



OFFICE OF TEACHING AND LEARNING



CHAT GPT DISCUSSION



How can this impact your teaching practices?



Introductions from the OTL



Terri Johnson
(she/her)
Senior Faculty Developer



Jeff Schwartz
(he/him)
Instructional Designer



Kellie Ferguson
(she/her)
Instructional Designer



Stephen Riley
(he/him)
Director of Academic Assessment



Plan for this conversation

- Introduction and overview of Chat GPT
- Academic integrity and responding to ChatGPT use
- Open discussion



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How comfortable are you with Chat GPT?
<https://www.menti.com/alrv5ihxuaza>





What is Chat GPT?

- Chat GPT is a chat bot created by OpenAI in November of 2022
- It creates text responses and is meant to simulate a conversational human response
- Enter a prompt, and it will generate text-based responses. The more detailed your prompt, the more detailed ChatGPT's responses will be.
- It works by sifting through terabytes of available data and pulling words to create responses.
- One of many chat bots that generate human "conversation"--either written or spoken.
 - Google, Amazon, Microsoft, Facebook, and more are all working on competitors.

Examples

Here is an example of how Chat GPT works (using GPT-3):

Prompt: What is ChatGPT?

Response: GPT-3 can generate human-like text in a variety of styles and formats, including chat. It can be used to create chatbots, automated content generators, and other language processing applications. GPT-3 is trained on a large dataset of human-generated text and uses machine learning algorithms to generate new text that is similar in style and content to the training data. It is one of the most advanced language models currently available and has been used to create a wide range of language-based applications.

Examples

Here is an example of how Chat GPT works (using GPT-3.5):

Prompt: What is ChatGPT?

Response: I am ChatGPT, a language model created by OpenAI, based on the GPT-3.5 architecture. I am designed to generate human-like responses to natural language prompts, making it possible for people to have conversations with me as if I were a human being. I have been trained on a vast amount of data and can generate text on a wide range of topics, from simple questions and answers to more complex conversations and creative writing.



What's new about latest version (GPT-4)?

- GPT-4 is only available via subscription to ChatGPT Plus
- The free version currently available is based on GPT-3.5, which is less accurate and does not offer some of the features listed on the next slide
- GPT-4 is used in Microsoft Bing's chat
 - But some new features are absent, such as visual input (more on the next slide)



