

ChatGPT and Scientific Writing, Planning and Presentations

**A story about happy students, happy teachers
and great written work.**

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Our course:

Scientific Writing, Planning and Presentations

- 30-50 students
- MSc course
- Compulsory course for Analytical Chemistry
- Very mixed group - chemistry, physics, nano-science, computer science, molecular biomedicine, agriculture
- Very international group
- 3-4 teachers
- Previously: 5 assignments, huge grading burden

Sci-Wri in 2023/24 (and onwards)

- Adopted ChatGPT and other AI tools as an integral part of the course
 - eg. Assignment 1 Write a cover letter for a job application became Use AI tools to write a cover letter for a job application
- Provided in-class teaching working through the strengths and weaknesses of ChatGPT
- Increased focus on process as well as product
- Completely different grading experience -> focus on ideas
- All students used AI tools but were quite measured in their enthusiasm
- We should get statistics on our student usage :-)

Why use AI tools in writing exercises?

- Allow students (and teachers) to focus on ideas rather than grammar
- Teach students how to use these tools effectively (rather than mis-use)
- Teach students (and teachers) how to critically read very fluent AI-assisted text
- Embrace the inevitable (in-application integration)