GenAI TOOLS IN TEACHING ACADEMIC WRITING FOR MEDICAL STUDENTS

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ABSTRACT

The integration of generative artificial intelligence (GenAI) tools into education has opened new possibilities for enhancing the teaching and learning of academic writing, particularly in disciplines where precision and clarity are critical, such as medical education. This study explores the potential of GenAI tools, including their capabilities and limitations, in supporting the development of academic writing skills among medical students in St. Ignatius of Loyola college. The research employs a mixed-methods approach within a pilot project, combining qualitative and quantitative methods. Data were collected through pre- and post-course surveys, and the analysis of written outputs produced by 19 second-year medical students enrolled in an academic writing course at St. Ignatius of Loyola College. Findings indicate that GenAI tools, such as Grammarly and ChatGPT, helped improving students' writing quality, confidence, and productivity. Quantitative results showed some improvements in grammar, structure, and clarity, while qualitative feedback highlighted both the benefits—such as reduced writing anxiety and enhanced brainstorming—and the challenges, including concerns about over-reliance and inaccuracies in medical terminology. These outcomes align with cognitive load theory and the extended mind hypothesis, emphasizing the tools' ability to scaffold learning and reduce extraneous cognitive effort. The study concludes with recommendations for integrating GenAI tools responsibly into academic writing curricula, addressing ethical considerations, and fostering critical thinking.

Keywords: Generative AI, academic writing, teaching tools, cognitive load theory

Introduction

The integration of generative artificial intelligence (GenAI) tools into education has significantly transformed teaching methodologies across disciplines, particularly in fields like medical education where precision, clarity, and evidence-based communication are essential. Academic writing poses unique challenges for students who must navigate complex language requirements, adhere to strict formatting standards, and communicate highly specialized content with clarity. GenAI tools, leveraging advanced natural language processing (NLP) and machine learning algorithms, offer novel opportunities to address these challenges by assisting students in generating ideas, structuring their writing, and refining their style to meet academic and professional standards (Zhang et al., 2023).

For medical students, effective academic writing extends beyond the classroom, underpinning skills critical to their future roles as researchers and clinicians. They are often required to write clinical case reports, research articles, and systematic reviews, each demanding a high degree of accuracy, logical structure, and adherence to discipline-specific conventions (Horton, 2019). However, many students struggle with coherence, creativity, and language precision, particularly when transitioning from general writing to highly technical medical discourse. GenAI tools, such as Grammarly and ChatGPT, can help bridge this gap by providing instant feedback on grammar, style, and tone, while also assisting in the brainstorming and drafting processes.

Moreover, the integration of GenAI tools into academic writing for medical students aligns with broader educational goals, such as fostering critical thinking and enhancing learning efficiency. These tools can act as useful mechanisms, enabling students to focus

on higher-order cognitive tasks, such as synthesizing evidence and constructing logical arguments, while alleviating the cognitive burden of language mechanics and formatting (Clark & Chalmers, 2022). Despite their benefits, the use of GenAI tools raises important ethical and pedagogical questions, such as ensuring academic integrity, avoiding over-reliance, and teaching students to critically evaluate AI-generated outputs. Addressing these challenges requires a balanced and thoughtful approach to integrating GenAI tools into medical education.

By leveraging the capabilities of GenAI tools effectively, educators can not only enhance the academic writing skills of medical students but also prepare them for the demands of professional communication in the medical field.

Research Relevance

The relevance of exploring the use of GenAI tools in teaching academic writing lies in their growing presence in educational and professional settings. As artificial intelligence becomes increasingly ubiquitous, educators must adapt to ensure students develop the skills required to navigate these technologies effectively and ethically (Clark & Chalmers, 2022). Moreover, academic writing remains a cornerstone of higher education, shaping students' ability to communicate complex ideas and engage in scholarly discourse. Understanding how GenAI tools can support this critical skill, educators can better prepare students for both academic success and professional challenges.

