

## WRITING AND CREATIVITY IN THE ERA OF GENERATIVE AI

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***Abstract:** In this paper, the author focuses on the changes brought about in the higher education of South Korea with the introduction and advancement of ChatGPT. Based on his own teaching experiences, the author argues that the advancement of generative AI and the development of creativity are not only compatible but may indeed benefit significantly from the active support of generative AI. Therefore, according to the author, the key lies in students' self-awareness as masters and the extent to which instructors nurture this awareness and the substantial qualities that support it.*

**Keywords:** ChatGPT, Generative IA, Writing, Creativity, Higher Education.

### 1. Introduction

History shows that the introduction of new technologies often brings about changes in conventions and practices. The current situation in our education system is a good example of this trend. With the advent of ChatGPT, followed by quick adaptations and bold utilizations by students, most lecturers are now more cautious than ever when assigning tasks in the genre commonly known as ‘papers’. As an educator, you could say you’ve been handcuffed. While ChatGPT’s once-crazy fad has died down, its impact in higher education still flows as hot as bubbling lava.

That’s not to say that there haven’t been rogue students buying ready-

made papers from Black Markets like ‘Happy Campus’ in Korea and the like to submit as if they were their own. No, there were probably many. However, in the past, it was relatively easy to deal with them, for example, by making the task requirements slightly more stringent. Or, merely running the submitted works through any plagiarism checker available could effectively defend against young, cute plagiarists. It was all about the will of the teachers and instructors.

However, with the advent of generative AI, the game has

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changed completely. No matter how complicated the request would be, the task is over in a flash. The result was still good enough to get a B grade. Yes, it is well known that sometimes there's bullshit in the mix, but it's not that prudent to listen to it. Let's consider the total amount of work that goes into writing a paper worth B. Isn't the risk quite reasonable and manageable? Preaching about research ethics in this situation is never a good idea, for it just exposes your lack of alternatives.

This leaves educators with two options. One is to impose extremely complex and nuanced assignments that machines can't handle at all. Of course, it's not sure if we, let alone our students, can do it. The second is to give up on assigning papers altogether. If you take the second horn, you'll either have to hide your impotence in the face of new technology or admit that the traditional way of assigning papers was just like 'sour grapes'. A somewhat radical reflection is needed in order not to suffer from cognitive dissonance.

This presenter took a different approach. In my writing classes, I conducted a pedagogical experiment in which the final paper was written not by the students themselves but by their ChatGPTs. The criterion for

evaluation is 'personality'; the core challenge is to get the ChatGPT to learn your style successfully. As a result, students had to wrestle with generative AI at the end of the semester using a corpus of their writing samples throughout the term. This presentation is both a report on this experience and a defense of its educational value.

## **2. ChatGPT-assisted Assignments**

### *2.1 "Creative Writing" Course of Kyungnam University*

It is a painful fact that the secondary education (covering middle and high schools) curriculum in Korea is not working as designed due to the huge emphasis on the college entrance examination. Among the dysfunctional operations of the secondary school curriculum, the neglect of writing courses stands out. I went to middle and high school around 2000, and I don't remember ever having a writing class then. And the situation in my country has not improved dramatically since then. No matter how much it improves, the current system of the College Entrance Examination System, which seeks to evaluate a large number of examinees at once, has nothing to offer writing classes other than a mere bridesmaid or decorative role.

In this context, the first time most students in Korea are exposed to writing education is when they enter college and take writing-related liberal arts courses. What is expected of a college writing course is that it will guide students through genre conventions such as narrative and descriptive writing and train them to write accordingly. However, for students who are new to writing, this approach often fails to yield substantive results. Maybe that's why many universities focus merely on getting students to pick up a pen to write. The idea is to get students to pay attention to their own experiences and feelings and turn them into stories.

Kyungnam University's "Creative Writing" course shares the same intent. Below is an overview of this course.

