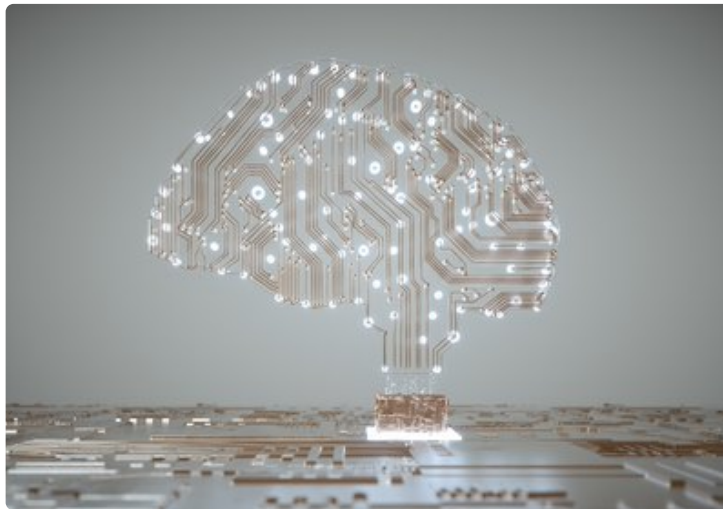# ChatGPT

William Hasty
learning enhancement adviser

Introduction

This week's Micro-CPD looks at ChatGPT, a tool which is grabbing headlines and looks set to significantly impact how we teach and assess, how students learn, and how we maintain academic integrity.

This Micro-CPD briefly introduces ChatGPT and the implications of this software for academic integrity and assessment design and security. This post ends with some suggested actions that individuals and teams can pursue immediately and considerations for the longer term, and links to a range of resources colleagues might find helpful in undertaking these actions.

What is ChatGPT?

