

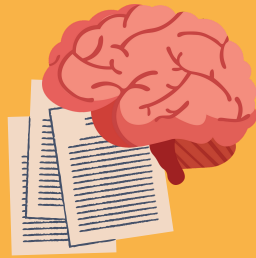
# How Instructors Can Adapt to Artificial Intelligence in Writing Assignments

By Jim Davies

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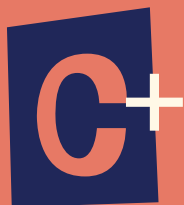
**There is evidence suggesting that learning to write helps with critical thinking.**



**89% of students are using Large Language Models (like ChatGPT).**



**LLM-generated essays get decent marks.**



## Executive Summary

About 90% of students use Large Language Models (*LLMs* such as *ChatGPT*) with school work, including essay writing, multiple choice tests, and so on. Any time a student has access to their computer they can use an LLM, either on or offline. You can **assume that most students will use it if they have the chance**, for any work that involves the generation of text.

We cannot reliably tell how much of an essay is AI-written.



An LLM can be useful to students for any task that can be helped by generating words.



LLMs can be used on phones, or downloaded to computers not on the internet.



The only way to make sure students are actually writing is to **make them write in class, by hand.**

I recommend having them write on and submit large index cards, which can be easily re-written, shuffled, and discarded during editing in class.



If you believe, as I do, that **teaching writing is important for teaching how to think**, then you might want to still have writing assignments in your classes. However, LLMs make this very challenging. My advice is to have students write by hand, in class, on paper. You and the TAs help with their writing in real time. Ideally, there is a **writing lab section** of the course so it doesn't eat up too much lecture time.



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  - Quitadamo, I. J., & Kurtz, M. J. (2007). *Learning to improve: using writing to increase critical thinking performance in general education biology*. *CBE—Life Sciences Education*, 6(2), 140-154.4