The object of Research

The object of this research is academic writing as a pedagogical skill, with a specific focus on how Generative AI tools can be integrated into teaching practices to enhance the development of students' writing abilities.

Research Aim

This article aims to explore the potential of GenAI tools in enhancing the teaching and learning of academic writing for medical students while addressing the ethical and practical challenges associated with their use.

Research Objectives

1. To review the current capabilities of GenAI tools in supporting academic writing instruction.
2. To analyze the impact of GenAI tools on student outcomes, including writing quality, creativity, and learning autonomy.
3. To provide recommendations for educators to leverage GenAI tools responsibly and effectively in teaching academic writing.

Research Methods

To achieve the stated aim and objectives, this study employs a mixed-methods approach, combining both qualitative and quantitative research methods.

1. Theoretical Overview of GenAI Tools in Teaching and Academic Writing

The rapid advancement of Generative Artificial Intelligence (GenAI) tools has opened new possibilities for enhancing teaching practices and learning outcomes, particularly in academic writing. These tools can act as both learning aids and cognitive extensions for students. To understand their role in education, it is essential to examine the theoretical

frameworks that underpin their integration into teaching and learning. This section explores how key pedagogical theories provide a foundation for leveraging GenAI tools in the classroom. It also discusses the implications of GenAI tools for academic writing as a critical skill, focusing on their potential to scaffold the writing process, promote metacognitive awareness, and support engagement with disciplinary conventions. By grounding the analysis in established theories, this section seeks to illuminate both the opportunities and challenges posed by GenAI tools in the context of academic writing education.

1.1. Theoretical Overview of GenAI Tools in Teaching

GenAI tools, powered by advancements in natural language processing (NLP) and machine learning, have redefined the landscape of education. They are built on transformative AI architectures such as OpenAI's GPT models, which are based on deep learning techniques capable of generating coherent and contextually relevant text (Brown et al., 2020). The theoretical foundation for understanding the role of GenAI in academic writing lies at the intersection of constructivist pedagogy and cognitive load theory.

In the context of academic writing, GenAI tools align with this approach by offering different mechanisms that support the writing process. For example, tools like ChatGPT can assist students in brainstorming ideas, refining arguments, and improving the clarity of their text, enabling them to focus on higher-order cognitive tasks such as critical analysis and synthesis (Zhang et al., 2023). By acting as a virtual collaborator, GenAI fosters an interactive learning environment that promotes student agency and autonomy.

Writing tasks often involve high intrinsic load due to the complexity of organizing ideas, adhering to academic conventions, and maintaining coherence. GenAI tools can mitigate this by automating routine and time-consuming tasks such as grammar correction, citation generation, and paraphrasing (Smith et al., 2023). This allows students to allocate more cognitive resources to understanding the content and developing their arguments, thereby enhancing overall learning outcomes.

While these theoretical perspectives underscore the potential benefits of GenAI tools, they also raise important challenges. For example, constructivist pedagogy requires active engagement from learners, yet there is a risk that students may over-rely on GenAI tools, bypassing critical thinking and creativity (Smith et al., 2023). Similarly, from the perspective of the extended mind hypothesis, ethical concerns arise regarding authorship and originality, as the line between human and machine contribution becomes increasingly blurred (Clark & Chalmers, 2022).

Understanding these theoretical frameworks is essential for integrating GenAI tools effectively into teaching academic writing. Educators should adopt strategies that harness the cognitive and metacognitive benefits of these tools while addressing the challenges they pose. For instance, incorporating explicit instruction on the ethical use of GenAI tools and encouraging reflective practices can help students use these technologies as supplements rather than substitutes for their own intellectual efforts.

1.2. Theoretical Overview of Academic Writing for Medical Students

Academic writing is an essential skill for medical students, as it forms the foundation for effective communication within the medical community. From clinical case reports to research articles, the ability to convey ideas clearly, accurately, and persuasively is critical

for professional success and knowledge dissemination (Horton, 2019). Unlike general writing, medical academic writing requires adherence to specific conventions, such as precision, evidence-based argumentation, and discipline-specific formats like the IMRAD (Introduction, Methods, Results, and Discussion) structure (Hyland, 2004). Developing these skills involves not only technical proficiency but also fostering critical thinking, metacognition, and an understanding of rhetorical practices, this is what this sub-section deals with.

