

Research Writing in the AI Generation: Rethinking Pedagogies, Practices, and Perspectives

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The era of AI represents a paradigm shift in research writing, prompting a rethinking of pedagogies, methods, and views. This presentation delves into the rapidly expanding environment of AI tools for research, which is challenging traditional conceptions of knowledge sharing. As the pace of “Knowledge Doubling” accelerates, scholars face the challenge of distinguishing between human-authored information and AI-generated material, provoking contemplation on the changing role of technology in academia. While AI technologies are extremely useful in improving grammar and structure, they cannot replace the nuanced skills and critical thinking required for scholarly writing. Furthermore, ethical concerns loom big, as relying on AI risks reducing students’ autonomy and evaluative abilities. As the educational landscape transforms, the discourse expands to contemplate alternative dissertation formats and pedagogical approaches that reconcile AI’s utility with academic integrity. Ultimately, this discourse underscores the imperative for scholars to navigate the creative tension between automation and originality, anticipating and mitigating the long-term implications of AI on scholarly communication and equitable access to research tools.

Online Profile

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Biography

Long V Nguyen serves as the Vice Rector at the University of Danang - University of Foreign Language Studies, having held the position of lecturer since the late 1990s. His recent engagements include active involvement in multiple initiatives within the National Foreign Languages Project, assuming roles as a Computer-Assisted Language Learning (CALL) specialist and serving as the vice-president of VietCALL. Long earned his Master of Arts in TESOL Studies from the University of Queensland, followed by a PhD in Applied Linguistics, with a focus on Computer-Assisted Language Learning (CALL), from Massey University. Recognized as a Microsoft MIE (Microsoft Innovative Educator) and PIL (Professional in Learning), he has been acknowledged since 2012 and has received several prestigious grants for his noteworthy contributions to research endeavors. His extensive publications encompass diverse domains, including educational technology and communication in foreign language acquisition, sociocultural perspectives in language education, digital literacy, collaborative learning, and language teacher education.

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