

Essay

How the Benefits of AI-based Writing Tools in the Education Field Compare to Their Downsides

Student's Name
Institutional Affiliation
Course Full Title
Instructor Full Name
Due Date

How the Benefits of AI-based Writing Tools in the Education Field Compare to Their Downsides

The famous saying, "If you cannot beat them, join them," demonstrates great relevance regarding the massive challenge educators currently grapple with concerning introducing AI-based writing tools. The release and the rapid diffusion of ChatGPT and similar AI-writing tools into the education field have continually forced teachers and researchers in a similar way to deal with the consequences of the technology, which range from optimism to fear for the future of education, precisely writing instruction (Uzun, 2023). Various factors have driven innovators to revolutionize AI-generated writing tools. Although AI-based writing tools ease learning among students regardless of their skill levels, it deprives them of essential learning skills and opportunities.

AI-based Writing Tools on the Limitation of Critical Thinking and Creativity

AI-generated writing tools limit thinking and creativity because they rely on web content and existing data to create texts. They do not understand user intent for queries and human common sense behavior (Uzun, 2023). Readers mainly feel engrossed when reading texts to which they feel a connection. Unfortunately, most learners no longer feel obliged to engage in critical thinking or the need to put more creativity into their assignments because of the easy access to AI-writing tools. The most significant benefit of AI-generating writing tools concerns their efficiency and scalability (Storey, 2023). The devices can create written texts faster than humans. Naturally, humans go for the easiest way out. Since most students wish to rest or spend their spare time engaging in self-gratifying activities, they use AI writing tools in their assignments. "Technologies have the potential to enhance academic writing and research efficiency" (Dergaa, Chamari, Zmijewski & Saad, 2023). Although AI-based tools offer learners the functionalities which enable them to meet their course requirements and expectations, they deny the learners the most critical opportunity to engage in critical thinking and shape their creativity, tools which are crucial in career spheres (Uzun, 2023). Therefore, it is essential that learners only use the AI-writing tools as thinking partners necessary only in navigating distinct concepts.

Nevertheless, AI-based writing tools are simply an improvement of the existing technology and, therefore, not an obstacle to critical thinking and creativity. The introduction of computers in the education field in the 1990s marked the beginning of a massive transformation in learning that is evident in today's education sector (Dergaa et al., 2023). The use of technology-enabled students to search and easily access information online, contrary to the situation in the pre-computer era whereby learners literally sought information from books from library shelves. The improvement of the internet that has made browsing faster and more efficient has further broadened the efforts to make learning easier. Yet, with the two technologies that have existed for nearly three decades, learners have always engaged in critical and creative thinking. The AI-writing tools represent another level of technology that humans should exploit and benefit from (Dergaa et al., 2023). Students only require guidance from their teachers on how

effectively and beneficially the tools can improve their studies. Incorporating generative AI in products from reputable companies, such as Google, Apple, and Microsoft, indicates how the technology is likely to continue influencing education (Dergaa et al., 2023). It is impossible to ban students from using AI-based writing tools because of the dire consequences that such a move may have on their future careers. Instead, teachers, in consultation with their respective organizations, should strive to endow learners with the skills and experience necessary to manipulate AI tools to increase their efficiency and productivity. With such vital skills, learners will uphold their ability to think critically and creatively despite using AI writing tools.

How the Use of AI-writing Tools Devalues Students' Written Texts

Devaluing content is another challenge that arises with using AI-generated writing tools. The AI-based writing tools are incapable of generating new ideas while at the same time incorporating the use of emotional intelligence (Uzun, 2023). They operate by adding existing facts on the web to an outline. Therefore, with AI writing tools, learners cannot include the latest trending ideas and topics in their content or develop new ideas. AI-writing tools source information from multiple websites and create a single piece (Uzun, 2023). Such "random" collection and combination of information may lead to mix-ups about issues related to textures, colors, and product descriptions because the writing tools do not precisely understand the meanings of adjectives. For that reason, even after creating texts using AI-generated writing tools, learners still must read the generated content to edit it where necessary to improve the quality (Storey, 2023). That calls for students to use AI-based writing tools mainly to solve issues on topic creation, generating ideas, or organizing concepts. The devices can give learners ideas on what to include for broader topics.

However, the fact that the AI-writing software produces content based on a user's parameters or inputs challenges the assertion that the writing tools devalue written content. Programmers of the AI-generated writing tools integrate several algorithms, which allow the equipment to consider numerous matrices just like humans before providing a reasonable result (Storey, 2023). They train their equipment with real-life data for a lengthy period to equip them with the ability to create precise and captivating content. Several algorithms work behind every AI-based writing tool, an indication that the software operates like human brains (Uzun, 2023). The programs can process various aspects simultaneously and provide results that approximate those humans produce. The near-human perfection in the creation of AI-based writing tools is the reason the software makes grammatically correct content with a tone that is not only engaging but also natural (Dergaa et al., 2023). Therefore, claiming that AI-based writing needs more human emotions sounds unconvincing. Students do research basing their studies on existing information (Dergaa et al., 2023). They then process the information found and create new similar content but new. Similarly, AI-writing tools use algorithms to collect the available content on the web, process them and provide fresh content based on a user's instructions.

The invention of AI-generated writing tools is undoubtedly one of the greatest innovations of the twenty-first century. The technology presents an easy way of grappling with written instruction and research challenges. The AI-writing tools enable learners to develop well-informed text without necessarily involving expertise in the study area. Nonetheless, the technology presents another form of academic dishonesty. The AI-writing tools go beyond the acceptable boundary in using external learning aids. They aid learners in navigating through challenging concepts in their studies, subtly encouraging cheating in education. Such fears are not only reasonable but are also unavoidable. Banning AI-writing tools is unthinkable, considering the widespread use of the technology among students and non-students around the globe. Technology is ubiquitous and will continue influencing the education sector inside and outside the classroom. Therefore, it is only best if students learn to use the equipment as writing assistants rather than solely relying on them to create entire essays.

References

Dergaa, I., Chamari, K., Zmijewski, P., & Saad, H. B. (2023). From human writing to artificial intelligence generated text: examining the prospects and potential threats of ChatGPT in academic writing. *Biology of Sport*, 40(2), 615-622.

Storey, V. A. (2023). AI Technology and Academic Writing: Knowing and Mastering the “Craft Skills”. *International Journal of Adult Education and Technology (IJAET)*, 14(1), 1-15.

Uzun, L. (2023). ChatGPT and academic integrity concerns: Detecting artificial intelligence generated content. *Language Education and Technology*, 3(1).



100% human writing –
no AI tools used

Want a paper of the same quality?

Our experts can help you today!

[Hire an expert](#)



Compliance with
guidelines & standards



Timely delivery, even
for looming orders