

Learn LLM's:

A 12-Week LLM-centric uni course.



02

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Discovery Phase:

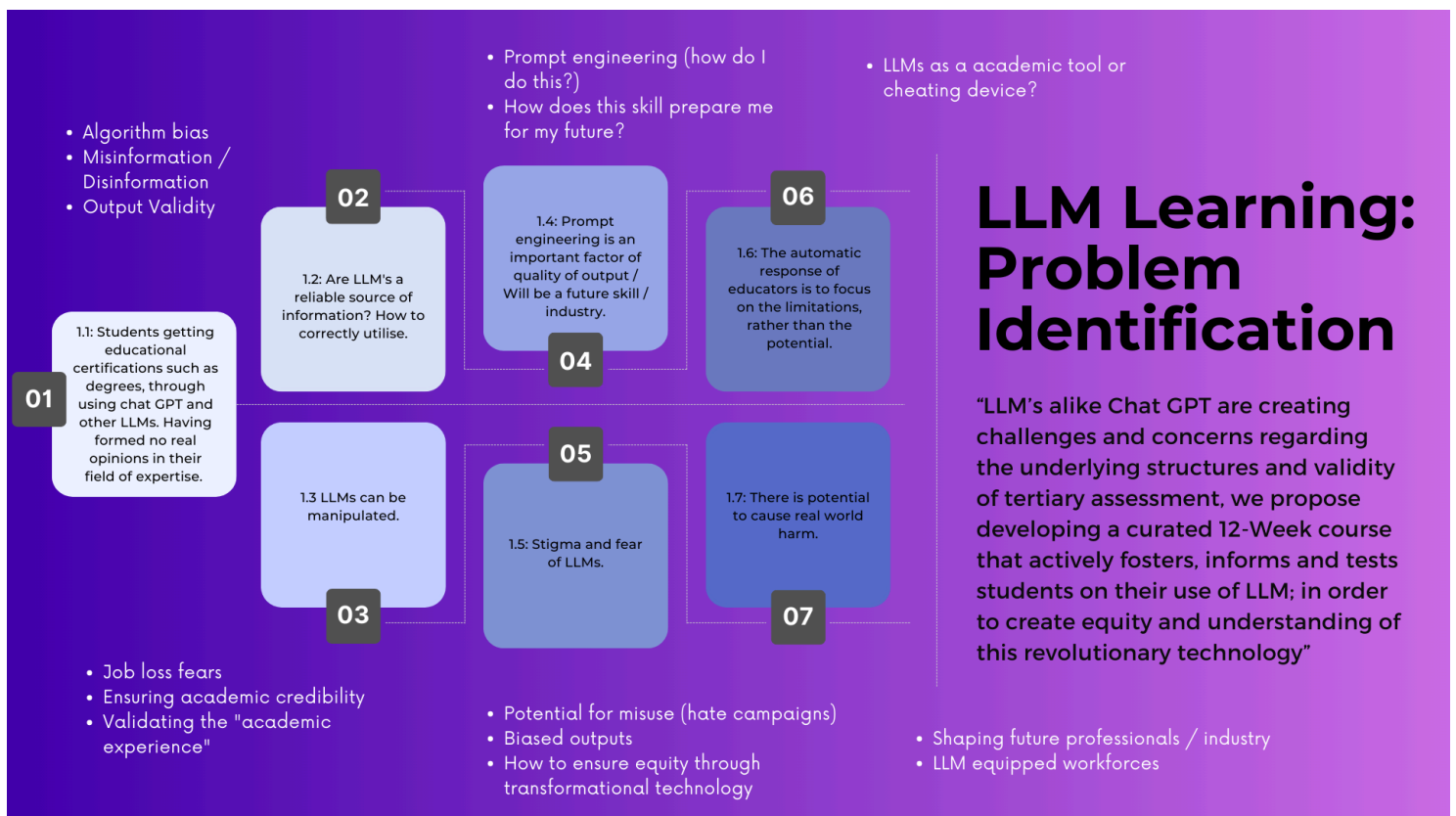
Problem statement:

With the disruption innovation of large language models (LLMs), the education space has been shaken up, and we are forced to rethink the way we teach, learn, and undertake assessments. The recent advancement of these LLMs is highlighting the shortcomings of our current ways of educating around these models, as well as showcasing how people are not currently using these tools to their full capabilities. The following report intends to outline these shortcomings, and to suggest how we should be addressing them while moving forward in a world that has access to these types of chatbot tools.

