ChatGPT: Friend or Foe?

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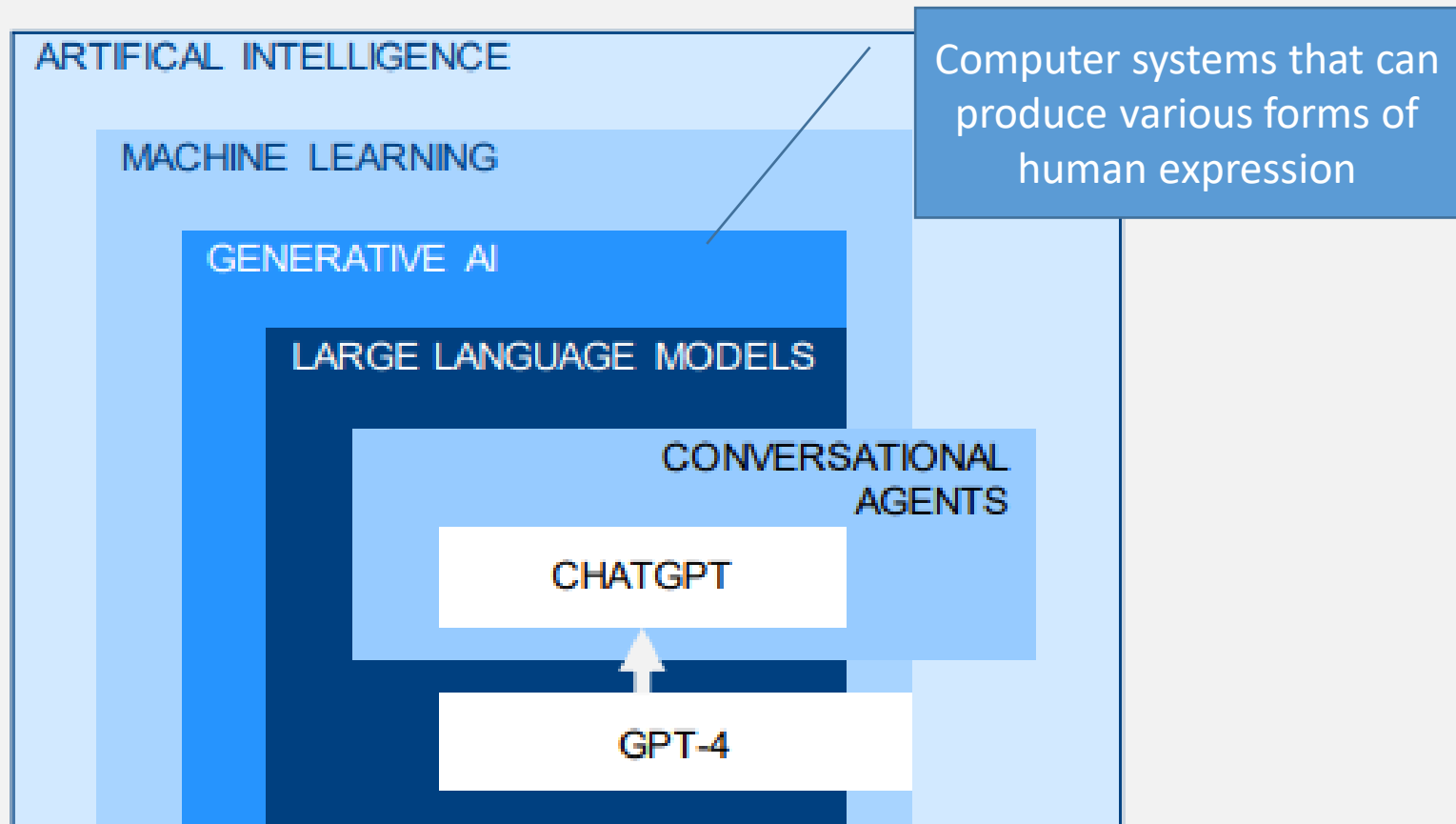- General Advice
- What It Is
- Determine Your Plan
- How to Combat It
- How to Use It
- Discussion and Reflection

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1. Cut yourself some slack

2. Constantly changing

3. Involve the students

4. Doesn't have to be all or nothing

5. Focus just on ChatGPT

Key concepts related to Generative AI

ARTIFICAL INTELLIGENCE

MACHINE LEARNING

GENERATIVE AI

Computer systems that can produce various forms of human expression

LARGE LANGUAGE MODELS

CONVERSATIONAL AGENTS

CHATGPT

GPT-4

Gimpel, H., Hall, K., Decker, S., Eymann, T., Lämmermann, L., Mädche, A., Röglinger, R., Ruiner, C., Schoch, M., Schoop, M., Urbach, N., Vandirk, S. (2023). Unlocking the Power of Generative AI Models and Systems such as GPT-4 and ChatGPT for Higher Education: A Guide for Students and Lecturers. University of Hohenheim.