ChatGPT-3 is a language generation model developed by OpenAI. It is the third version of the ChatGPT series and is trained on a large dataset of internet text, which allows it to understand and generate text in a way that resembles human language.
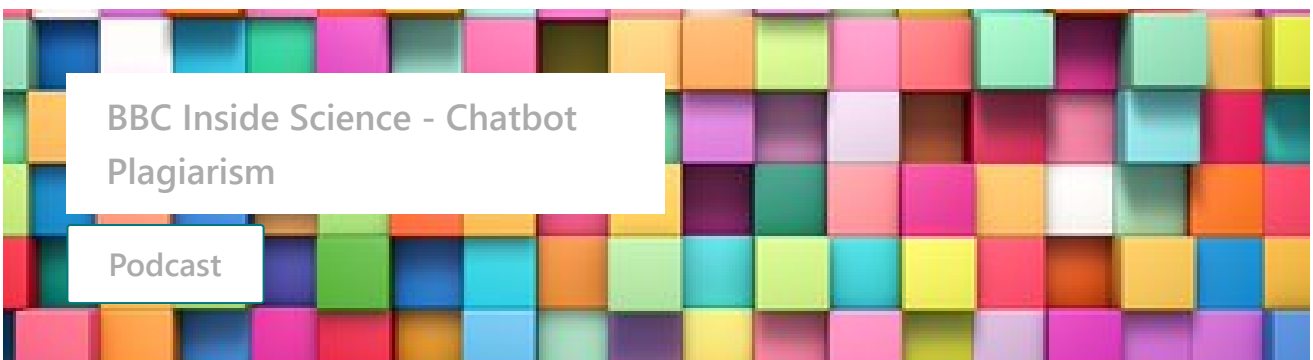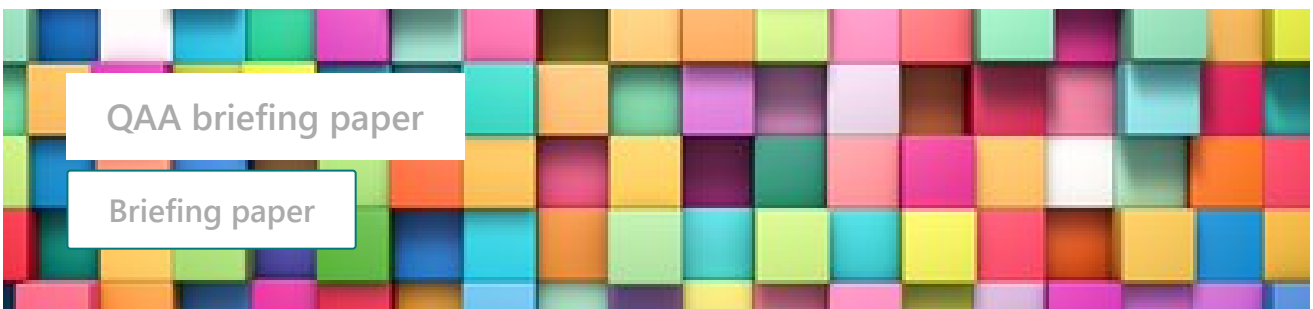
It can perform various language tasks such as summarization, translation, question answering, and text completion. It can also be fine-tuned for specific tasks such as language understanding, sentiment analysis, and dialogue generation.
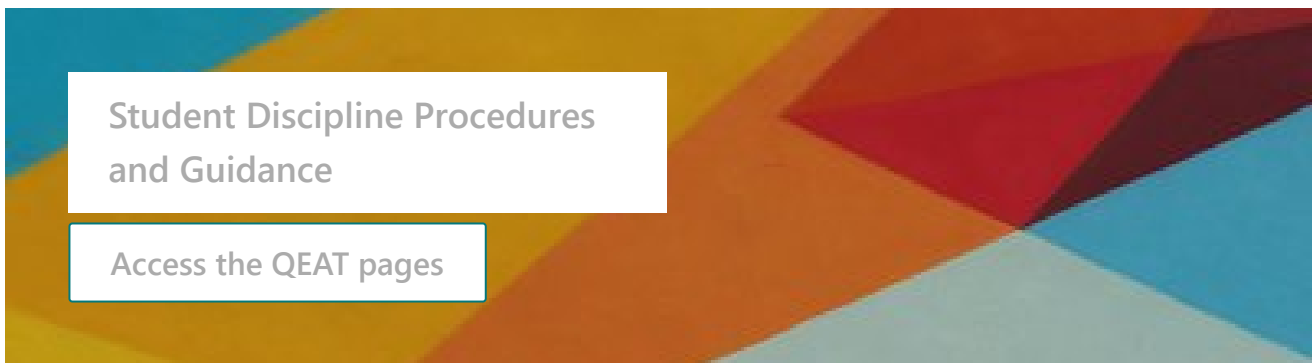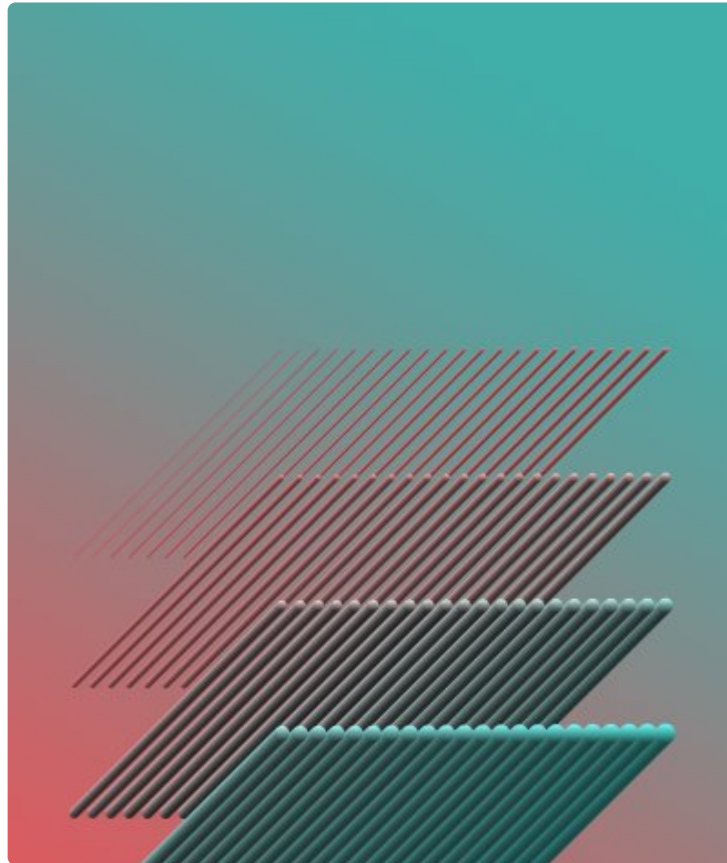
One of the capabilities of ChatGPT-3 is its ability to generate coherent and fluent text, which can be useful for natural language processing and language generation applications.