“LLM’s alike Chat GPT are creating challenges and concerns regarding the underlying structures and validity of tertiary assessment, we propose developing a curated 12-Week course that actively fosters, informs and tests students on their use of LLM’s; in order to create equity and understanding of this revolutionary technology”.

Mind Map:

The following mind map depicts some of the key issues associated with LLMs such as ChatGPT, primarily in an educational sense.



Problem Identification: Expanding on the above issues with ChatGPT – with regard to the education system.

1.1: There is widespread concern in education sectors about students misusing LLMs such as ChatGPT to write assignments and complete assessments. The New York Department of Education has announced a student ban on access to ChatGPT due to concerns of academic integrity violations (Sun and Hoelscher 2023). The concern of tertiary educators has only been heightened by recent

studies highlighting the ability of ChatGPT to pass various tests and examinations, such as the United States Medical Licensing Examination (Abdel-Messih et al. 2023). Given the power of LLMs, it is too easy for students to abuse them in our current methods of educational testing. Ergo, we must adapt these methods of testing to ensure students are legitimately qualified in their fields of expertise.

1.2: Issues arise with the fact that ChatGPT has learned to answer prompts using the collective information on the given topic from across all the resources on the internet. Stemming from this, problems arise such as GPT answers containing bias, misinformation, and a lack of clear understanding of where the information is sourced (McMilan 2022). Users who have not been educated/trained on how to effectively utilise the software as an educational tool; in which academic has noted ChatGPT can deliver correct or partially correct answers in 44% of cases, as well as explanations of answers in 57% of situations (Jalil et al. 2023)

1.3: Another issue is that LLMs have proven to be manipulatable. As these models take the input statements previously entered by the user into account, if the software is told statements that are incorrect, it can produce incorrect answers. Based on this, wording of prompts is extremely important, and uninformed users may unknowingly extract incorrect information from the software (Clavie et al. 2023).

1.4: Open AI, the creators of ChatGPT, describe how depending on small tweaks in the phrasing of input statements, the software can write plausible sounding but incorrect or nonsensical answers. On account of this, users need to be cautious in ensuring they correctly phrase inputs, so as not to elicit responses which may sound legitimate but are actually false.

1.5: On account of a lack of education around LLMs, people are largely unfamiliar with these useful tools. Experts describe heightened concern across various industries, that AI could outperform humans and put jobs at risk (Coppola et al. 2021). This draws similarities to the introduction of the internet, whereby many jobs have been lost, but also, many jobs created. Until people are educated properly around AI, they will be unaware of the potential employment opportunities in roles such as prompt engineering, which are already becoming available.

1.6: A large percentage of the literature surrounding the adoption of LLMs in education is highly focussed on the negatives that these tools bring into the education space, rather than the huge potential they have. At the conclusion of one of the aforementioned pieces of literature, the article states recommendations for education faculty on how to handle the rise of ChatGPT. The top recommendation stated is to "Educate yourself and your students on the limitations and potential inaccuracies, biases, and ethical concerns with the use of chatGPT" (Sun and Hoelscher 2023, p122). Rather than shutting out this revolutionary tool, educators need to accept its presence and adapt to incorporate its new-found presence in our lives.

1.7: Finally, LLMs and AI certainly have powerful potential to cause real-world harm (Su-Yeon Park 2018). This potential issue can also be combated through education, and training people on the ethics of AI and the real-world implications that their decisions on these AI platforms can have. Much like how courses surrounding ethical business practice are commonplace, for the proper implementation of AI in the educational space, we must be educated on the ethics of these tools as well. In Addition to the risk of people using LLMs for purposes such as automated hate campaigns, individuals may start going to LLMs for purposes such as medical advice. Similarly to someone googling their symptoms and receiving an exaggerated diagnosis from WebMd.com, individuals may use platforms such as ChatGPT in the same way. In order to prevent this, educating people on what questions are appropriate to ask the software is essential in ensuring the practical uses of these LLMs is not overstepped.