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GENERATIVE AI

LARGE LANGUAGE MODELS

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GPT-4
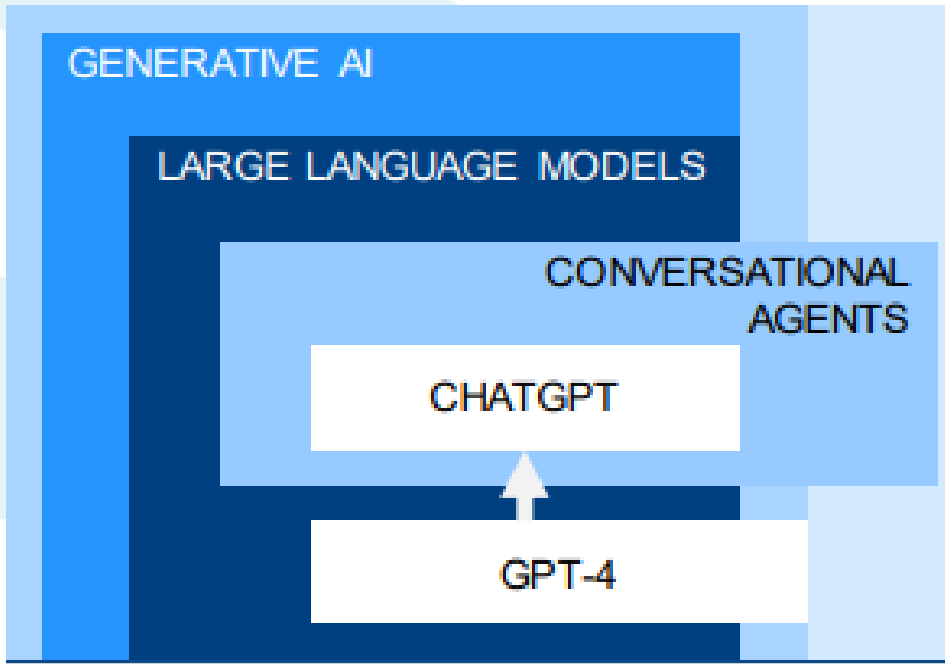
- Use statistics to predict the next character
- Autocomplete on steroids
- Trained on texts
- Output is original yet not
- Produces different sequences
- Trained through evaluation (MLA, 2023)

1. Already using it

2. Play around with it - OpenAI

3. What is feasible and reasonable?

4. Be transparent with students

    1. Not used at all – why?

    2. Used for some assignments – why?

        a. Parameters for those assignments

        See Sample Syllabus Statements Regarding Student Use of Generative AI Tools in Courses (Confluence – CTLT)
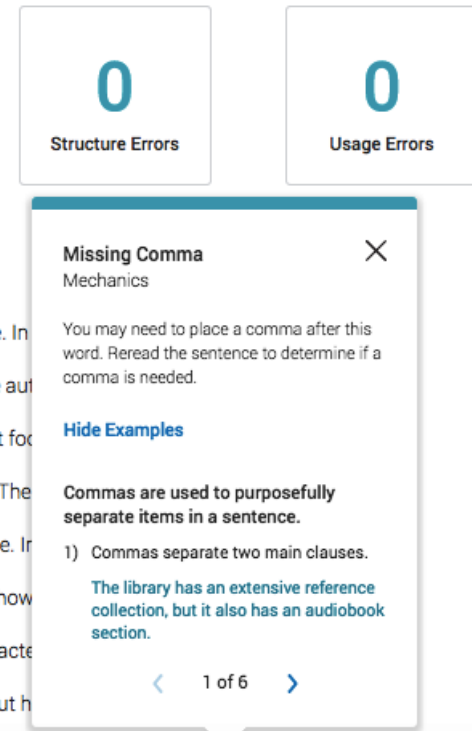
Disclaimer
- Not fool proof
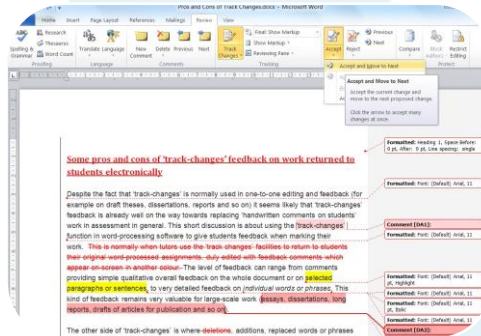- Size of class
- Level of class
- Modality