ChatGPT-3 is widely used in various fields, including education, customer service, chatbot development, and content creation.

It's already a cliche in opinion pieces about ChatGPT, so you may have guessed that this section of the post was written (in under 10 seconds) by ChatGPT. I asked it the following question: What is ChatGPT? Its initial response was quite boastful, but it was able to pare this back when I asked it to do so. The rest of the words in this post have been written by a human, at a much slower pace and with many more missteps and mistakes along the way. The links on the right offer a more detailed introduction to ChatGPT and its functions.

Further context on ChatGPT

QAA briefing paper

Briefing paper

BBC Inside Science - Chatbot Plagiarism

Podcast

Student Discipline Procedures and Guidance

Access the QEAT pages

ChatGPT and academic integrity

Much of the noise around ChatGPT relates to a fear that it is a tool which threatens academic integrity in new and profound ways.

The ethics around using ChatGPT in the wide variety of contexts in which it could be used are inevitably complex, not least because everything about the situation is still emergent.

That said, it is clear that using ChatGPT to generate or revise text which is then submitted by a student as their own work is academic misconduct. (The only exception to this would

be where an assessment is designed around the use of this or similar technology, and this is explicitly articulated to the students through the module assessment instructions.)

While it may be difficult or even impossible to prove ChatGPT has been misused in some contexts, page 20 of the University's Student Discipline Procedure supports this position:

> "*Plagiarism may also include circumstances where minor amendments are made to disguise the original source, or to pass off an idea as a student's own, including the use of any software or artificial intelligence to generate, create or revise work, simply because the way that idea is expressed has been changed.*"

Policies, guidance and a variety of resources on managing allegations of academic misconduct are available on the Quality Enhancement and Assurance Team Sharepoint site, via the link to the left.

If you have any questions about the Student Discipline Procedure, you can get in touch with the Senate Office Team here: senate-discipline@strath.ac.uk

# ChatGPT and assessment design and security

As numerous experiments by academics around the world have shown, ChatGPT can provide reasonable, even passable, responses to common assessment questions you find in essay tasks, exams, and multiple-choice question tests across the disciplines. It can write prose, find accurate references, create summaries, make recommendations and draw conclusions, analyse data, draft poetry, solve mathematical and engineering problems, and write effective and efficient code. When the right prompts are used, it can even generate authentic-sounding personal reflections on a given scenario. As anyone who has used the tool will know, outcomes vary and not everything the bot produces immediately meets the kind of standards you might expect in a university student's work. There is also the suggestion that other AI bots could be deployed to detect AI-generated text, or that Turnitin can detect AI-generated submissions, but there is nothing certain about any of this and most of the opinion and discussion around this in the sector at the moment is wary about any kind of 'arms race' between AI applications.

This all means that the long-standing drive towards developing and using more authentic and inclusive assessment designs will take on a new urgency and weight in the near future.

The emergence of ChatGPT into the mainstream of society and the higher education sector means that colleagues will have to reflect on, discuss, and potentially reimagine and reform assessment design with their students and the wider Department, Faculty, and University to ensure that they continue to assess in ways that are fair, consistent, meaningful, and constructive.

Micro-CPD sessions and further support around authentic and inclusive assessment are forthcoming, so please look out for these. In the meantime, you could consult a recently published guide to more authentic assessment here and view the videos on the right, which offer more detailed discussions of this issue.