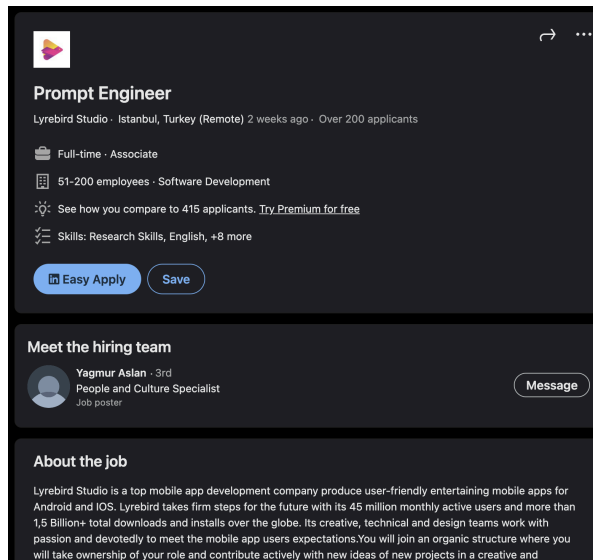
Industry Discovery:

Within the below discovery, we have analysed concurrent job listings within the emerging industry of prompt engineering; a position that has direct relevance within the frameworks of this proposal.

“Time reports that the number of job postings containing GPT rose by 51% between 2021 and 2022” (Nik Popli 2023).

[Prompt Engineer - Lyrebird Studio](#)

[Intern, Product & Technology, Prompt Engineering - Office Depot](#)



Prompt Engineer
Lyrebird Studio · Istanbul, Turkey (Remote) 2 weeks ago · Over 200 applicants

Full-time · Associate
51-200 employees · Software Development

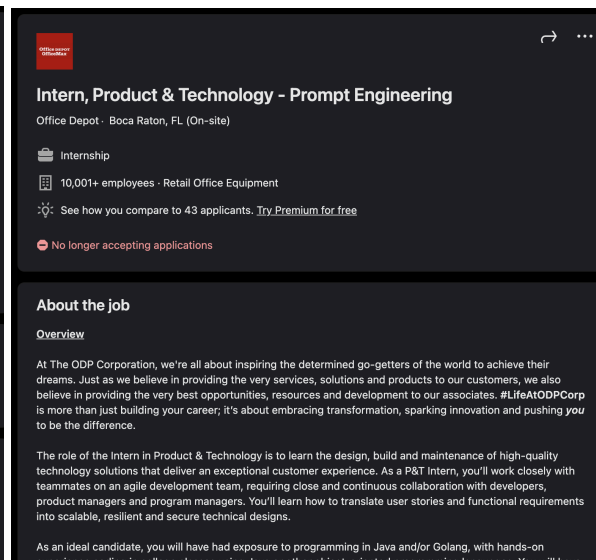
See how you compare to 415 applicants. [Try Premium for free](#)

Skills: Research Skills, English, +8 more

[Easy Apply](#) [Save](#)

Meet the hiring team
Yagmur Aslan · 3rd
People and Culture Specialist
Job poster [Message](#)

About the job
Lyrebird Studio is a top mobile app development company produce user-friendly entertaining mobile apps for Android and iOS. Lyrebird takes firm steps for the future with its 45 million monthly active users and more than 1.5 Billion+ total downloads and installs over the globe. Its creative, technical and design teams work with passion and devotedly to meet the mobile app users expectations. You will join an organic structure where you will take ownership of your role and contribute actively with new ideas of new projects in a creative and



Intern, Product & Technology - Prompt Engineering
Office Depot · Boca Raton, FL (On-site)

Internship
10,001+ employees · Retail Office Equipment

See how you compare to 43 applicants. [Try Premium for free](#)