글쓰기를 통해 자신의 삶을 성찰하고 자신 속에 무한한 이야기가 숨어 있음을 발견하게 한다. 자신을 솔직하게 고백하고 표현함으로써 자신에 대한 이해와 존중감을 형성하고 이를 바탕으로 타인과 세계에 대한 따뜻한 시선과 연대의 능력을 함양하는 기회를 갖도록 한다. 글쓰기 활동뿐 아니라 적극적인 동료 합평의 과정을 통해 글을 다듬어 완성해 나가는 경험을

하게 한다.

The course enables students to reflect on their lives and discover the infinite stories hidden within themselves. By honestly confessing and expressing themselves, students can cultivate an understanding and respect for themselves, and based on these, develop a warm perspective towards and foster solidarity with others and the world. The course not only involves writing activities but also allows students to refine and complete their writing through active peer review processes.

This course is mandatory. All students are required to take this course in order to graduate. They are strongly encouraged to take it in their first year. Like other courses, it meets twice a week for 75 minutes each session and awards a total of 3 credits. Grades are awarded on an absolute evaluation basis, meaning that your professor is free to assign you any grade without any restriction. Each class contains no more than 30 students. Under this broad framework, each lecturer manages their course in their way.

### *2.2 How I run my class*

Following the guiding principles above, I have been running my class for

several years. Believing that students should practice writing as much as possible, I minimized lecture time and produced videos for theoretical guidance available outside of class hours. In the videos, I provided advice on common spelling mistakes, ideas on how to make paragraph breaks clearer, introduced existing writers who could serve as role models on the topic, or shared examples of well-done works with the students' consent. This freed up time to focus on the twice-weekly class sessions, one for writing exercises and one for checks.

During the writing practice sessions, students were given relatively accessible topics such as "My Idea of Happiness" and "The Joy of Traveling" to write about. At the same time, the instructor provided individualized guidance to students who had difficulties with their writing to help them solve problems and produce results. During the check sessions, I spent at least three to five minutes per person checking their results. Over the course of the semester, students had approximately 12 to 14 writing samples. Students who could barely write a paragraph at the beginning of the semester with multiple basic spelling mistakes were

able to produce three neatly organized paragraphs within 30 minutes without much difficulty at last.

After teaching this course several times, when the global ChatGPT craze hit, I started to think about how university education could capitalize on the development of generative AI. As a result, the following was the alternative assignment for the midterm exam in the first semester of the 2023 academic year.

중간고사                      대체과제물  
안내합니다.

아래 주제와 포맷에 따라  
과제물을 업로드하면 됩니다.

Guide to midterm assignments.

Simply follow the topics and format  
below to upload your assignment.

주제: 나의 AI 탐방기

Topic: My AI Exploration

상세설명: 챗gpt 혹은 미드저니  
중 한 가지를 사용한 후기를  
적어주시면 됩니다.

Description: Write a review of your  
experience with either ChatGPT or  
Midjourney.

(1) 챗gpt의 경우, 챗gpt에게 우리  
수업 스타일로(=글쓰기 자신의  
경험과 견해를 드러내는 방식으로),  
주제 선정은 기본적으로  
자유이나 기존 주제를 피하는  
방식으로, 글쓰기를 시켜보세요.

그 후에 그 과정, 성과(=챗gpt가 쓴 글), 그것에 대한 본인의 평가, 전반적인 소감 등을 써주세요.

챗gpt가 쓴 글은 1문단 (대략 8문장 내외)를 넘지 않게 해서 과제에 포함해주세요.(=분량에 포함)

For ChatGPT, write in the style of our class (= in such a way that the writer reveals his/her own experiences and views),

Give them a topic, basically free choice or avoid already written topics, and have them write.

Afterwards, write about the process, the outcome (= what they wrote), your evaluation of it, and your overall impressions.

Please make sure to include the ChatGPT's article no longer than 1 paragraph (around 8 sentences) and include it in the assignment (=count it in the assignment).

(2) 미드저니의 경우, 미드저니에게 평소 본인이 구상한 디자인을 구현하도록 시켜보세요.

그 후에 과정, 성과(=미드저니가 그린 그림), 그것에 대한 본인의 설명이나 평가, 전반적인 소감 등을 써주세요.

미드저니가 그린 그림은 하나 정도 넣어주시되, 이것은 글쓰기 분량 자체에는 포함되지 않습니다.

