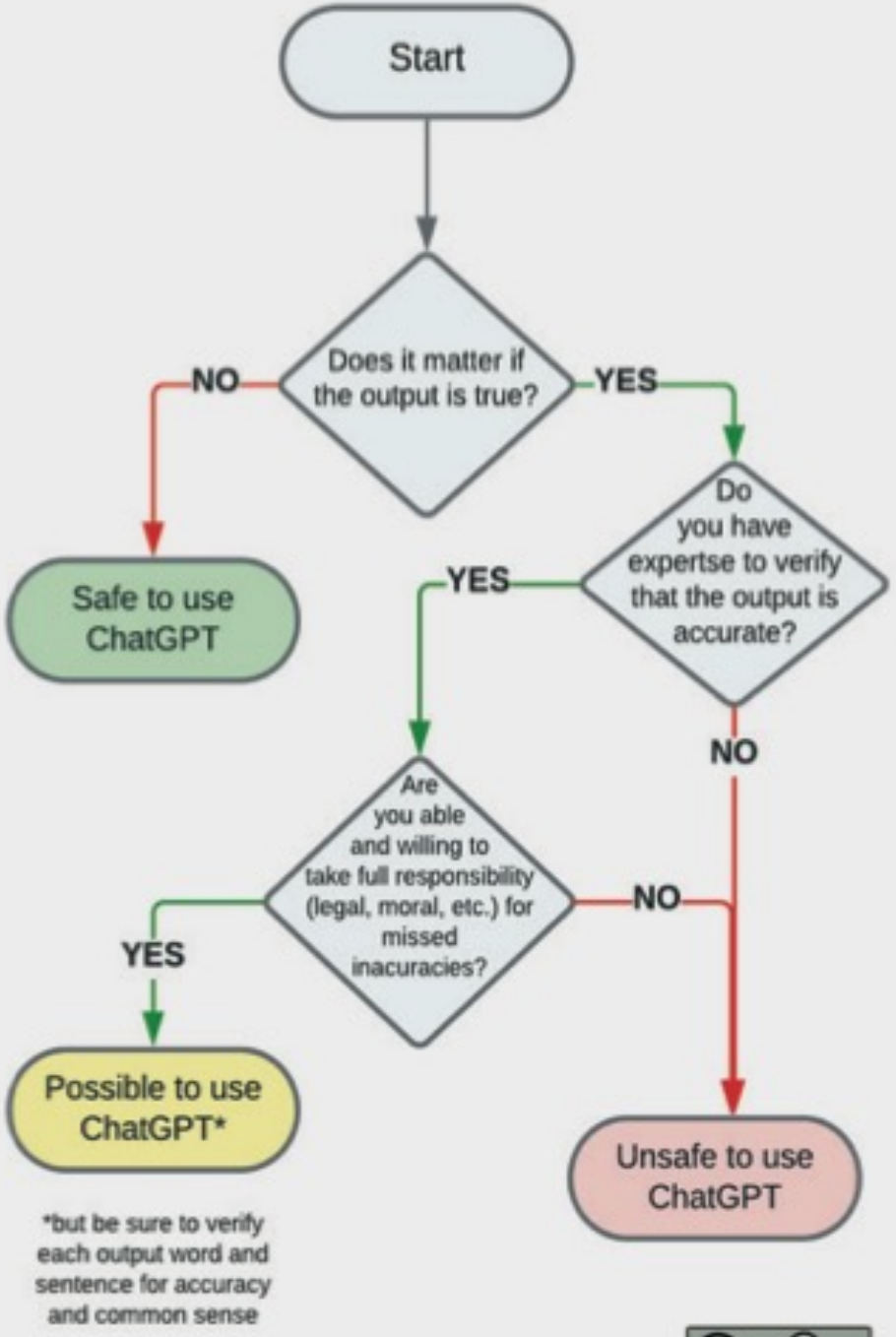
In recent years, advances in artificial intelligence (AI) have led to significantly improved, or in some cases, completely new digital tools for writing. Systems for writing assessment and assistance based on automated writing evaluation (AWE) have been available for some time. That is the case for machine translation as well. More recent are synchronous feedback tools, such as Grammarly. That tool incorporates, as do others, predictive text technology, supplying automated sentence completion. Emerging writing assistance goes further, generating an entire text in response to a brief prompt. That capacity, along with significantly improved performance of both automated feedback systems and machine translation, is enabled through advances in AI, built on ever larger datasets and deep machine learning. While they differ in interface, functionality, and target audience, the available and emerging set of intelligent writing tools can be used to help learners improve the quality of their written texts. However, their use in instructional language learning has in some cases been controversial. In this column, we will be examining AI-enabled writing tools, reviewing the findings from research studies, and discussing their use in instructional settings. When integrated into writing instruction and practice, these digital tools have been found to offer significant benefits to both students and teachers. Teacher mediation aids learners in becoming informed consumers of language technology, as well as helping them to gain meta-linguistic knowledge. For researchers, intelligent writing tool use is optimally analyzed from a broad ecological perspective that examines the dynamic interplay of learner, software, and instructional environment.

