**Artificial Intelligence and Social Media’s Effect on Writing**

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The industry of writing, especially professional writing, is changing due to the quick growth of technology or programs like artificial intelligence (AI) and social media. The positive effects of this are writing is becoming more accessible, effective, and time efficient. While these platforms give people quick feedback and speed up the writing process, there are disadvantages as well. For example, people wonder how it affects critical thinking, credibility, and the decline of using more traditional writing methods. This essay analyzes and discusses the advantages and disadvantages of how social media and AI are changing writing. While social media and AI are having a big impact on writing by both improving some aspects, they are also causing major concerns being brought up about things like reliability, bias, privacy, and plagiarism.

The use of AI and social media has led to a change and shift in writing, in both normal writing and in professional work. This shift is because these tools are efficient, accessible, and give instant satisfaction. For example, it could help students do their work faster if they don't want to do it, forget about an assignment, or come up with ideas and brainstorm. But the quick growth also brings up serious concerns with things like critical thinking, credibility, privacy, learning things from articles or videos, and the use of traditional and new writing methods. On the other hand, social media has completely changed communication standards. In digital times like now, we're used to brief talking/messaging and instant feedback and responses. In the journal International Journal of Humanities and Social Science, the habit often puts short term and immediate satisfaction before thoroughness, analysis, and studying. It makes it difficult for authors to adapt and change their techniques to fit new methods that may not encourage in-depth involvement with topics and issues (IJHSS, 2023). Because of this, writers have to make attention grabbing content that sometimes requires ditching specific and complex wording. Instead do simple and brief wording for engaging messages, making us possibly lose out on some information and some of its credibility.

As AI and social media reshape writing, it's very important to know to balance using the new technology with critical thinking and using it for writing reasons. Although AI can produce fitting writing more consistently with new prospects, there are also concerns about the credibility of the information being used. In a similar way, social media changes with its targeted demographic for content. Instead, it emphasizes variety and briefness, this could easily affect more complex and thoughtful writings. Most people prefer a quick and easy article, though it may not have all of the information, compared to a complex and longer article. Making it more appealing to a broader audience is crucial.

In the article *The impact of digital technology, social media, and artificial intelligence on cognitive functions: a review* by Mathura Shanmugasundaram and Arunkumar Tamilarasu, believe that AI tools can help with creativity and productivity. They also note how there's a risk of becoming dependent on automated methods of writing, not doing any work, or learning from it. People could get used to using AI-generated content without connecting or learning the topic at hand, “These technologies have undoubtedly brought convenience, connectivity, and speed, making our lives easier and more efficient. However, their influence on our brain function and cognitive abilities cannot be ignored” Shanmugasundaram and Tamilarasu stated. They studied how digital tools, like AI, are changing the way people are becoming involved in writing. While AI can make it more efficient, it could also be affecting people and their engagement with writing assignments. “The constant use of digital tools can impact the brain's ability to focus and sustain attention. Heavy multitaskers performed worse on a task that required sustained attention than those who were light multitaskers” ([Ophir et al., 2009](https://www.frontiersin.org/journals/cognition/articles/10.3389/fcogn.2023.1203077/full#B85)), pointing out how people want instant satisfaction. Along with how this is starting to affect people's attention span as they become more dependent on these tools. Something like this could affect people's writing abilities with new and traditional writing methods. The writers that depend too much on things like AI, may notice they don't do as much critical thinking and stop analyzing as much. Their journal talks about how it's important that authors continue to use their own thoughts to make throughout work, instead of effortless auto generated work from AI.

Similar to the last essay, *From human writing to artificial intelligence generated text: examining the prospects and potential threats of ChatGPT in academic writing* by Ismail Dergaa, Karim Chamari, Piotr Zmijewski, and Helmi Ben Saad, talks about the changes that are shown by AI-generated content in academic writing. They brought up concerns with the credibility, uniqueness, and plagiarism. It’s implying that how effortless and easy it is for AI generated content like writing, might undermine the high standards that are normally held in academic writing. The writers stress the need to maintain and continue using stuff like traditional writing skills, methods, and ideas despite people growing dependent on AI to create content for them. "The ease of generating content through AI like ChatGPT brings up concerns regarding credibility, originality, and plagiarism, potentially undermining the high standards traditionally expected in academic writing" (Dergaa et al., 2023), the authors shared that they have similar worries about the reliability and legitimacy of AI-generated work. If it's overused, it could lower the standards of professional writing altogether. These two sources show that while AI can be a useful tool for writing, they should be used with caution and balance. This is so people don't become too dependent, maintain their critical thinking skills, along with protecting the authenticity of their own work. Therefore, the relationship between writing and using AI could be improved, but also should be carefully managed so it doesn't change too much more than it already has.

While the other articles primarily discuss the use of AI and social media, *Social Media and Artificial Intelligence: Critical Conversations and Where Do We Go from Here?* and *Effects of Information and Communication Technology and Social Media in Developing Students’ Writing Skill: A Case of Al-Quds Open University* highlight more of the pros and cons of these tools. The article I mentioned written by Julia Lynn Parra and Suparna Chatterjee, talks about how social media could have both positive and negative feedback on writing. When writers put work on social media, it gives them feedback right away along with having a bigger and more diverse audience. They could also interact with the people looking at their work easier. However, they highlight how the briefness could cause the writer to become less effective and possibly careless. The want from readers for brief content often comes at the cost of losing complexity in the work. Also known as written communications, which is when there is an exchange of information or messages. Very important to note, they are essential to making complex and well written work. Stressed in many articles, they talk about how it’s important to try and find the balance between both the advantages of social media. While also saying when working on social media, to continue using standard writing methods to maintain the higher standards for different written communications through different social media platforms.

Similar to Parra and Chatterjee, *Effects of Information and Communication Technology and Social Media in Developing Students’ Writing Skill: A Case of Al-Quds Open University* by Dr. Aida. M. Bakeer is a study about students that use information and communication technology (ICT) and social media tools, comparing them to students who use traditional teaching methods (the control group) at Al-Quds at Open University. The study talks about when ICT and social media is used correctly, it could help with students' writing abilities and skills, while also helping students change from passive learning into more active participants. Bakeer made a chart of how each student felt about using social media in writing for school. Shown in table one on the next page, “reveal that in each subscale, the mean value of scores lies in between 4 and 5. This may imply that, most of the students strongly agree/agree with the items given in the attitude scale. Overall attitudes of students are found to be positive towards the use of technology” (Bakeer, p. 51). The results of this experiment showed that ultimately social media and ICT use does improve students' writing skills. The experimental group also did show that their writing skills were improved, and they improved their writing views and opinions.

In conclusion, all these sources stress how it’s important to have a balance when adapting and learning how to use these new tools. While maintaining the basic and essential skills that make great writing. Although AI can be faster, social media could bring in a wider audience for content. They both said that it shouldn't take the place of the most important skills. These are critical thinking, creativity, uniqueness, precise and careful reading. By mixing both benefits of using these new technologies with the reliable writing methods we have always used. Going forward we can make sure that writing is still unique and credible. We can do this by combining both the advantages of our new tools, with the traditional ideas and methods of writing. Writing needs to find a balance between originality and credibility, by making sure of credibility and maintaining quality writing with these methods helping with reader involvement and trust.

**Table 1***Mean Value of Students' Scores with Respect to Subscales of Attitude Scale of the Experimental Group*

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Bakeer, Aida. (2018). Mean Value of Students' Scores with Respect to Subscales of Attitude Scale of the Experimental Group. The Brooklyn Research and Publishing Institute

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