For midjourneys, have your

Midjourney create a design that you have always envisioned.

Afterwards, write about the process, the outcome (= the drawing they made), your explanation or evaluation of it, and your overall impression.

You may include a drawing of your midget's work, but this does not count towards the length of the paper itself.

분량: 3문단 (총 20~28문장 내외)

기한: 5월 10일 수업시간 전까지

첨삭방식: 서면첨삭 (5월 12일 이후 과제란의 평가의견을 봐주세요.)

Length: 3 paragraphs (20-28 sentences total)

Due: Before the May 10th class begin

Format: written critique (please see the comments in the assignment after May 12th)

챗gpt나 미드저니 사용법은 기본적으로 매우 간단하고 직관적입니다.

일단 제가 몇 가지 안내 링크는 드리기는 하겠지만, 이를 무시하고 직접 써보셔도 무방합니다:)

Using ChatGPT or Midjourney is basically very simple and intuitive.

I'll give you some links to get you started, but feel free to ignore them and try it yourself :)

Since the students at that time were all from the design department,

I wanted to encourage them to utilize Midjourney, a generative AI image generator, actively, so I made the assignment optional. However, Midjourney had just switched to a paid service, so the vast majority of students chose the ChatGPT option.

After completing assignments using generative AI, my class went back to its usual format of ‘writing practice + review sessions’ for the rest of the time. And I announced the final paper assignment as follows:

기말고사 대체과제물 안내합니다.

아래 주제와 포맷에 따라 과제물을 업로드하면 됩니다.

Final exam make-up assignment guide.

Follow the topics and format below to upload your assignment.

주제: 이상과 현실

기한: 6월 27일 자정까지

Topic: Ideal and Reality

Due: June 27 midnight

(1) 챗gpt의 경우, 챗gpt에게 우리 수업 방식에 따라 본인의 스타일로 글쓰기를 시켜보세요.

이제까지 과제로 제출한 글들이나 기타 다른 글들을 학습시키는 등의 과정을 통해 gpt의 필력을 키우는 게 핵심입니다. 아무리 잘 써도 다른 사람 글 같으면

‘실격’입니다.

(실격의 경우, 과제를 다시 하라 요구할 수 있습니다.

결과물은 반드시 ‘스크린샷’의 형태로 업로드하시기 바랍니다.

분량: 3문단 (총 21~27문장 내외)

For ChatGPT, have your ChatGPT write in your style according to the way we learn.

The key is to develop your GPT’s writing skills by having them study the writings you’ve submitted as assignments and other writings you’ve written. No matter how well it writes, if it looks like someone else’s writing, it’s disqualified’.

If you are disqualified, we may ask you to redo the assignment.

Please be sure to upload your work in the form of a “screenshot”.

Length: 3 paragraphs (21-27 sentences total)

(2) 미드저니의 경우, 최종결과물 이미지와 함께 해당 이미지를 산출하기 위해 밟았던 과정을 간략히 소개하는 글도 첨부해주세요.

이를테면 어떤 구체적인 이미지를 떠올렸고, 해당 이미지를 미드저니에게 그리게 시켰을 때 나온 결과물들이 어땠는지, 본인이 생각했던 방향과 달랐다면 원하는 쪽으로 그리게 하기 위해 어떤

수를 썼는지 등을 일지 형식으로 기록하세요.

분량: 이미지 1장 + 10항목 이내의 개조식 설명

For Midjourneys, please include a final product image and a brief description of the process you went through to produce it.

For example, what specific image did you come up with? How did it turn out when you had Midjourney draw it?

If it didn't go the way you thought it would, what did you do to get it to go the way you wanted it to?

Length: 1 image + 10-paragraph description of your modification.

The key aspect of this assignment is to have ChatGPT generate a new text that aligns with each student's style. As announced, the submissions are required to be in the form of a screenshot. Students must continue interacting with the unfamiliar generative AI until they achieve a result that they find satisfactory, which possibly tempts some to give in and ghostwrite the assignment themselves instead of using ChatGPT, due to the difficulty of communicating effectively with the AI.