Videos focused on the potential impact of ChatGPT on assessment practices
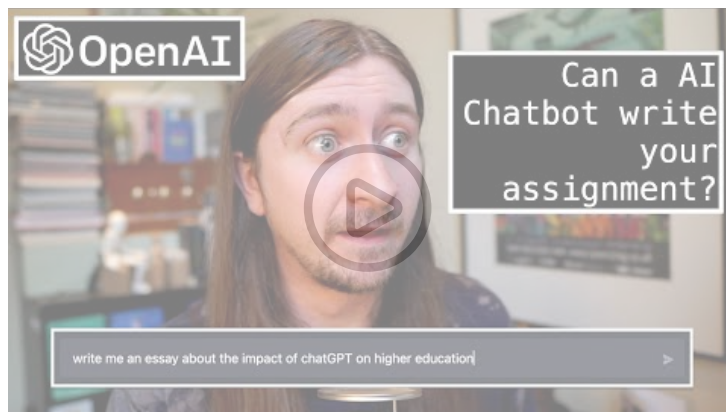
ChatGPT and the Future of Assessment in Higher Education, Dr Matty Wood, University of Durham (16mins)
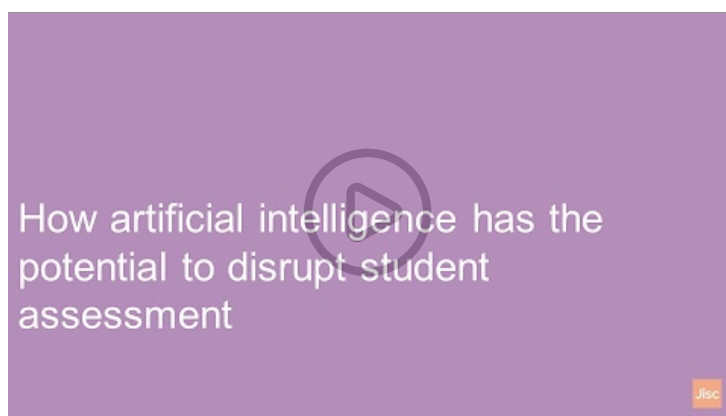
How artificial intelligence has the potential to disrupt student assessment, JISC (28mins)

You can try OpenAI ChatGPT3 here

ChatGPT3

Update Your Course Syllabus for chatGPT - Professor Ryan Watkins

Link to article on Medium

ChatGPT: students could use AI to cheat, but it's a chance to rethink assessment altogether

Link

ChatGPT Advice Academics Can
Use Now - Inside HigherED

Article

What can you do?

ChatGPT and other AI tools (e.g. DALL-E 2, which creates images and art, or synthesia, which creates videos, both based on text inputs) are new to most of us and the situation is evolving rapidly. What we can be sure of is that these tools are here to stay, that they are very likely to get better at what they do, and that students and staff will use them. This means that efforts, at least in the medium to longer term, are better directed at understanding and eventually engaging with these tools than trying to suppress or ban them.

In the **immediate** term, you should:

- **Familiarise yourself with ChatGPT** so you understand what it is and what it can (and can't) do. Perhaps you could test it with some questions or problems that you commonly use in assessments for students and see how it performs.

- **Speak to students** about this at an appropriate time. Notwithstanding the risk of inducing the Streisand effect, students must understand the risks of using ChatGPT to complete assessments. These include but may not be limited to: a) incorrect or misleading information or conclusions offered by the software; b) reducing opportunities for personal and professional development by failing to fully engage with assessment tasks; and, c) potential academic misconduct, which could lead to significant consequences. This all seems quite negative, but in time you will also talk to your students about the opportunities ChatGPT affords in your context and how it can be used responsibly.

- **Keep abreast of developments** and the evolution of opinion and advice around this. Things are moving fast and there is a lot of 'opinion' out there, so engaging with quality pieces that offer thoughtful responses and helpful guidance will be important. The resources section below provides you with a good starting point for this.