Chat:GPT

Implications for the Classroom

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What is ChatGPT?

What is ChatGPT?

● A language model (LM)
  ○ "predicts" what comes next in text, autocomplete

■ traditionally based on 2 or 3 words of context
  ○ old idea (1950s), Claude Shannon

● A large language model (LLM)
  ○ trained on a huge sample of online text (45 TB, ~500 billion words)
  ○ uses large amounts of context in making completions / responses
  ○ optimized for dialogue, can refine or elaborate on responses
  ○ based on new technology (2017)

■ **Attention is All You Need**
What is Chat GPT? Cont.

- Created by OpenAI
  - [https://openai.com/blog/chatgpt/](https://openai.com/blog/chatgpt/)
  - Builds upon GPT-3, GPT-2, GPT, Transformers
- Technically ChatGPT is a tuned version of GPT-3
- GPT-3 is GPT-2 with more data
  - Free (for now)
    - [https://chat.openai.com/](https://chat.openai.com/)
  - Easy to use
    - Chat interface
  - Already well known
What can Chat GPT do?

- homework
- research proposals
- IRB proposals
- service
- teaching
- programming
- letters, email, and statements
- strategic planning
- self reflection
- fun
What are educators’ concerns?

• Writing to learn assignments might be lost
• ChatGPT not only writes but takes advice and then revises
• The tool will only keep improving
• We stand to lose cognitive functioning (ala letting iPhones remember all relevant phone numbers)
• If students interact with tech, instead of people, regarding writing, much is lost
• AI could make instructors and writing centers obsolete
Concerns cont.

- Makes it more difficult to convince students of the importance of writing
- The definition of plagiarism gets blurred
- It can analyze published articles
- There are few reasons for students not to use it
- We stand to lose the unique voice of BIPOC writers
- Instructors may start using Chat GPT to lighten their load
- Academics will (again) have to prove their value
Classroom Opportunities for Using ChatGPT

• Sparking conversations about learning, writing, academic integrity
• Teaching students to recognize the real from the fake (i.e., analyze a ChatGPT-generated response or write prompts to get a response)
• Using as a starting point (ala Wikipedia)
• Increasing equity for English language learners
• Saving evaluation time
• Helping writers form research questions
• Helping writers develop topics or see counterarguments
• Allowing ChatGPT to find patterns in ideas or for reflection
• Teaching students how to use AI tools ethically
Actions You Can Take

• Require in-class writing (not using technology) to better identify each student’s writing (caveat—accessibility issues)

• Test your assignments against AI tools; get familiar with ChatGPT so you can spot when it’s being used

• Require sources (it uses names in the field, but the studies aren’t real) and/or specific examples

• Require students to submit mind maps, drafts, outlines, and/or an explanation of their writing process along with the finished paper

• Ask students direct questions about what they wrote
Actions You Can Take cont.

• Use unique and/or class-based assignments (e.g., a field trip, archived materials, something shared in class, primary data, recent news [ChatGPT stops at 2021], videos/graphic aids)
  ▪ Use social annotation tools (e.g. Perusall, Google docs)
• Use “paywalled materials” (accessible through the UMD library but not open access internet)
• Use a detection device (many are available)
• Create policy; cover it early and often, in class and on the syllabus
• Explain the value of writing (writing is thinking)
Detection Tools

- GLTR (Giant Language Model Test Room) ([http://gltr.io/dist/index.html](http://gltr.io/dist/index.html))
- Watermarking (coming soon)
Discussion Questions

1. Given your discipline/role at UMD, what are your concerns regarding ChatGPT/AI?

2. What opportunities, if any, do you see for using these tools?

3. Based on what you know so far, what do you plan to do regarding ChatGPT/AI going forward?

For a complete bibliography of sources on this subject, see Anna Mills’ Google doc, compiled for the Writing Across the Curriculum (WAC) Clearinghouse, titled “AI Text Generators: Sources to Stimulate Discussion Among Teachers.”

Mills’ document is available through the KAML’s ScholComm blog.