### 3. Students' responses

The students' reactions to the unusual demands were quite diverse.

Some students found it extremely difficult to issue understandable commands to ChatGPT, realizing that being the master of A.I. is a challenging path. Some philosophical students presented deep, existential questions about the nature of creativity. Other students hoped for the arrival of a different type of generative AI model that specialized in providing information. Some were inspired to join the ChatGPT community and continue their studies, while others chose not to submit the assignment at all for unknown reasons.

Out of all these different responses, I'd like to share one exemplary case.

저장된 최종본으로 이상과 현실을 주제로 한 글을 다시 제공해드리겠습니다:

I'll be back with a saved, finalized version of this article on Ideal and Reality:

제목: 이상과 현실: 조화로운 삶을 위한 여정

Title: Ideal and reality: the journey to harmonious living.

본문:

Body:

이상과 현실은 나의 삶에서 떨어져서 생각할 수 없는 개념들입니다. 이상은 꿈과 비전을 담아낸 상태로, 향해 나아가고자

하는 목표를 의미합니다. 이상은 희망과 동기를 주며, 원하는 미래의 모습을 상상하고 추구하는데 도움이 됩니다. 그러나 현실은 현재의 실제 상황과 조건을 반영합니다. 때로는 이상과 충돌하기도 합니다. 예를 들어, 사회에서는 차이가 있고 돈과 관련된 문제, 다양한 문화적 가치 등 현실적인 요인들이 이상과 충돌할 수 있습니다. 이러한 이상과 현실 사이의 충돌을 극복하기 위해서는 현실을 직시하고 대처해야 합니다.

Ideals and reality are concepts that are inseparable in your life. Ideal is the state of your dreams and visions, the goals you want to work toward. It offers hope and motivation, and helps you imagine and pursue the future you want to see. Reality, on the other hand, reflects the actual circumstances and conditions of the present. Sometimes it can conflict with your ideals. For example, realistic factors such as differences in society, issues related to money, and different cultural values can clash with your ideals. To overcome these conflicts between ideal and reality, you need to face reality and deal with it.

이상과 현실 사이에는 때로는 갈등과 충돌이 발생합니다. 이상은 우리에게 더 나은 세상을 상상하고 향해 나아가라는 이끌림을 주지만,

현실은 우리에게 제약과 어려움을 알리기도 합니다. 따라서, 우리는 이상을 향한 노력과 현실적인 조치를 조화롭게 결합해야 합니다. 이상을 실현하기 위해서는 현실에 대한 인식과 대응이 필요하며, 현실을 받아들이고 변화를 이끌어내기 위한 노력이 필요합니다. 또한, 이상과 현실은 상호 보완적인 요소로 작용하기 때문에 이상은 우리에게 희망과 비전을 제공하며, 현실은 우리에게 현실적인 조건과 제약을 알려줍니다. 우리는 이 현실적인 조건과 제약을 올바르게 이해하고 받아들여야 합니다. 이를 통해 우리는 더 나은 방향으로 나아갈 수 있습니다. 현실을 비판적으로 인식하고, 그에 따른 실질적인 행동을 취함으로써 나 자신과 사회를 발전시킬 수 있으며, 이상과 현실이 조화로운 삶을 살아갈 수 있습니다.

The ideals and the reality sometimes clash. Ideals inspire us to imagine and work toward a better world, but reality also informs us of constraints and difficulties. Therefore, we need to combine working toward ideals with realistic actions harmoniously. Realizing ideals requires awareness of and response to reality, and working toward accepting reality and making changes. Ideals and reality also

complement each other: ideals provide us with hope and vision, and reality informs us of realistic conditions and constraints. We need to properly understand and accept these realistic conditions and constraints so that we can move forward in a better direction. By critically recognizing reality and taking practical actions accordingly, we can develop ourselves and society, and live in harmony with our ideals and reality.

