

Question from presentation: What is ChatGPT – What are you worried about?

00:30:13 Martha A. Anderson: Chat Generative Pre-Trained Transformer, commonly called ChatGPT, is a chatbot launched by OpenAI in November 2022. It is built on top of OpenAI's GPT-3 family of large language models, and is fine-tuned (an approach to transfer learning) with both supervised and reinforcement learning techniques.

00:30:15 Gregory T. Hutto: Worried about 3-4 page research papers

00:30:26 Martha A. Anderson: Plagiarism?

00:30:30 Kirstin C. Erickson: Worried about longer-form research papers

00:30:37 Casey M. Owens: worried about not being able to detect that they did this.

00:30:41 Jennifer G. Beasley: I want to think about how I might transform my assignments so that I could integrate all the resources but also reflect their own understanding

00:30:42 Tacy Marie Joffe Minor: Worried that it can write a lab report with data inserted.

00:30:45 Sheila Smith: Small essays and discussion posts are my concern. I think we could detect it in a lengthy research paper.

00:30:46 Karl D. Schubert: Much of its data is from Wikipedia and other non-great sources. I believe that it also stopped at 2021 (though that is likely to change with GPT-4).

00:30:47 Kirstin C. Erickson: Worried about response essays

00:30:52 Thomas Shields: All I know is that ChatGPT can mimic humans in remarkable ways. I'm not especially worried, because I'm a math teacher, and my students take tests in the Math Testing Center, with a lockdown browser. I'm at this session b/c I'm curious.

00:30:56 Myra Haulmark: If you ask it to use citations, it will write the paper with all the correct citations

00:31:11 Kathleen Condray: Know--this is next level AI. I have played around with it in German and considered using it in my conversation class. I think we are going to have to go to in-class writing assignments.

00:31:21 Andrew J. Dowdle: Have other institutions incorporated usage of it in their academic standards?

00:31:27 Vicki S. Collet: I plan to use ChatGPT as a tool and teach my students to do so as well.

00:31:30 Kathleen Condray: Unfortunately, the citations it generates are often made up.

00:31:33 Karl D. Schubert: To some degree, similar discussions came up with the transition from slide rules to calculators, then calculators to smart graphing calculators.

00:31:44 Dennis Beck: I've already asked my students to use ChatGPT in responding to writing prompts. Then we have followed that up with a great discussion of how it compares with their own writing.

00:32:29 Sheila Smith: It's not true AI, it's a language predictor, so to speak. Like predictive text on your smart phone but on a much larger, smarter scale.

00:32:49 Dennis Beck: ChatGPT has also pushed me to create better writing prompts that require students to do much more than simply regurgitate information.

00:33:10 Kathleen Condray: They are already floating \$20 per month fees to use it. So I worry that it will no longer be egalitarian in the near future. Wealthy students will get to use it as a tool, but those who can't afford it will have to learn the old-fashioned way.

00:33:20 Ken Muessig: What happens when it goes to a 'pay-to-use' model?

00:33:20 Vicki S. Collet: Currently free. That may not last, so "egalitarian" for now.

00:33:42 Donna Lucas Graham: Plagiarism is my concern. It will change teaching assignments.

00:34:18 Kathleen Condray: It's not just the humanities. It's being used to do things like write basic code and create art based on established artists' work.

00:34:51 Dennis Beck: That depends on your learning objectives

00:35:24 Karl D. Schubert: Bing has integrated it into its search as a beta.

00:35:58 Kathleen Condray: There are also real issues re: what AI is fed on--if it gets a hold of offensive language, it thinks that this is okay for public discourse. And, I watched a ChatGPT exchange this weekend in which the user got ChatGPT to say $2+2=5$ by correcting it constantly.

00:36:52 Dennis Beck: I got ChatGPT to talk offensively about me as a professor. It starts out trying to avoid that, but it is pretty easy to get around those limitations.

00:37:41 Amanda Ogden: Similar to ChatGPT, one of our book reps was telling me about an extension that runs in the background (unnoticeable if you you are monitoring) that will answer multiple choice/true false/fill in the blanks etc. (Which could be used in math courses)

00:37:43 Amalie Holland: But that's actually why I think it has use— we use it to teach students to improve, correct, and understand context.