GPT-4 Features and Limitations

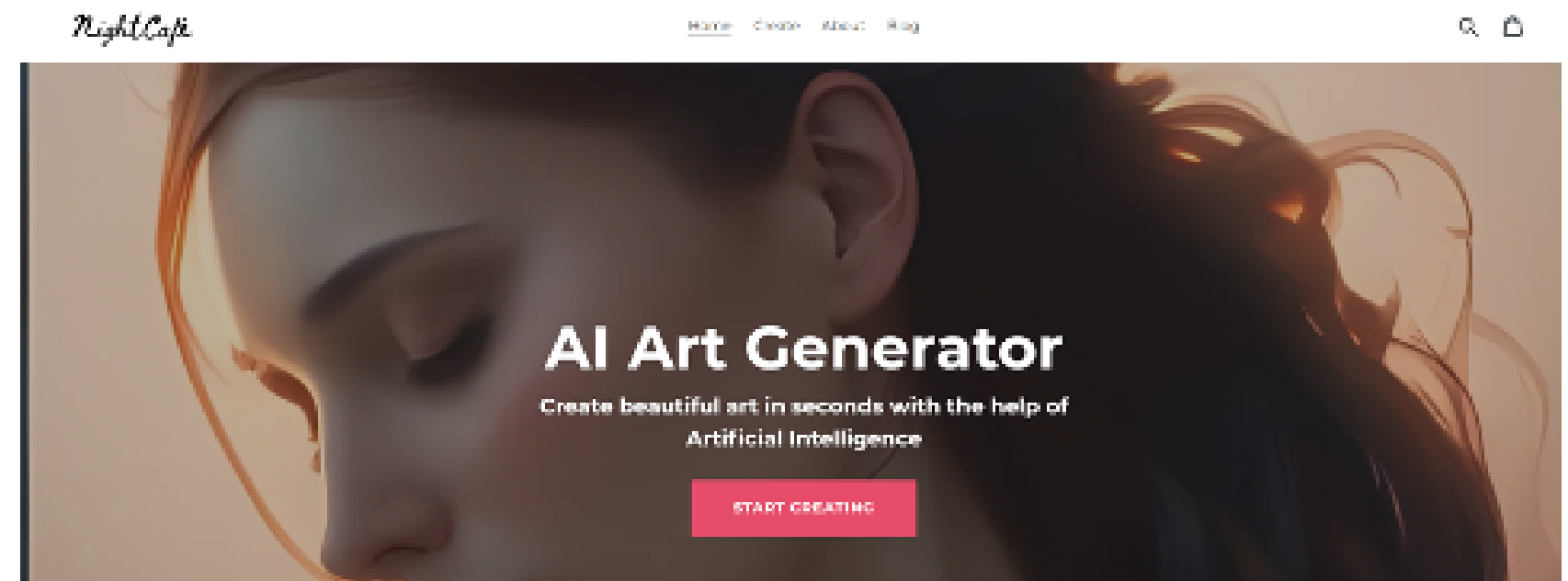
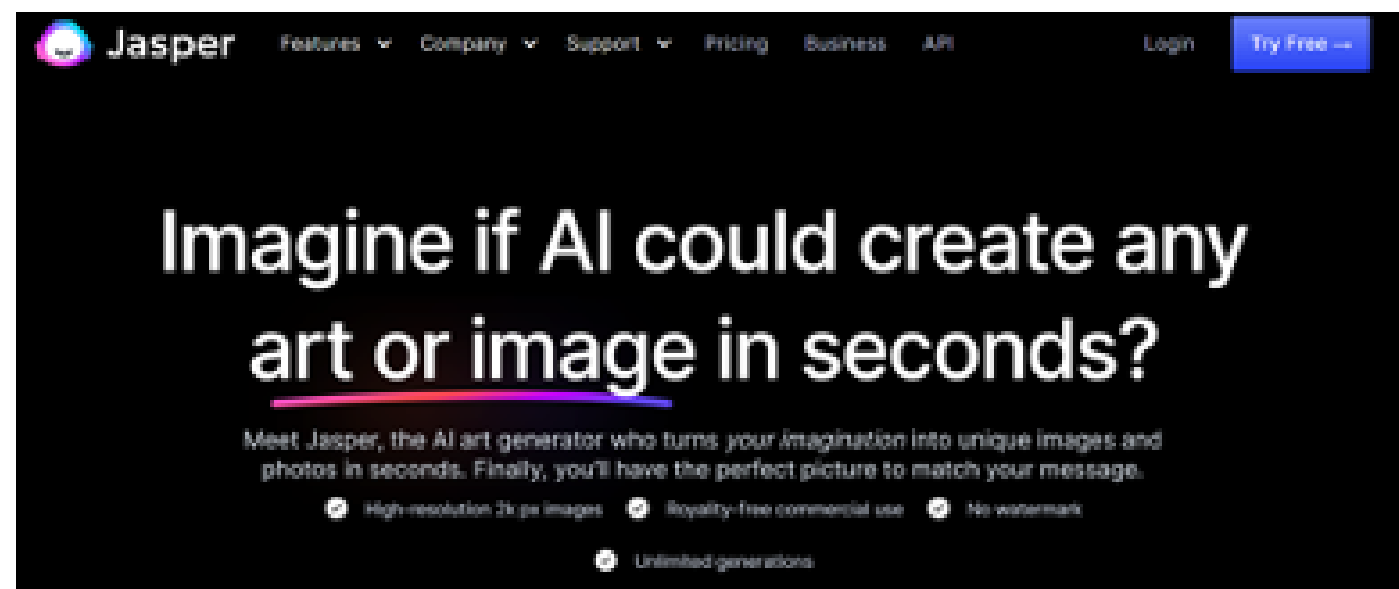
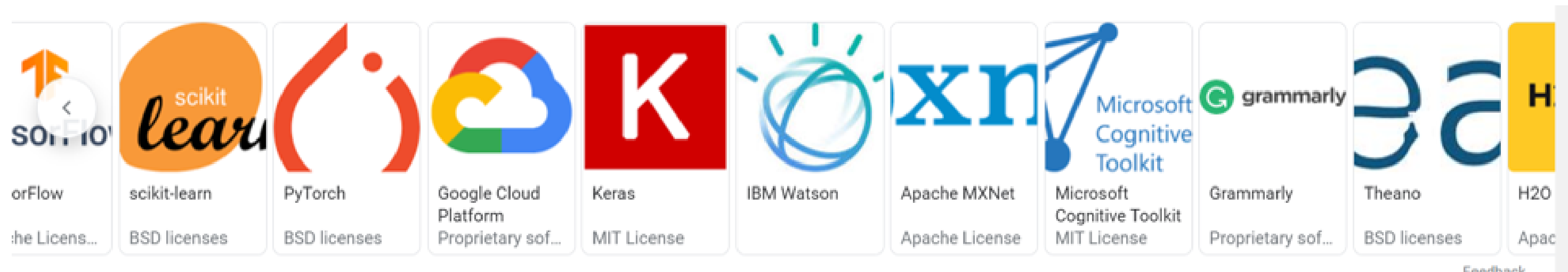
- **Features:**
 - Describe images in detail
 - Pass standardized tests, such as SATs, LSATs, Bar exam
 - Offer more accurate information
 - Reason better
 - Can process up 25,000 words of text
- **Limitations:**
 - "Hallucinations" (it makes stuff up)
 - Inability to update knowledge in real-time
 - Bias (derived from existing biases in dataset it was trained on)
 - Command of languages outside of English is limited
 - Doesn't analyze audio or video
 - Makes arithmetic errors avoidable by a calculator