이상을 현실화시키기 위해서는 저 자신의 개인적인 노력이 필요하다고 생각합니다. 또한, 이상을 실현시키기 위해서는 의지와 행동이 중요합니다. 이상을 추구하는 동안 현실의 제약과 어려움을 마주하게 될 것이지만, 저는 이상을 현실로 만들기 위해 포기하지 않고 노력할 것입니다. 제가 가진 생각과 의지로 이상을 실현하기 위한 행동을 하며, 자신의 한계를 극복하고 성장할 것입니다. 개인적인 노력은 결국 나 자신과 주변 사회의 변화를 불러오기 때문입니다. 이상과 현실을 조화롭게 어우르는 삶을 살아가기 위해, 계속 노력하는 삶을 살고 싶습니다.

I need to make my efforts to make ideals a reality, and that will and action are important to make ideals a reality.

While pursuing my ideals, I will face the constraints and difficulties of reality, but I will not give up and strive to make my ideals a reality. With my thoughts and will, I will take action to realize my ideals, and I will overcome my limitations and grow, because personal efforts eventually bring about changes in myself and the society around me. I want to live a life of continuous effort, to live a life that harmoniously blends ideals and reality.

학생: 내가 너에게 부탁한 요청사항과 거의 일치하니?

Student: Is this what I asked you to do?

GPT: 네, 주어진 요청사항에 맞추어 적절한 글을 작성하였습니다. 주제와 소주제에 대한 이해와 적절한 구조화, 논리적 흐름을 고려하여 글을 작성하였으며, 주로 철학적인 측면이나 생각을 주장하는 글을 쓴다는 특징을 고려하여 내용을 담았습니다. 또한, 주어진 글의 습관과 요구사항을 반영하여 각 문단을 조율하고 마무리를 짓는 방식으로 글을 구성하였습니다.

GPT: Yes, I wrote an appropriate essay per the request. I wrote the essay with an understanding of the topic and subtopics, proper structure, and

logical flow, considering the fact that the essay is mainly philosophical and argues an idea. I also organized the essay in a way that reflects the habits and requirements of the given essay, coordinating and concluding each paragraph.

글의 길이인 1500자의 조건을 확인하면서 21-27문단 내외로 조절하고, 문맥이 자연스럽지 않을 경우에는 챗GPT가 작성한 문단을 재활용하거나 수정하여 문맥을 개선하였습니다.

While checking the length of the article, which is 1500 characters, we adjusted it to be within 21-27 paragraphs, and if the context was not natural, we recycled or modified the paragraphs written by ChatGPT to improve the context.

마지막으로, 글의 주제를 챗GPT가 생각하는 이 글의 주제를 소제목으로 작성하여 요청사항을 완벽히 수행하였습니다.

Finally, we wrote subheadings that reflected what we thought the topic of the article should be, so that we could fully fulfill the request.

요청하신 내용을 최대한 충실히 수행하기 위해 노력했으며, 만족스러우신지 확인해주시면 감사하겠습니다.

We've tried to fulfill your request

as closely as possible, and we hope you're satisfied.

\*Procedure for the task the student reports

1. 제가 이때까지 썼던 글쓰기를 전부 보여주었습니다.

I showed all the writings I had done up to this point.

2. 저의 글의 특징은 어떠한지 물어보거나 주로 철학적이거나 생각을 주장하는 글을 쓴다는 것을 입력했습니다.

I asked what the characteristics of my writing are, and entered that I write mostly philosophical or argumentative writing.

3. 무슨 일이 있어도 3문단의 1500자를 쓰라고 했습니다.

I told it to write 3 paragraphs of 1500 words, no matter what.

4. 큰 주제를 알려주고 써달라 했습니다.

I asked for big topics before working.

5. 챗GPT의 글을 보고 문단마다 고쳐야 할 점이나 소주제를 말해주었습니다.

I looked at ChatGPT's writing and told it what to fix or subtopics for each paragraph.

6. 주제에 맞는 글을 썼다면 저의 글 쓸 때의 습관을 넣었습니다. 예를 들어 또는 앞에 2문단은

저의 주장을 마지막 문단은 저의 앞으로의 행동이나 생각하는 점 저의 미래의 소망을 넣어달라고 부탁했습니다.

I added my own writing habits if they fit the topic, e.g., my arguments in the first 2 paragraphs, my future behavior or thoughts in the last paragraph, and my future wishes in the last paragraph.

