

FAQ Paper

What might be some long-term consequences of prioritizing structured writing over creative expression in early education?

The long-term consequences can range from almost nothing at all to an inability to understand what writing's purpose is at its core. Students who understand structure will default to what it is they have learned when they are most pressed in their writing. This can cause confusion, as I discussed in the speech, when multiple teachers provide students with multiple different structure formats. This can also simply produce dry papers that are uninteresting to both the reader and the writer. Structure is similar to multiplication tables in mathematics: useful as a foundation, but they are not going to be all the math a student will ever need, nor what they should depend on most (Shahzad).

Could the increasing presence of AI in writing instruction unintentionally widen educational gaps rather than close them? Why or why not?

It certainly could if we are not careful. AI is meant to be a supplement to both teachers and students, it is not meant to replace work (Cattoni). It is there to lighten the load and help those who are behind catch up, not to give an extra advantage to those who want one. Tools are meant to increase the ease of learning, but do not do the work for you. A major portion of this monitoring will fall on the teachers. It will be their responsibility to make sure students are doing their own work and holding them accountable. This can take place through in class writing, AI detection systems, or another way. However, if watched closely, AI will not increase educational gaps, but decrease them.

How might students' perceptions of writing change depending on whether they're taught through prompts, AI tools, or games?

Students who learn through another method besides just structure are more likely to enjoy writing, and therefore want to learn more about it. AI tools and games, as well as even prompts, can all connect with students in different ways. It's very essential that students learn in a variety of ways. Prompts, AI tools, and games are some of the best that relate the most to students' attention and interest. It truly depends on the type of learner someone is. However, if they are taught in a way that's engaging to them, they will be more likely to want to learn more as a result. Games are often the best way to do this, but according to an article from *Results in*

Engineering, AI is another excellent way for students to be engaged, especially for those with learning disabilities (Salih).

Is it possible for creativity to be effectively "taught," or is it something that must be nurtured differently from other skills like grammar and structure?

It's essential for students to be given the foundational tools to form sentence structures, as well as know what a typical paragraph and essay format should look like. A student who does not understand this will struggle to find a way to channel their creativity. But if a student is given the boundaries of an assignment, it is much easier for their creativity to be nurtured in small steps. This is why free writing and smaller, simpler exercises are so important. When given the opportunity to write what they think or about something that interests them, even if it is just for a short amount of time, a student begins to practice free thinking and fosters their creativity on their own. Many teachers have begun using small "free-writing" exercises like these (Mason). In short, creativity cannot be taught, but it can be given opportunities to grow when cared for well.

In trying to combine AI, structure, and creativity, is there a danger of creating an overly complicated system that lacks clear direction for students?

Combining lots of different tools and techniques can be overwhelming if they don't each have their designated place in the curriculum. For example, as explained by an article from the University of San Diego, AI will mostly be useful for teachers and students who struggle with different aspects of the classroom. Both structure and creativity are important, so it's necessary that both are included. However, both of these do not demand a sacrifice from each other. Teaching is all about balance, and that is exactly what these tools ask of teachers. It's also important to keep in mind that all students learn differently, so having a variety of options as far as lesson tools goes is a very valuable tool for a teacher. The system will not become overly complicated if everything is used in moderation to each other.

Works Cited

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