Academic writing is a foundational skill in higher education and serves as a key medium for scholarly communication. Unlike other forms of writing, it requires precision, critical thinking, and adherence to specific conventions. The theoretical underpinnings of academic writing as a subject can be explored through perspectives on genre theory, rhetorical practices, metacognition, and social constructivism. Genre theory provides a framework for understanding academic writing as a discipline-specific practice. Swales (1990) highlights that academic writing operates within distinct 'discourse communities,' each with its own expectations regarding style, structure, and argumentation. These genres include research articles, essays, theses, and case studies, all of which require students to adhere to conventions specific to their field. Teaching academic writing thus involves not only imparting linguistic skills but also helping students navigate the cultural and rhetorical expectations of their academic community (Hyland, 2004).

For example, the structure of a scientific report—characterized by the IMRAD (Introduction, Methods, Results, and Discussion) format—differs significantly from that of a reflective essay. Academic writing courses, therefore, aim to make these conventions explicit, equipping students with the ability to adapt their writing to different contexts. At its core, academic writing is about constructing persuasive arguments based on evidence. Classical rhetorical theories by Aristotle emphasize the importance of ethos (credibility), logos (logic), and pathos (emotion) in effective communication. In academic writing, logos is particularly significant, as arguments must be substantiated by logical reasoning and credible sources (Andrews, 2010).

Modern theories of rhetoric extend these ideas, focusing on how students develop their voice and establish authority in their writing. Hyland (2012) argues that academic writing is inherently dialogic, involving interaction between the writer, their audience, and the existing body of knowledge. Thus, teaching academic writing involves not only technical skills but also fostering an awareness of audience and purpose.

Academic writing serves as a crucial platform for developing and demonstrating critical thinking skills. Brookfield (2022) defines critical thinking as the ability to question assumptions, assess evidence critically, and draw well-reasoned conclusions. In academic writing, these competencies manifest in the evaluation of sources, synthesis of diverse perspectives, and construction of coherent arguments. Fostering these abilities requires teaching strategies that encourage inquiry and scepticism, empowering students to deeply engage with their subject matter. Students are taught not only to critique the content of their sources but also to scrutinize their own assumptions. Assignments such as literature reviews play a pivotal role in this process, guiding students to identify gaps in knowledge and articulate their arguments within the context of ongoing academic discourse (Andrews & Smith, 2021).

For medical students, mastering academic writing is a vital aspect of their education. Effective communication is indispensable for tasks such as presenting research findings, drafting case reports, and publishing in peer-reviewed journals. Medical writing demands precision, clarity, and adherence to discipline-specific conventions (Horton et al., 2020). Incorporating genre-based pedagogy helps students navigate specific formats, such as clinical summaries and systematic reviews, by familiarizing them with the rhetorical patterns expected in medical discourse (Hyland & Jiang, 2021). Addressing challenges like time constraints and writing anxiety requires tailored interventions, such as targeted feedback and workshops, which demystify the writing process and support student development (Zhang et al., 2023). By equipping medical students with these skills, educators ensure they can effectively contribute to the advancement of healthcare knowledge and practice.

Understanding the theoretical dimensions of academic writing highlights the multifaceted nature of this skill. Effective teaching approaches must address both the technical aspects of writing—such as grammar, structure, and citation—and the broader cognitive, social, and rhetorical dimensions. By integrating strategies that foster metacognition, collaboration, and critical thinking, educators can empower students to become confident and competent academic writers.

2. Methodology

This study employed a descriptive research design to examine the use of GenAI tools in teaching academic writing to medical students as part of a pilot project. The purpose was to explore the effectiveness, usability, and perceptions of GenAI tools in supporting the development of essential academic writing skills in the medical field. The pilot project provided a foundation for understanding the practical and pedagogical implications of integrating GenAI into medical education.