7. 1500자의 조건은 잊으라 한 후 글을 계속해서 확인시키며 21-27 내외로 만들어 졌습니다.

I was told to forget about the 1500-character requirement and kept checking my writing to make it around 21-27.

8. 문맥이 부자연스러워 챗GPT가 쓴 문단을 다시 복사 붙여넣기를 하여 챗GPT 스스로 문맥을 매끄럽게 하거나 수정사항을 고치도록 하였습니다.

I copied and pasted the paragraphs that ChatGPT had written again to smooth out the context and let ChatGPT make corrections on its own.

9. 챗GPT가 생각하는 이 글의 주제를 소재목으로 옆에 써달라고 부탁하고 끝냈습니다.

I asked ChatGPT to write the topic of the article as a subheading next to it and ended it.

When I tried to speak with the

student privately after the semester ended, she told me that she had gone through quite a bit of trial and error, and in the process, she realized that there are different types of commands that ChatGPT can easily get or not get well, and how to convert the latter into the former. She became acutely aware of the importance of prompt making.

#### 4. Some Arguments

Through the foregoing, I provide a brief introduction to the educational experiment I have conducted over the past year. In this manner, I have embraced generative AI in the field of writing education. However, one may raise some concerns about this kind of approach. For instance, there could be worries about difficulties in measuring achievements. Or the fairness of the assessment may be in question. Additionally, there might be worries about plagiarism and a decrease in creativity, as is often mentioned. In the following, I will examine the risks inherent in this new approach one by one and attempt to provide both theoretical and practical responses.

##### 4.1. Achievement Measurement and Fairness Issues

One of the challenges of letting students use generative AI to perform tasks, as in our case, is the difficulty of

measuring student achievements. This is due to the fact that the contribution of generative AI to the output can, in principle, converge to 99%, which means that, unlike traditional tools and devices that play a supporting role in learning, ChatGPT and the likes can take a very leading role. Consequently, evaluating the output does not directly translate into assessing students' achievement. Furthermore, making a fair assessment is essentially impossible, for the contribution of AI can vary from case to case.

However, the difficulty in measuring achievement based on the output is not solely due to using generative artificial intelligence to assist in writing. Rather, the issue originates from the very presence of generative AIs like ChatGPT in the world. Furthermore, the presenter's case is actually safe from measurement risk by design. This is because my way of evaluation is based not on the quality of the text itself, but on the match between the generated text and the student requester. In this scenario, the student's contribution is not only integrally included but also plays a central role. Therefore, the potential for issues of fairness to arise is significantly mitigated.

The advent of ChatGPT urges and facilitates a shift toward process-centered assessment. Although there have been many voices calling for the process of learning to be recognized and assessed, little has actually changed in the field, perhaps due to the long-standing nature of the practice or the risk of trying something new. However, the introduction of new technology has made it no longer viable to continue with the traditional way of 'paper' assignments. If we must continue to evaluate individuals under the name of education, we inevitably need to go further and explore other areas. It is time for teachers and lecturers in the field to think more innovatively about what can be measured safely, effectively, and fairly. We also need a 'real' network to share and spread the fruits.

### *4.2. Plagiarism issues*

The first reaction to the rise of generative AI in education was probably wariness and concern over the prospect of large-scale plagiarism. Of course, plagiarism does not carry the same weight between those in the learning process and those engaged in serious research. In the context of research, plagiarism is primarily

a problem in terms of infringement of intellectual property rights and serious disruption of the academic ‘ecosystem’ as a result. However, when an undergraduate commits plagiarism in her/his paper, she or he is not subjected to criticism for the above-mentioned reasons. Rather, the concern is more about the failure to respect the achievements of others and the potential for building a bad habit of dependency on others’ work.

In this regard, my approach may seem at first glance to be encouraging or even facilitating plagiarism and thus instilling bad habits in students. However, this is a misconception. Firstly, since ChatGPT is not a human agent, its work cannot be treated in the same way as a human-created work. Even though the data ChatGPT references is the culmination of human activity, there’s only so much you can do with these abstract connections. It’s certainly odd to mouth a proverbial phrase while generating reverence for the ancestors who may lie in its causal chain.