00:38:38 Chris Bray: I've been tracking the extension (\$4.99 a month) that can look up test answers.... I'd recommend Respondus LockDown browser that won't allow that, if you have concerns.

00:39:44 Amanda Ogden: Yes. And the book publisher has created a lockdown/monitor that they eliminate that as well.

00:40:11 Amalie Holland: I also think this opens up a larger discussion, related to what Kathryn was a talking about— now that information is accessible at all times via the internet, what do students need to know and what do they need to know how to do?

00:41:50 Dennis Beck: It also presents information in a very confident manner.... Even when it isn't right.

00:43:00 Kathleen Condray: My experience is that it is quicker and more up to date than Google--I used ChatGPT as a tool prior to Mardi Gras and asked it to role play a native speaker in Cologne and

have a chat with me in German as though I were a tourist in the city. It pulled up all the Karneval events that were happening that weekend and gave me recommendations for top vegan restaurants and options for childcare.

00:44:03 Jeremy Lynn Allen: Right - music prof here. Orchestration assignments, which by necessity happen as take-home assignments...

Question from presentation: Have you used ChatGPT?

00:44:18 Karl D. Schubert: I have

00:44:27 Taryn Mead: I have

00:44:29 Karl D. Schubert: I have also been using it integrated into Bing's search.

00:45:05 Dennis Beck: Yeah but there are other AI resources that are better than ChatGPT at academic writing.

00:45:10 Kathleen Condray: Same. I think it's better than Google. It's writing is very high level unless you're checking for burstiness and other things that AI has problems with.

00:45:29 Thomas Shields: burstiness?

00:45:54 Chris Bray: The site that I referenced:
<https://research.deezer.com/projects/spleeter.html>

00:46:32 Min Zou: Is there any university policy prohibiting the use of ChatGPT for teaching and learning, or it is up to the instructors to decide whether and how to use it for the course they teach?

00:46:53 Amalie Holland: I asked it to write syllabi for various courses; the text books weren't always correct, and the weekly breakdowns were very much 30000ft view, but they make some interesting drafts and outlines.

00:48:12 Kathleen Condray: Humans have sentences that are of varying lengths and structures. AI doesn't tend to, but you can tell ChatGPT to rewrite an essay it has written and to account for this. It rewrites the essay in seconds and can then bypass the AI detectors. I've also experimented with things like: "Rewrite this essay and include 5 total spelling mistakes." It does so in seconds. I think we're going to move to in-class writing and find other uses for ChatGPT.

00:48:39 Kathleen Condray: Again, ChatGPT is 100% up-to-date at least in its German content.

00:49:05 Amalie Holland: I'd love to see it used to teach editing, rewriting, drafting...

00:49:25 Gregory T. Hutto: Will SafeAssign detect AI?

00:49:51 Carolyn Jean Rodeffer: Will safeAssign pick up content generated by ChatGPT?

00:50:23 Chris Bray: Not yet, but that's one of the things that are currently being discussed, along with Turnitin and Ally.

00:50:32 Karl D. Schubert: From ChatGPT's Q&A:

Can I trust that the AI is telling me the truth?

ChatGPT is not connected to the internet, and it can occasionally produce incorrect answers. It has limited knowledge of world and events after 2021 and may also occasionally produce harmful instructions or biased content.

<https://help.openai.com/en/articles/6783457-chatgpt-general-faq>

00:50:49 Kathleen Condray: This is a great, short video (under 20 minutes) done by a teacher showing how Chat GPT can be used both as a tool in the classroom as well as how very easy it is to get around plagiarism tools with it: <https://www.youtube.com/watch?v=Y6cp89S6W8M>

00:52:43 Dennis Beck: What do you see as the difference between the AI used by Grammarly Paid version, and ChatGPT?

00:53:10 Kathleen Condray: I've already had one undergrad tell me he used it to write a first draft of his MBA application. He swears that he used it just to get started and then "modified" it, but who knows how much.

00:53:29 Amalie Holland: The introduction of Grammarly was pretty controversial in K12, at least, when it first became so common.

