

This is a translated transcript for the following podcast episode:

[Teaser – Welkom! - Nooit meer schrijven? | Podcast on Spotify](#)

In keeping with the theme of this podcast series – AI tools in education – we’ve used AI tools to create the transcripts and translations. The Dutch transcript was created using Amberscript. This transcript was in turn translated into English using DeepL. We’ve done a minimal edit of both the Dutch and English transcript to remove some errors and clarify really unclear passages.

00:00:05

Gea: Welcome to Never Write Again, a podcast about artificial intelligence and writing skills. Nice of you to listen! I am Gea Dreschler, I am an assistant professor of English linguistics and academic director of the Academic Language Programme, or ALP, part of the Faculty of Humanities.

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Gea: The ALP is there to help students, teachers and PhD students in developing their academic communication skills. Much of what we do at the ALP is about writing skills and that means that since November 2022 we have been busy thinking about what to do with it in our courses. But ChatGPT obviously has impact on many more courses than just writing skills courses.

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Gea: In February, I received a grant from then the LEARN! Academy, now the Centre for Teaching and Learning, to investigate how we can - should - deal with ChatGPT in writing skills education. Can we still have students write assignments write them? Can we test by writing assignment? Should students learn to write at all? In the project, by the way, I also want to look wider than ChatGPT, because there are of course lots of other tools also available, such as automatic text correctors Grammarly for example or machine translation programmes such as Google Translate or DeepL.

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Gea: In each episode of the podcast, I talk to someone who is somehow involved with the topic of ChatGPT or AI tools. The conversations are about how these tools actually work, what they can and what they can and cannot do, and above all what to do with them in education: ban them? Or just let students stop writing altogether? The guests all have different backgrounds, so we look at the subject from all perspectives, so writing skills, testing, and the more technical aspect of how the programmes work. It all comes up.

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Gea: I hope this podcast contributes to the discussions about ChatGPT that are going on in all sorts of places at VU right now. I am not making the podcast alone. I am working on the project together with two colleagues from the ALP: Jens Branum and Abby Gambrel. Technical support is provided by Joost Canters from the education lab and student assistant Megan van der Vorst helps prepare the talks and editing the episodes. To stay in the theme of AI tools, we also used AI tools to transcribe and translate the episodes, so that the content is also available to people who do not speak Dutch. Although, AI tools... it turns out quite a lot of human work is still needed.

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This transcript was created with www.amberscript.com / translated by DeepL Pro

Gea: Each episode starts with a series of short questions for the guest, and we're going to introduce ourselves that way too: Megan are you a Mozart or a Beethoven? In other words, do you think out your entire text in one go and then write it in one go? Or do you keep endlessly rewriting?

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Megan: I really keep scraping endlessly.

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Gea: What's the best place to write?

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Megan: Locked in my study? Preferably until the middle of the night.

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Gea: Do you listen to music when you write, or do you like silence?

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Megan: I mostly like silence, but sometimes it's also kind of nice to listen to white noise.

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Gea: What AI tools do you use yourself when you write?

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Megan: When I write, I currently don't use any, but for this project we really tried them all!

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Gea: And what do you think? Should we embrace tools in education embrace or ban them?

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Megan: The only logical option is to embrace. What about with you? Are you more of a Mozart or a Beethoven or do you write your lines in one go or do you scrape endlessly?

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Gea: Endlessly rewriting. I write a first version and then I keep rewriting it for 30 years.

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Megan: And what's the best place to write for you?

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Gea: For first versions a library without internet and sound and the rest I actually do a lot in between, so correcting, expanding and so on, just half an hour in between.

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Megan: Well and you say it, a library without sound. Silence or music?

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Gea: Music actually. And very eclectic. Classical music when I need to focus but if I need a bit of motivation need, then bad 90s music.

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Megan: And what AI tools do you use to write yourself?

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Gea: No special tools. I find the automatic ones... I'm currently fascinated by the by word completion options in word, but it's actually more irritating than helping me. And I very much like paper dictionaries.

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Megan: Mm and in education banning or embracing?

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Gea: That's nice, because I ask that question to every guest, but of course it's more... There are more colours, more options than just ban or embrace. But I think it's that it's important that the students also learn to deal with it and in that sense, so embrace it, but do carefully think about what we are actually teaching students and how we can test this.

00:05:22

Gea: Along with this intro episode, three first episode of the podcast become available. Our first guest is Piek Vossen, professor of Computational lexicology. He is mainly going to explain to us a lot about how ChatGPT works, what's behind it all. Our second guest is Christine Moser associate professor at SBE. With her I mainly discuss what do we actually want our students to be able to do? What should they learn and is writing always the best form for that? And in the third episode I talk to Hilde van Zeeland. She is an applied linguist and works at Writeful. Writeful is a kind, an automatic text corrector and the VU ran a pilot with Writefull this year to see if this tool can support students in developing their writing skills throughout the entire programme. Have fun listening!