Embracing Artificial Intelligence (AI) Tools in Drafting Research Papers

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Abstract

The focus of this approach is to identify whether moderatly embracing AI tools while drafting a research paper will affect students' professionalism, performance, and ethics. The activity was conducted in an Advanced Academic English class where 53 students consulted ChatGPT in the classroom to find a prompt and identify two scholarly articles. The majority of students agreed that ChatGPT can assist in mundane tasks but does not provide accurate, credible, and scholary information. Thus, the main suggestion is to regulate the use of the ChatGPT and use it as a supporting tool to promote certain academic skills

Introduction

- What is AI?
- What are some AI tools used in higher education?
- How can AI tools be used ethically?

Procedures

Graded activity in class
- Students given clear guidelines, instruments and learning objectives , and divided into groups of three.
- Teams asked to consult ChatGPT and find practical and feasible solutions to a problem.
- Findings submitted during class time
- Personal Reflection question shared on the use of ChatGPT: "True intelligence is demonstrated in the ability to think and express improbable but insightful things".

Results & Testimonies

Majority of students agreed:
- The bot is not a human and cannot provide practical and valid solutions to the defined problem.
- They still need the library databases to identify valid, accurate, relevant and up-to-date scholarly articles.

Challenges

- ChatGPT is an evolving tool, so integrating it is still under revision, and many students and faculty are not prepared to use it.
- ChatGPT may decrease students' critically literacy skills and limit their creativity.
- Time allocated for this activity was not sufficient.

Recommendations

- ChatGPT is not the first nor the last technology to be feared.
- Academic institution should consider introducing and regulating its use for specific academic skills.

Human Reflection