Chat GPT: Opportunities for researching writing and the teaching of writing

... from the perspective of a writing studies faculty member
How might research be used to examine the impact of ChatGPT?

**Ethics**
- Designing scenarios to quantify perceptions of a person versus an AI writing
  - A machine writes a new bill.
  - A student uses a machine to outline a paper.
- Investigating data sources of large language models to uncover bias
  - E.g., cultural, racial, gendered, class bias
  - Effects of the distribution of quality within the data source.

**Effectiveness**
- Comparing automated writing to human writing
  - Lawyers, technical writers, judges, politicians versus AI
- Offloading repetitive writing
  - Provides templates, time cost / savings
- Emotional component of composing with help
  - Instant feedback
  - Avoid starting with a blank page

I’m interested in developing empirical studies, including quasi and fully experimental studies. (email me [johng@illinois.edu](mailto:johng@illinois.edu) if interested in collaboration!)
What is the impact of A.I. writing technologies on the teaching and learning of writing?

We don’t yet know the impact.

- However, thinking about AI writing technologies allows us to reflect and revisit our writing pedagogies.
  - Why are we assigning writing?
  - What is the purpose of the writing in our courses?
  - How are we using writing to assess versus to teach communication?
- Remember this isn’t the first disruptive writing technology, we should engage with existing scholarship on the impact of previous writing technologies.
  - E.g., writing by hand leads to more detailed planning versus screen composing for students (Haas, 1989).