



LSLP Micro-Paper 103:

Digital Muse

Raúl Alberto Mora (él/he/han/ele/il/on)

Associate Professor, Universidad Pontificia Bolivariana, Sede Central Medellín & LSLP Chair

raul.mora@upb.edu.co | <https://orcid.org/0000-0003-0479-252X>

Defining the Term

The concept of the "digital muse" reexamines the connection between human creators and generative artificial intelligence. In this relationship, we see AI as a collaborative, creative partner rather than just a tool. AI assists writers, designers, and artists in overcoming creative blocks by generating initial drafts, exploring multiple variations, or sketching new ideas. The human creator uses AI as a starting point yet remains at the helm of the process. Creators direct the work's style, tone, and message, positioning AI as a catalyst, not a replacement, that enhances and supports the human creative process without dominating it. This, in turn, allows for the exploration of new ideas that we may otherwise overlook.

This fluid human-AI co-creation dynamic, where interaction is mutual and adaptable, has opened new opportunities across all areas of creative work. AI becomes a valuable tool for analyzing large amounts of data quickly and identifying new patterns. The human's essential role in this process is to provide taste, contextual insight, and ethical judgment that AI cannot. As this partnership transforms visual arts and music, it also holds significant, largely unexplored potential for the foundational creative and communicative practices of language and literacy.

In educational settings, the digital muse framework empowers teachers to improve their skills by using AI to generate ideas, dialogues, or questions that can be refined to meet learning goals. This partnership enhances human capabilities, freeing teachers from repetitive tasks to focus on curation, alignment, and building connections. Effectively using it requires new skills like prompt engineering to guide the AI toward educational objectives.

Connecting it to LSLP

The digital muse is one of several ideas that LSLP uses to guide our research on [AI literacies](#). So far, we have connected the concept of the digital muse with the idea of the [everyday cyborg](#) to examine how language teachers and researchers can incorporate AI tools into their work as empowering ways for [meaning-making](#) and digital creativity.

A second approach we are beginning to explore, even while writing this Micro-Paper, is the potential of AI integration as a digital muse to expand our understanding of [micro-writing](#). We are starting to examine how the digital muse can support our efforts in [academic literacies](#) mentoring, with AI providing an additional layer of scaffolding as novice writers

learn to navigate the social conventions of academic literacy.

Expanding Second Language Research

Regarding the digital muse in [second language](#) research, we insist that conceiving AI as a "creative partner" for teachers is vital. This approach encourages them to develop [culturally](#) and linguistically [relevant](#) materials that genuinely connect with students. In this context, we recognize the potential for the digital muse to assist second-language teachers in focusing on fundamental aspects of language learning, such as promoting a meaningful [communicative competence](#) while fostering a supportive classroom [community](#).

Second-language researchers should also investigate how the digital muse can uncover new questions related to classroom inquiry. Teachers and researchers can work together with AI to develop pedagogical strategies, design [assessments](#), or [analyze discourse](#), speeding up action research.

However, we must balance creative potential with [social responsibility](#). We need to develop critical frameworks that allow us to be ethical overseers by [questioning](#) AI content for [biases](#) and protecting student data. This dual skill—guiding AI creatively and evaluating its output—shapes today's second language learning and teaching landscape, making it a vital part of teacher education in this new era.

References

- Haase, J., & Hanel, P. H. P. (2023). Artificial muses: Generative artificial intelligence chatbots have risen to human-level creativity. *Journal of Creativity*, 33(3), 100580. <https://doi.org/10.1016/j.jyoc.2023.100066>
- Mora, R. A., & Semingson, P. (2023). AI and literacy education: Consider the challenges, embrace the possibilities, make your classroom even more human. *Literacy Today* 41(1), 54-58. <https://publuu.com/flip-book/24429/445819/page/56>
- Urmeneta, A., & Romero, M. (2024). Creative application of artificial intelligence in education. In A. Urmeneta & M. Romero (Eds.), *Creative Applications of Artificial Intelligence in Education*. Palgrave Studies in Creativity and Culture. https://doi.org/10.1007/978-3-031-55272-4_1

Declaration of Generative AI and AI-assisted Technologies in the Writing Process

The author worked with Gemini, using ideas from a previous presentation to draft some initial ideas for the first and third sections, which he later revised, unassisted. The author wrote the second section completely unassisted. The author suggested one of the references; Gemini suggested the other two, which the author read through and verified for accuracy. Before uploading the micro-paper, final edits were made using Grammarly. The author takes full responsibility for the publication's content.



LSLP Micro-Paper 102 – 2025

© 2024 Literacies in Second Languages Project

<https://lslp.org>

#howbigdowewanttodreamtoday #buildingthefieldonemicropaperatathetime #legioinvictalegioaeterna