Academic Integrity Questions

- Are students writing their own assignments or are they submitting AI generated responses?
- How can you track the misuse of AI technology?
- What does this mean for courses with lots of written assignments?
- What does this mean for content creation (like generating a syllabus or lesson?)
- Chat GPT gathers information from elsewhere, so how can you be sure sources receive proper attribution if you use Chat GPT? How can you make sure the AI isn't plagiarizing, or students aren't unintentionally plagiarizing when they use this tool?

AI Tools Beyond Chat GPT

- Although Chat GPT has been in the spotlight recently, AI tools have existed and been in use for a while:
 - Art generators, grammar checkers, AI for research and prototyping, AI for optimizing businesses, etc.



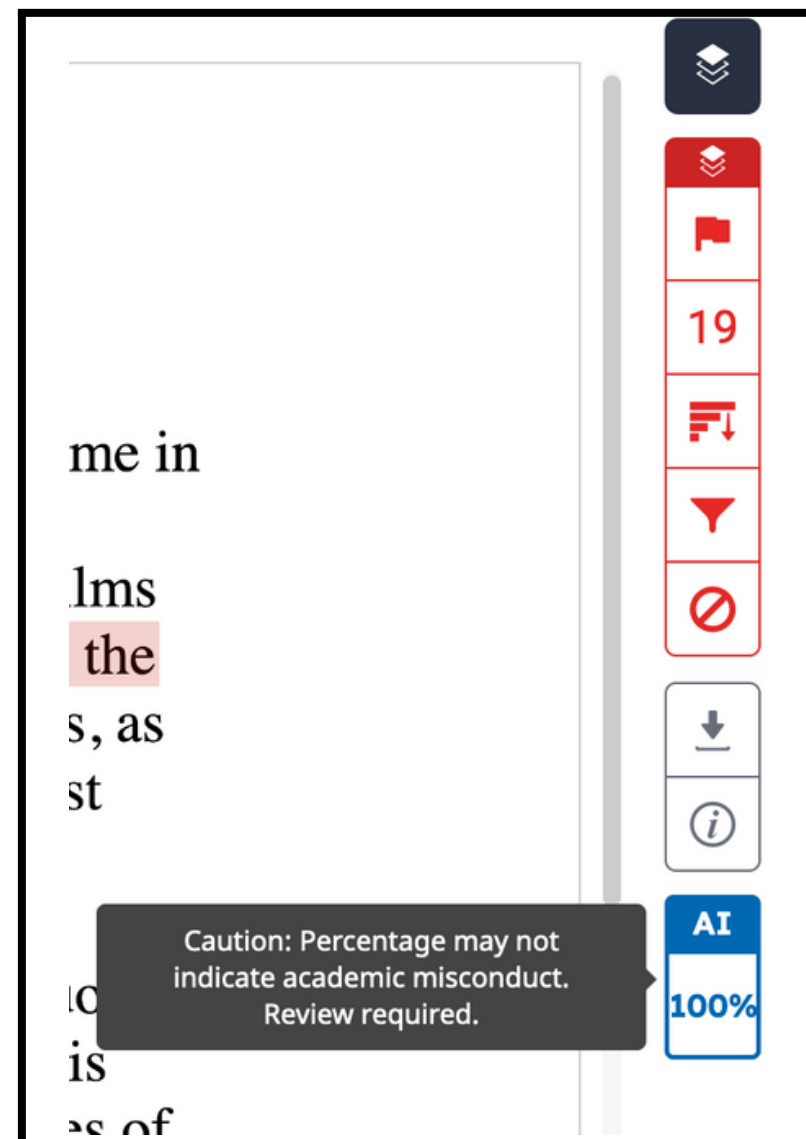


Ways to Respond

- Have a discussion with students about these types of technologies, when it is appropriate and helpful to use them and when it is detrimental to their education
- Have a discussion with students about ethics--what are the ethics of learning? What are the ethical considerations of using tools like this in your discipline?
- Use formative assessments to gauge student work over the course of the term
- Write specific prompts--Chat GPT struggles with specifics, so this could be a way to prevent students from using AI
- Use AI in assignments (what kinds of assignments can you create?)
- Be clear about the "why" of your assignments
- Have students write during class time
- Include a syllabus statement about AI usage and make sure students understand the University of Denver Honor Code
- Any other ideas?

Turnitin

- Turnitin now has an AI writing detection tool built into their Similarity Reports
 - Turnitin may have false positives. Always review the assignment and the report yourself before jumping to conclusions!





Sample AI Assignment

Psychological Effects of the Internet
Morton Ann Gernsbacher, PhD
University of Wisconsin-Madison

ChatGPT Assignment

Learn about ChatGPT by doing all of the following:

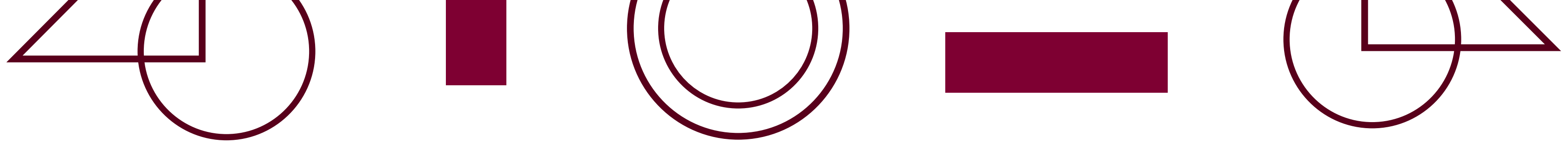
1. First, read an excerpt from Shankland's (2022) article, "[ChatGPT: Why Everyone Is Obsessed With This Mind-Blowing AI Chat.](#)"