Utfordringer med kunstig intelligens

Når er det ok å bruke AI?

UNESCO: ChatGTP and artificial intelligence in higher education – a Quick Start guide

https://www.iesalc.unesco.org/wp-content/uploads/2023/04/ChatGPT-and-Artificial-Intelligence-in-higher-education-Quick-Start-guide_EN_FINAL.pdf

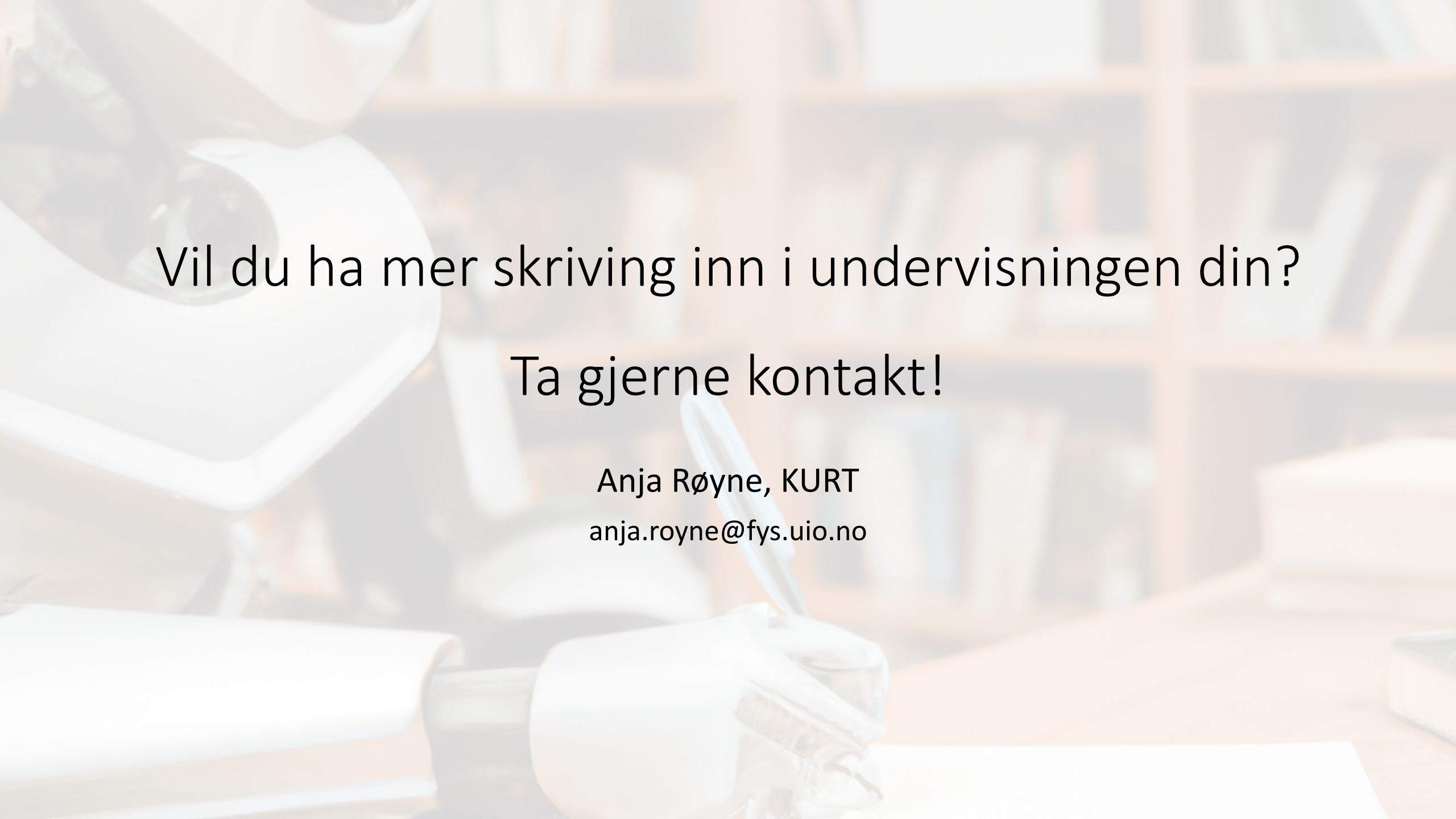


Utfordringer med kunstig intelligens

- plagiat??
- kan ikke stole på resultater
- skadelig for læringsprosessen – studentene kan unngå å tenke/reflektere
- ansvar for egen tekst/resultater/påstander/forskning
    - studentene må gjøres bevisste på dette!

Tenk – par – del

Hva ser du på som de største mulighetene og utfordringene med bruk av kunstig intelligens i akademisk skriving?



Vil du ha mer skriving inn i undervisningen din?

Ta gjerne kontakt!

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