No longer accepting applications

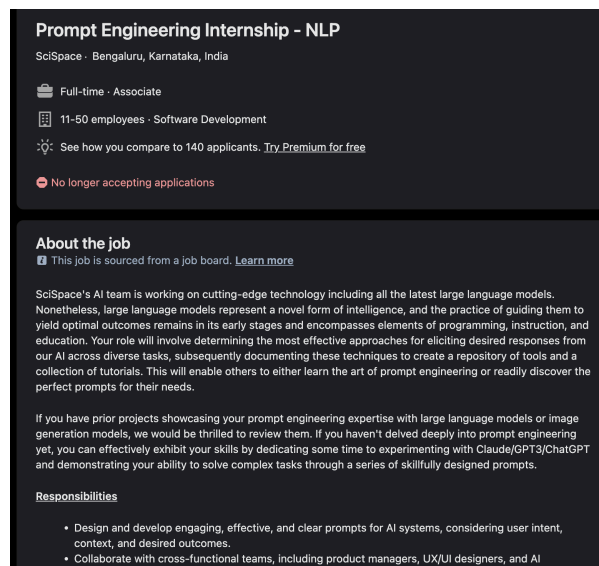
About the job
Overview
At The ODP Corporation, we're all about inspiring the determined go-getters of the world to achieve their dreams. Just as we believe in providing the very services, solutions and products to our customers, we also believe in providing the very best opportunities, resources and development to our associates. #LifeAtODPCorp is more than just building your career; it's about embracing transformation, sparking innovation and pushing *you* to be the difference.

The role of the Intern in Product & Technology is to learn the design, build and maintenance of high-quality technology solutions that deliver an exceptional customer experience. As a P&T Intern, you'll work closely with teammates on an agile development team, requiring close and continuous collaboration with developers, product managers and program managers. You'll learn how to translate user stories and functional requirements into scalable, resilient and secure technical designs.

As an ideal candidate, you will have had exposure to programming in Java and/or Golang, with hands-on experience coding in college classes using Java or other object-oriented programming languages. You will have

[Prompt Engineering Internship - SciSpace](#)

[ChatGPT Engineer - Agile Resources, Inc.](#)



Prompt Engineering Internship - NLP
SciSpace · Bengaluru, Karnataka, India

Full-time · Associate
11-50 employees · Software Development

See how you compare to 140 applicants. [Try Premium for free](#)

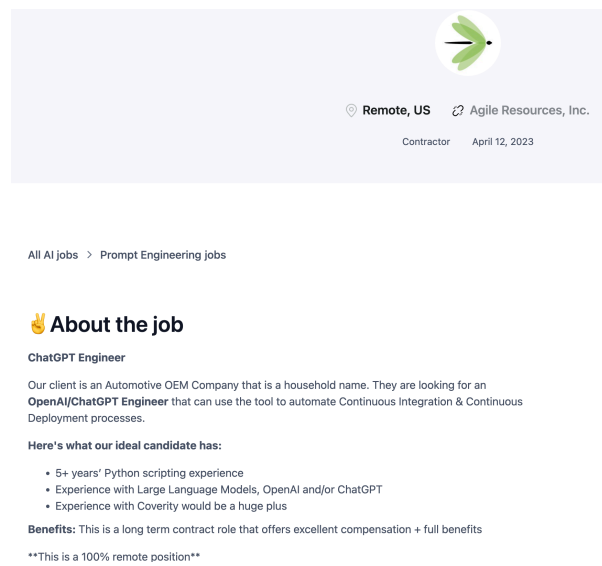
No longer accepting applications

About the job
This job is sourced from a job board. [Learn more](#)
SciSpace's AI team is working on cutting-edge technology including all the latest large language models. Nonetheless, large language models represent a novel form of intelligence, and the practice of guiding them to yield optimal outcomes remains in its early stages and encompasses elements of programming, instruction, and education. Your role will involve determining the most effective approaches for eliciting desired responses from our AI across diverse tasks, subsequently documenting these techniques to create a repository of tools and a collection of tutorials. This will enable others to either learn the art of prompt engineering or readily discover the perfect prompts for their needs.

If you have prior projects showcasing your prompt engineering expertise with large language models or image generation models, we would be thrilled to review them. If you haven't delved deeply into prompt engineering yet, you can effectively exhibit your skills by dedicating some time to experimenting with Claude/GPT3/ChatGPT and demonstrating your ability to solve complex tasks through a series of skillfully designed prompts.