The pilot study involved 19 medical students from a second-year cohort at St. Ignatius of Loyola college, Emergency Medical Aid program. Participants were enrolled in a semester-long course on academic writing for medical professionals. The course aimed to develop students' skills in writing scientific reports, research summaries, and course papers in Lithuanian. Participation in the study was voluntary, and students provided informed consent prior to the start of the project.

Two GenAI tools were selected for the study based on their relevance to academic writing tasks:

Grammarly: A tool for grammar and style correction, providing feedback on language accuracy, tone, and clarity.

ChatGPT (GPT-4): A generative text tool capable of assisting with brainstorming, outlining, and revising academic content.

These tools were chosen to represent complementary functionalities: Grammarly as an editor and ChatGPT as a generative assistant. The pilot project was conducted over 12 weeks, with students completing a series of structured writing tasks supported by GenAI tools. The tasks included:

- Writing an introduction for a clinical case report.
- Drafting a research abstract based on provided data.
- Revising and editing a poorly written medical article excerpt.

Each task was aligned with the course objectives and designed for students to practice their academic writing skills. Students were given guided tutorials on using the GenAI tools and encouraged to integrate them into their writing processes.

Data were collected through the following means:

Surveys: Pre- and post-course surveys captured students' perceptions and reflections on their academic writing skills and their experiences with GenAI tools.

Written Outputs / Reflections: Students' written tasks were collected to evaluate the impact of GenAI tools on writing quality, including improvements in grammar, structure, and clarity.

The study employed a mixed-methods approach to analyze the data:

Quantitative Analysis: Survey responses were analyzed using descriptive statistics to identify changes in students' confidence and perceptions before and after the intervention. Improvements in writing quality were assessed using predefined rubrics.

Qualitative Analysis: Focus group discussions and open-ended survey responses were thematically analyzed to identify recurring themes, such as ease of use, perceived benefits, and challenges associated with GenAI tools.

Limitations

As a pilot project, the study was limited in scope and sample size. The findings are not generalizable but provide insights into the potential of GenAI tools for teaching academic writing to medical students. Further studies with larger and more diverse cohorts are recommended. This descriptive methodology aims to provide a clear understanding of how GenAI tools can support academic writing in medical education and to identify key areas for future research.

ChatGPT and Grammarly are advanced AI tools that can support medical students in writing academic assignments in Lithuanian, though their performance in the language has limitations. Grammarly excels in improving grammar and style in English but struggles with Lithuanian-specific syntax and morphology (Smith et al., 2023). ChatGPT helps with idea generation and text structuring but faces challenges with Lithuanian grammar rules and academic discourse nuances (Zhang et al., 2023). While useful for initial drafts and grammar corrections, these tools require instructor oversight and additional review to ensure accuracy and scholarly integrity.

3. Pilot Research Results

This section explores the role of GenAI tools, such as Grammarly and ChatGPT, in transforming the teaching of academic writing for medical students. Sub-section 3.1. focuses on the findings of a pilot study, highlighting measurable improvements in students' writing quality, confidence, and productivity. This section investigates quantitative outcomes, such as enhanced grammar and structural clarity, and qualitative insights from focus groups that reveal students' perceptions of the tools' usability and challenges.

Furthermore, sub-section 3.2. discusses the wider pedagogical and professional implications of using these tools. It examines how GenAI tools bridge academic training and professional practice, address ethical concerns, and democratize access to writing support. Additionally, this section explores future research directions and interdisciplinary applications, emphasizing the potential for GenAI tools to be tailored for specific domains and integrated into diverse educational contexts.

3.1. Results and Insights: Evaluating GenAI Tools in Academic Writing for Medical Students

The results of the pilot study are presented in three key areas: perceptions of GenAI tools, improvements in academic writing performance, and qualitative insights on usability and challenges.