2. Second, read an excerpt from Lavery's (2022) article, "[ChatGPT: Everything to Know About the Viral, 'Groundbreaking' AI Bot.](#)"
3. Third, read a short collection of "[ChatGPT in the News.](#)" Be sure to read the cautions at the end (from Flavor Flav and from someone trying to get ChatGPT to help with math homework).
4. Fourth, get more familiar with ChatGPT by using it! Follow the directions for [How To Use ChatGPT](#). If you do not want to set up a (free!) ChatGPT account, contact Professor Gernsbacher, and she will give you an alternate task for this part of the assignment.
5. Fifth, learn the importance of *always* using critical thinking when using ChatGPT.
 - o To refresh your memory of what a moral panic is, which has been the topic of this Unit, read Ferguson and Faye's (2018) article, "[A History of Panic Over Entertainment Technology.](#)"
 - o Read Haridy's (2020) article, "[Concerns over Kids' Screen-Time a Modern-Day 'Moral Panic', Says Study.](#)"
 - o Then, to learn how not to panic about ChatGPT, read [Greene's \(2022\) Mastodon post](#) and [Eyler's \(2022\) Tweet](#), both of which recommend avoiding moral panic about ChatGPT by



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What resources do you feel you need to better respond to Chat GPT?
<https://www.menti.com/alrv5ihxuaza>





Resources:

- DU OTL Resources:
 - Blog: "Chat GPT, Friend or Foe in the Classroom?"
 - Blog: "Chat GPT and being a student: What could possible go wrong?"
 - Blog: "Getting Proactive with ChatGPT and Other AI Tools"
 - Sample Syllabus Statements: AI Tools in the Classroom
- Course Policies Related to Chat GPT and Other AI Tools (Dr. Joel Gladd)
- Liquid Margins 38: The Rise of ChatGPT and How to Work With and Around It
- Turnitin Resources for Academic Integrity in the Age of AI Writing
- Zotero Library for Chat GPT
- 10 Ways GPT-4 is Impressive but Still Flawed (NY Times article)
- Commentary: OpenAI's GPT-4 has some limitations that are fixable – and some that are not (GeekWire)

Questions to discuss:

- When could using this tool be helpful?
- When might it be harmful?
- How have you responded to the use of a.i. in your teaching and learning?
- What possibilities do you see regarding the use of a.i. in teaching and learning?
- What concerns do you see regarding the use of a.i. in teaching and learning?