00:53:36 Min Zou: SafeAssign and Turnitin may not be able to catch ChatGPT generated text since ChatGPT text generation is based on a word prediction model, not word by word match.

00:54:48 Kathleen Condray: I work with a lot of students who have documented learning issues, and things like Grammarly do help them get their ideas out in a way that is more intelligible to others.

00:56:03 Amalie Holland: When I was teaching English, all of these things made me really think about what my students needed to know and what the role of education really is in the 21st Century.

00:56:52 Dennis Beck: Can students upload old papers to ChatGPT and ask it to create a new prompt based on their voice?

00:57:44 David Dobrzykowski: Can we heard about examples of how ChatGPT has been used effectively in teaching a course?

00:57:50 Chris Bray: Replying to "Will safeAssign pick..." Not at the moment. Possibly in the future

00:59:16 Kathleen Condray: Replying to "What do you see as t..." The reason I think this will go to 100% paid model very quickly is that you have folks like real estate agents who are using it constantly to generate texts like house listings, and it is absolutely worth it as a business expense for them. So the question is: will educated adults in certain fields no longer need to be able to write? What does that mean for an educated citizenry?

01:00:32 Amalie Holland: Replying to "What do you see as t..." This @Kathleen Condray

01:04:45 Kathleen Condray: Just now, I asked ChatGPT to write an essay based on the prompt: "Please write an essay on the importance of sustainability in German-speaking countries." It produced three separate, excellent essays each time I entered the prompt. You know what made it obvious it wasn't written by your average undergraduate? It is perfectly structured, lucid, and error free. If you're

assigning writing outside of class, I highly recommend getting your own ChatGPT account, entering your prompts, and seeing what happens.

01:05:14 Chris Bray: [Great conversations here btw!]

01:07:05 Gregory T. Hutto: Kathleen - I intend to do that, first chance!

01:07:25 Taryn Mead: Note that it gets overloaded sometimes, and you might not be able to get on. I was able to use the free version on a Saturday, but not during the week.

01:07:47 Dennis Beck: Replying to "Just now, I asked Ch..." But isn't that assuming that undergrads cannot produce structured, lucid and error free writing on their own? I mean, at least a few can do this.

01:08:59 Kathleen Condray: Replying to "Note that it gets ov..." Good point. That might make it harder for folks without paid accounts to use it as a tool and/or catch people who had intended to use it to cheat. Just now, though, it's responding to my queries within seconds.

01:09:44 Kathleen Condray: Replying to "Note that it gets ov..." (Whoops--make it easier to catch those using it to cheat if they thought they could let ChatGPT write their essay ten minutes for class and it's overloaded.)

01:12:58 Kathleen Condray: Here's ChatGPT's answer for how professors can catch students using ChatGPT to do their writing: "Professors may be able to detect if students are using ChatGPT to write their essays by comparing the quality and style of their writing with their previous work. They may also use plagiarism detection software or search engines to compare the essay to other sources online. Additionally, professors may ask students to explain their thought process and the research they conducted to write their essays during class discussions or one-on-one meetings to ensure that they have a solid understanding of the material."

01:16:23 Chris Bray: Have ChatGPT generate a list of presentation topics for students...

01:16:33 Vicki S. Collet: Could the chat record be included when this webinar recording is sent out? There are links in this chat I'd like to explore.

01:16:56 Chris Bray: I'll ask Kathryn to include the chat.

01:17:06 Chris Bray: <https://www.niu.edu/cit/resources/guides/chatgpt-and-education.shtml> is a nice resource as well.

01:17:43 Kathleen Condray: It's also good at mind maps on different topics.

01:19:04 Kathleen Condray: It can do a very good mock interview with students for specific jobs, in English and German.

01:21:03 Jeremy Lynn Allen: Looking forward to future conversations with colleagues about the "bigger" philosophical questions about how this can/might/should change the field of education. Right now it feels like many are trying to figure out how to put the toothpaste back in the tube, so to speak. Should that be our role, as educators? If our concerns are about ownership of knowledge, maybe we should consider how this has already shifted since the advent of the internet, and how it will continue to shift.

01:21:41

Chris Bray: Thanks everyone for joining!