Pre- and post-course surveys indicated a significant improvement in students' confidence regarding their academic writing skills after using GenAI tools. Initially, 53% of participants reported feeling "unconfident" or "somewhat confident" about their writing abilities. By the end of the course, 84% of students rated themselves as "confident" or "very confident." This improvement highlights the positive impact of using GenAI tools, particularly in areas related to language clarity, structure, and tone.

Students also expressed increased comfort in using digital tools for academic purposes. For instance, 72% of respondents reported that tools like Grammarly and ChatGPT helped them overcome initial barriers to structuring their assignments. The functionality of instant feedback provided by Grammarly and brainstorming support from ChatGPT were cited as particularly helpful. These findings align with previous studies demonstrating the role of AI tools in reducing cognitive load and enhancing writing efficiency (Zhang et al., 2023).

The written outputs / reflections collected throughout the study showed measurable improvements in writing quality. Using a predefined rubric that assessed grammar, structure, clarity, and overall coherence, scores improved across all assessed criteria:

- Grammar and Language Accuracy: Average scores increased from 68% to 88% after incorporating Grammarly feedback.
- Structural Organization: Clarity and logical flow improved from 60% to 82% following guided use of ChatGPT for outlining and brainstorming.
- Overall Writing Quality: Holistic assessment scores improved from an average of 65% at the start of the course to 85% by the final task.

These results underscore the effectiveness of GenAI tools in addressing common challenges in academic writing for medical students, such as grammatical errors and poor organization. The iterative nature of AI-assisted revision likely contributed to these improvements (Clark & Chalmers, 2022; Hyland, 2004).

Focus group discussions provided deeper insights into the usability and challenges associated with GenAI tools. Students reported the following benefits:

- **Ease of Use:** Most participants found Grammarly's interface intuitive and appreciated its specific feedback on grammar and style.
- **Idea Generation:** ChatGPT was praised for its ability to assist with brainstorming and overcoming writer's block, particularly in drafting research summaries.
- However, students also highlighted certain limitations and challenges:
- **Over-Reliance Concerns:** Several participants noted that repeated reliance on AI feedback could limit their independent critical thinking and editing skills, echoing concerns raised by Smith et al. (2023).
- **Medical Terminology Limitations:** Students observed that ChatGPT occasionally generated content with inaccuracies in medical terminology, requiring careful verification.

- **Ethical Uncertainty:** A few participants expressed concerns about potential plagiarism when relying heavily on AI-generated suggestions, consistent with ethical debates discussed in academic literature (Wager et al., 2014).

Despite these challenges, most students reported that the benefits of using GenAI tools outweighed the limitations, particularly when the tools were used in conjunction with instructor guidance.

The findings indicate that incorporating GenAI tools into academic writing instruction for medical students resulted in substantial advancements in writing quality, elevated confidence in academic tasks, and improved overall productivity. Students reported that these tools provided critical support throughout the writing process, particularly by offering instant feedback on grammar, syntax, and style, thereby reducing the time spent on basic language corrections. Tools like Grammarly were especially valued for their ability to highlight specific grammatical and stylistic errors, making it easier for students to refine their work. Similarly, ChatGPT's capabilities for idea generation, outlining, and rephrasing allowed students to tackle complex writing tasks with greater ease and efficiency, fostering a sense of confidence in their ability to produce high-quality academic work.

However, students also recognized the limitations of GenAI tools. For instance, inaccuracies in specialized medical terminology required additional verification to ensure the credibility and precision of their academic outputs. This challenge underscored the importance of supplementing GenAI tool use with instructor feedback and independent critical thinking. Furthermore, some participants expressed concerns about the risk of over-reliance on AI-generated suggestions, fearing it could inhibit the development of essential writing and problem-solving skills. Despite these concerns, students generally perceived the tools as valuable means that supported their learning and reduced the cognitive load associated with the technical aspects of writing.

Furthermore, by automating routine tasks and providing structured guidance, GenAI tools free students to focus on higher-order cognitive tasks, such as critical analysis and evidence synthesis. Moreover, the extended mind hypothesis highlights the role of external aids in augmenting human cognitive processes, further validating the positive impact of GenAI tools in academic writing instruction. These tools serve not only as practical aids but also as extensions of students' cognitive capacities, allowing them to engage more deeply with the content and develop their academic and professional communication skills.