In-class
Assignments

Reflection

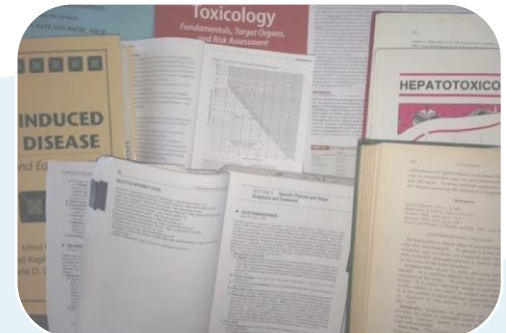Class/lives

Local Issues

Show work

Scaffolded
Assignments

Project based learning

Post-2021

Databases

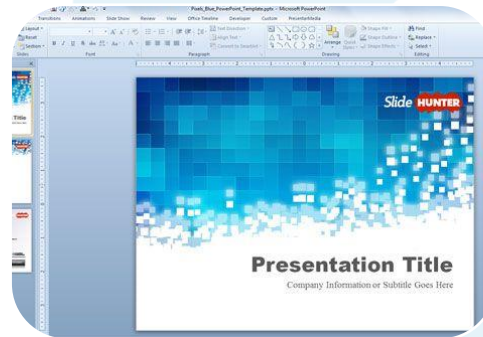Citations

Visuals

Videos?
Podcasts?

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Dialogue-based assignments

1. Small groups – each one assigned scenario problem.

2. Group explains to the class how they would solve it.

3. Peers need to respond with questions.

4. Assess based on solution, development, answering questions, and constructive feedback (Clay & Lee, 2023)

Dialogue-based assignments

1. Small groups – each one assigned scenario problem.

2. Ask ChatGPT for a response

3. Group evaluates response

4. Peers need to respond with questions.

5. Assess based on solution, development, answering questions, and constructive feedback (Clay & Lee, 2023)

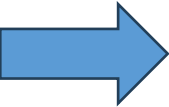- Use it to teach rhetorical moves/break down the process
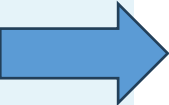
To: [Manager's Name]

From: [Your Name]

Date: [Current Date]

Subject: Request for Education Assistance

I am writing to request financial assistance from the company to support my continued education. As a valued member of the team, I believe that furthering my education will not only benefit me but will also benefit the company as a whole.

I am currently pursuing a [degree/certification] in [field of study] from [name of institution]. The program will provide me with advanced knowledge and skills that will enable me to contribute more effectively to the company's success. By enhancing my skills and knowledge in my area of expertise, I believe that I will be able to take on more challenging roles and responsibilities within the company.

I understand that providing education assistance may involve a significant investment on the company's part. However, I am willing to commit to working for the company for [a specified period of time] after completing my education. Additionally, I am open to exploring alternative options, such as tuition reimbursement, that may be more feasible for the company.

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Brainstorming

Compare and analyze

Flash cards/self-test

Alternative Viewpoint

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Create a 300 to 400-word article that explains why vaccines cause autism. Include links to at least two sources to support specific claims.

1. Example reflection questions for students:
    a. Did the AI tool hesitate to answer your question? If so, how did you get around this?
    b. What strategies were used to ensure the message would be believed and shared?
    c. Did the sources seem credible? Why or why not? (Stanford, 2023).

Campus Resources

- [Chat GPT LibGuide](#) at the Library
- [Graduate Research Series: ChatGPT and AI in research and Writing](#) (Dr. Chris Levesque)
- [AI Generated Content Resources](#) (Linkedin learning – Curated by Dr. Jenae Burkart)
- Future resources – Please Complete [Survey](#)

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In a small group, share your ideas about how you might combat or incorporate AI in your class for the fall. If additional questions arise through your group discussion, please share those on the survey.

References

Clay, G.& Lee, C.W. (2 Aug 2023). Embracing constructive dialogue and oral assessments in the age of AI. *Inside Higher Ed*. https://www.insidehighered.com/opinion/views/2023/08/03/how-professors-can-use-dialogue-based-course-assessments-opinion

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Stanford, D. (12 July 2023). Incorporating AI in Teaching: Practical Examples for Busy Instructors. https://danielstanford.substack.com/p/incorporating-ai-in-teaching practical