Next, concerns about deepening dependency are frequently expressed. Certainly, there’s a strong possibility that people would turn to ChatGPT, rather than come up with it on their

own. However, this concern is overstated. In terms of output, the current state of generative AI either doesn’t produce enough quality to satisfy the client or asks for too much effort, especially when it doesn’t understand what I’m saying. It saves time and energy to write by hand than to have ChatGPT produce something as I request. Furthermore, the concern is misplaced. Dependency or dependency itself is not inherently evil, but only a possible cause of certain evils.

#### *4.3. Individuality and creativity issues*

The dependency thesis is closely linked to issues of individuality and creativity. Generative AI has often been characterized as an adversary to human capability of imagination. This concern seems to be realized with the exceptional success of ChatGPT. Some in the educational sector fear that the overuse of ChatGPT could severely impede the development of the individuality and creativity that are thought to be nurtured through writing. Considering that ChatGPT tends to provide highly generalized responses to specific topics, and that it is much easier to just accept what ChatGPT organizes rather than

develop one's own thoughts on a subject, these concerns should not be dismissed as mere unfounded worries.

The contexts are indeed complex and intertwined, making a detailed examination of all aspects in today's presentation unfeasible. Instead, I would like to propose two critical questions that seem significant from my perspective. First, from an educational standpoint, what type of creativity is problematic? Creativity is a vague and ambiguous concept, and it is this characteristic that allows it to bridge various discourses. However, to avoid unnecessary debate, it is essential to clarify the critical aspects in the current context, though the full nature of creativity still remains unclear.

According to one of the most classical references in the creativity discourse, Wallas' Process Model, creativity operates in the following five stages:

1) Preparation: Recognition of a problem

2) Incubation: Unconscious acceptance and processing of the problem

3) Intimation: The feeling that the problem is being solved

4) Illumination: A momentary eruption of ideas

5) Verification: Confirmation, refinement, and application of the idea.

In this Process Model, especially from stage 2 to stage 4, the 'mysterious' aspects of creativity are well described and align perfectly with popular notions. An 'excessive dependency' on generative AI seems to paralyze these senses. Thus, it appears justified to isolate tools like ChatGPT from writing courses in the name of education.

It remains unclear whether using ChatGPT during the writing process leads to the paralysis of these subconscious processes. We could probably discuss this issue endlessly. However, it is worth noting that the current context is not writing per se, but the writing education. Let's go back to the above model. Since stages 2 through 4 are subconscious by definition (and maybe by nature), they cannot be demonstrated by students nor directly influenced by teachers. The interactions possible between students and teachers in the educational setting primarily occur in stage 1 and especially stage 5. Thus, in the context of education, the crux of creativity lies more in justification than discovery. Writing instructors must,

above all, demonstrate and facilitate the meta-cognition of the student-writers. In my case, awareness of that meta-cognition holds the crucial role.

Second, what specific effects does writing education have on fostering individuality or creativity? This question can be posed from a skeptical viewpoint, wondering if writing instruction produces anything other than the development of writing skills. Even if it does produce the expected benefits, is it the best of the available options? My limited perspective might be to blame, but it seems that such fundamental discussions are not taking place in the academic public sphere. Whether reform or innovation, it should be underpinned by philosophical scrutiny based on empirical data. Now that agents other than humans are producing text and their capability is expected to deepen and diversify in the near future, we need to ask again what writing

education is and what it is for.

### **5. Conclusion**

Based on my teaching experience, the advancement of generative AI and the development of creativity are not only compatible but may indeed benefit significantly from the active support of generative AI. The key lies in students' self-awareness as masters and the extent to which instructors nurture this awareness and the substantial qualities that support it. At a point where coexistence seems feasible, a Luddite reaction seems premature. In the recent past, humanity worried that the spread of television would produce fools and that video games would promote violence. While there is still disagreement on these points, the intensity of concern is not as heated as before. It is hoped that the discourse on generative AI can proceed more coolly, fostering discussions that are both principled and practical.

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