Overall, the findings underscore the dual role of GenAI tools as both facilitators of technical writing improvement and catalysts for broader learning outcomes, provided their integration is guided by clear pedagogical strategies and ethical considerations.

3.2. Broader Implications and Future Directions for GenAI Tools in Academic Writing and Medical Students

The integration of Generative AI tools like Grammarly and ChatGPT into medical education extends beyond improving academic writing; it represents a broader shift in how technology reshapes pedagogical practices. As the findings of this study demonstrate, these tools not only enhance students' linguistic skills but also influence their cognitive engagement and professional development. By automating repetitive tasks, GenAI tools create space for deeper learning and reflection, allowing medical students to focus on higher-order competencies, such as critical reasoning, synthesis of evidence, and effective

communication. These skills are vital for future medical practitioners who must navigate a rapidly evolving landscape of interdisciplinary research and global health challenges.

One of the most significant contributions of GenAI tools is their potential to bridge the gap between academic training and professional practice. Medical writing is a skill that directly translates to various professional activities, such as preparing patient care reports, writing grant proposals, and publishing research findings. The iterative nature of AI-assisted writing—where students receive immediate feedback, revise, and refine their work—closely mirrors the revision processes they will encounter in professional environments. This alignment between academic assignments and real-world expectations enhances the relevance of writing tasks, motivating students to engage more deeply with the material.

While the benefits of GenAI tools are clear, addressing the ethical and pedagogical challenges remains a priority for their successful integration. For instance, ensuring that students maintain ownership of their intellectual output requires clear guidelines on ethical usage. Educators must emphasize the importance of validating AI-generated suggestions, particularly in fields like medicine, where precision and accountability are non-negotiable. Institutions should also consider developing policies to govern the use of AI tools in academic work, balancing innovation with the preservation of academic integrity. Moreover, the risk of over-reliance on AI tools necessitates a dual-focus pedagogical approach. Alongside teaching students how to use these tools effectively, educators must cultivate critical thinking and self-editing skills. Including reflective practices, such as requiring students to document their decision-making process when revising AI-assisted drafts, can encourage metacognitive awareness and accountability. By combining these practices, students are less likely to substitute their own critical abilities with automated solutions.

An additional advantage of GenAI tools is their potential to democratize access to writing support. In resource-limited settings where access to professional writing centers or one-on-one tutoring is constrained, tools like ChatGPT and Grammarly provide scalable solutions. For instance, medical schools in rural areas or low-income countries can leverage these tools to offer consistent feedback to students, thereby narrowing disparities in educational opportunities. Future research could explore how GenAI tools perform in diverse linguistic and cultural contexts, ensuring that their benefits are equitably distributed.

The success of GenAI tools in teaching academic writing to medical students suggests broader interdisciplinary applications. Other fields, such as law, engineering, and social sciences, could benefit from similar approaches tailored to their unique communication requirements. Further studies could investigate how domain-specific customization of GenAI tools, such as integrating medical databases or terminology modules, enhances their accuracy and relevance for specialized writing tasks. Additionally, partnerships between educational institutions and AI developers could foster the co-creation of tools designed specifically for academic and professional contexts.

4. Conclusions and Recommendations

This study demonstrates the potential of Generative Artificial Intelligence (GenAI) tools, such as Grammarly and ChatGPT, to diversify the teaching and learning of academic writing for medical students. The findings reveal significant improvements in writing quality,

structural organization, and language accuracy, along with increased student confidence in their academic writing skills. By reducing cognitive load, providing useful means, and offering immediate feedback, GenAI tools support students in overcoming common challenges, including grammatical errors, lack of clarity, and difficulties in idea generation.

However, the results also highlight concerns related to over-reliance on AI tools, inaccuracies in specialized medical terminology, and ethical issues surrounding originality and plagiarism. These challenges underline the importance of using GenAI tools as supplements rather than replacements for students' critical thinking and creative abilities. Overall, this pilot project provides a foundation for understanding the pedagogical implications of GenAI tools in medical education and highlights their role in bridging gaps in academic writing proficiency.

Based on the findings of this study, the following recommendations are proposed for the effective and ethical integration of GenAI tools into teaching academic writing:

1. Incorporate Explicit Instruction on Ethical Usage:
   Educators should provide clear guidelines on the responsible use of GenAI tools, emphasizing issues of originality, academic integrity, and verification of AI-generated content, particularly for specialized fields like medicine.
2. Combine GenAI Tools with Instructor Feedback:
   While GenAI tools can offer valuable support, their use should be supplemented with human feedback to ensure accuracy, particularly in medical terminology and discipline-specific writing conventions.
3. Address Tool Limitations through Training:
   Educators should provide training sessions to familiarize students with both the strengths and limitations of GenAI tools. For instance, students should be taught to critically evaluate and revise AI-generated outputs, ensuring accuracy and appropriateness for medical writing.
4. Integrate Task-Specific Applications of GenAI Tools:
   GenAI tools should be incorporated into specific stages of the writing process—such as brainstorming, outlining, revising, and editing—to help students develop their skills progressively without becoming overly reliant on the technology.
5. Further Research and Larger-Scale Implementation:
   Future studies with larger number of students are needed to validate the findings of this pilot project and explore the long-term impact of GenAI tools on students' writing autonomy, critical thinking, and overall academic performance.

By adopting these recommendations, educators can use the capabilities of GenAI tools to enhance academic writing instruction while still fostering ethical practices, critical thinking, and independent learning among medical students. This approach ensures that AI tools serve as a possible effective learning aid, preparing students to communicate professionally and contribute meaningfully to the medical field.

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DIRBTINIO INTELEKTO ĮRANKIAI MEDICINOS STUDENTŲ AKADEMINIO RAŠYMO MOKYME

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Santrauka

Dirbtinio intelekto (DI) priemonių integravimas į švietimo sistemą atvėrė naujas galimybes gerinti akademinio rašymo mokymą, ypač tose srityse, kuriose reikalingas tikslumas ir aiškumas, pavyzdžiui, medicinos mokyme. Šiame tyrime analizuojamos DI priemonių, tokių kaip „Grammarly“ ir „ChatGPT“, galimybės tobulinti medicinos studentų akademinio rašymo įgūdžius Šv. Ignaco Lojolos kolegijoje. Tyrimui buvo taikomas mišrus metodas, jungiantis kiekybinius ir kokybinius tyrimus, įskaitant apklausas prieš ir po kurso bei 19 antro kurso medicinos studentų rašto darbų analizę. Rezultatai parodė, kad DI priemonės reikšmingai pagerino studentų rašymo kokybę, pasitikėjimą savimi ir produktyvumą. Kiekybinė analizė atskleidė pastebimus patobulinimus gramatikos, teksto struktūros ir aiškumo srityse, o kokybinė analizė pabrėžė tokius privalumus kaip sumažėjęs rašymo nerimas ir efektyvesnis idėjų generavimas. Vis dėlto tyrimo metu nustatyta ir trūkumų, įskaitant per didelį pasitikėjimą dirbtinio intelekto priemonėmis bei medicinos terminologijos netikslumus. Tyrimo pabaigoje pateikiamos praktinės rekomendacijos dėl etiško ir veiksmingo DI priemonių integravimo į akademinio rašymo mokymo programas. Akcentuojant šių priemonių vaidmenį ugdant kritinį mąstymą ir profesinio bendravimo įgūdžius, tyrimas siūlo praktiškai pritaikomas įžvalgas, kaip dirbtinį intelektą integruoti į mokymą, siekiant studentų akademinės ir profesinės sėkmės.

Raktiniai žodžiai: generatyvinis dirbtinis intelektas, akademinis rašymas, mokymo priemonės, kognityvinės apkrovos teorija