Responsibilities

- Design and develop engaging, effective, and clear prompts for AI systems, considering user intent, context, and desired outcomes.
- Collaborate with cross-functional teams, including product managers, UX/UI designers, and AI developers to create optimal user experiences.



ChatGPT Engineer
Remote, US
Contractor April 12, 2023

All AI jobs > Prompt Engineering jobs

About the job
ChatGPT Engineer
Our client is an Automotive OEM Company that is a household name. They are looking for an **OpenAI/ChatGPT Engineer** that can use the tool to automate Continuous Integration & Continuous Deployment processes.

Here's what our ideal candidate has:

- 5+ years' Python scripting experience
- Experience with Large Language Models, OpenAI and/or ChatGPT
- Experience with Coverity would be a huge plus

Benefits: This is a long term contract role that offers excellent compensation + full benefits

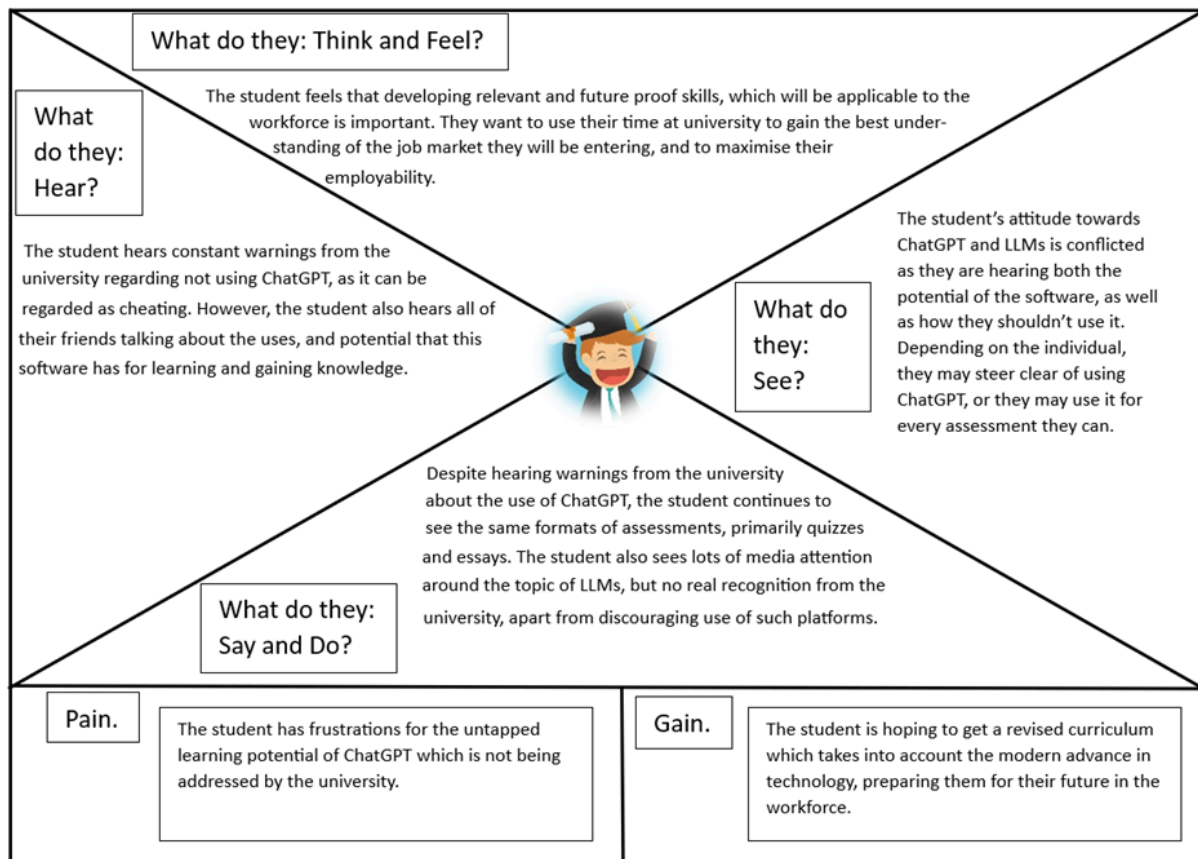
****This is a 100% remote position****

Findings:

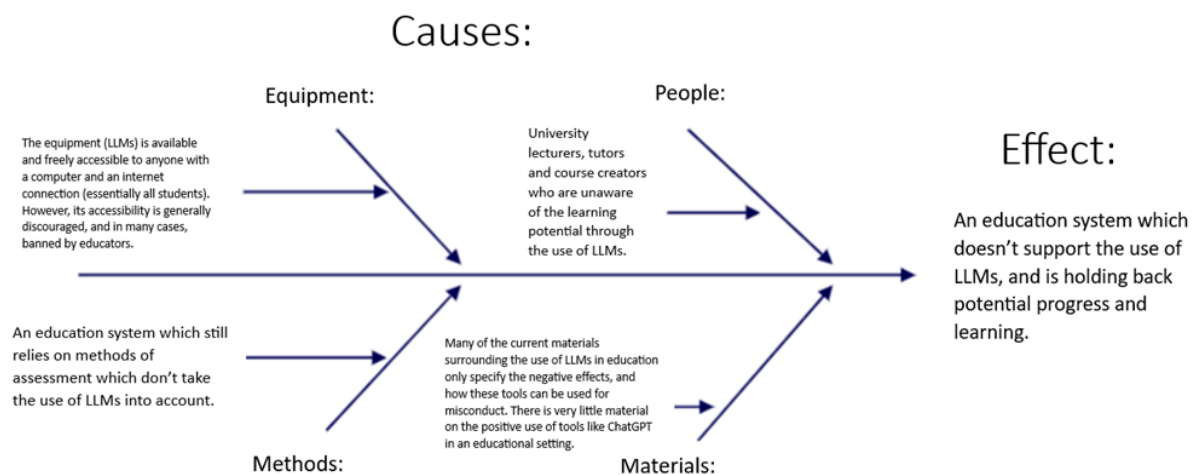
- Due to the nascence of prompt engineering jobs as an emerging industry, jobs are often grouped alongside other key skill sets; namely hard analytical skills, like Python, SQL & Java.
- Jobs are often contractual or project based; with full time positions more competitive.
- Jobs are often low barriers of entry, applicants can apply to high paying positions without the expectation of established work history.
- Prompt engineering powered positing average median pay is high six figures; “Californian start-up Anthropic advertising salaries of between \$280,000 and \$375,000.” (Marr 2023)

Empathy map

Empathy map – from the perspective of the university student. So as to create a shared understanding of user needs and allow the educators to see the reasoning behind changing the educational framework surrounding ChatGPT and other LLMs.



Root cause analysis through an Ishikawa diagram:



User Personas:

The below user personas visualises two major users and key target segments of our proposal; the student “Eleanor” and the academic “Andrew”. These individuals exhibit diverse emotional and cognitive reactions to the identified problem, explored below:

ELEANOR

Eleanor is 21 years old. She is studying full time and is in her 4th and final year of a business and marketing double degree at RMIT university.

Eleanor works part time at the Smiggle head office in an undergraduate marketing position, she makes approximately \$25k per year.

Eleanor enjoys her job at Smiggle and intends to continue working there following the completion of her studies. She hears a lot about AI and occasionally uses platforms such as ChatGPT to gain information for her assignments and quizzes. She doesn't really know much about the technology beyond this occasional use. Eleanor has concerns that LLMs may outperform her in the future and could put her employment in the marketing space at risk.



Eleanor would like to learn as much as possible whilst she is still at university, in the hopes she can use it as a tool to further her future career.

ANDREW:

Andrew is 57 years of age, he has his PhD in Business administration, and works full time as a lecturer to undergraduate business students. Andrew has been working for RMIT for 10 years, following some time spent in the industry as a business consultant. He currently makes approximately \$160k per year.

Andrew currently does not know very much about LLMs. But he hears his colleagues speaking about trying to combat the use of these tools in the classroom.

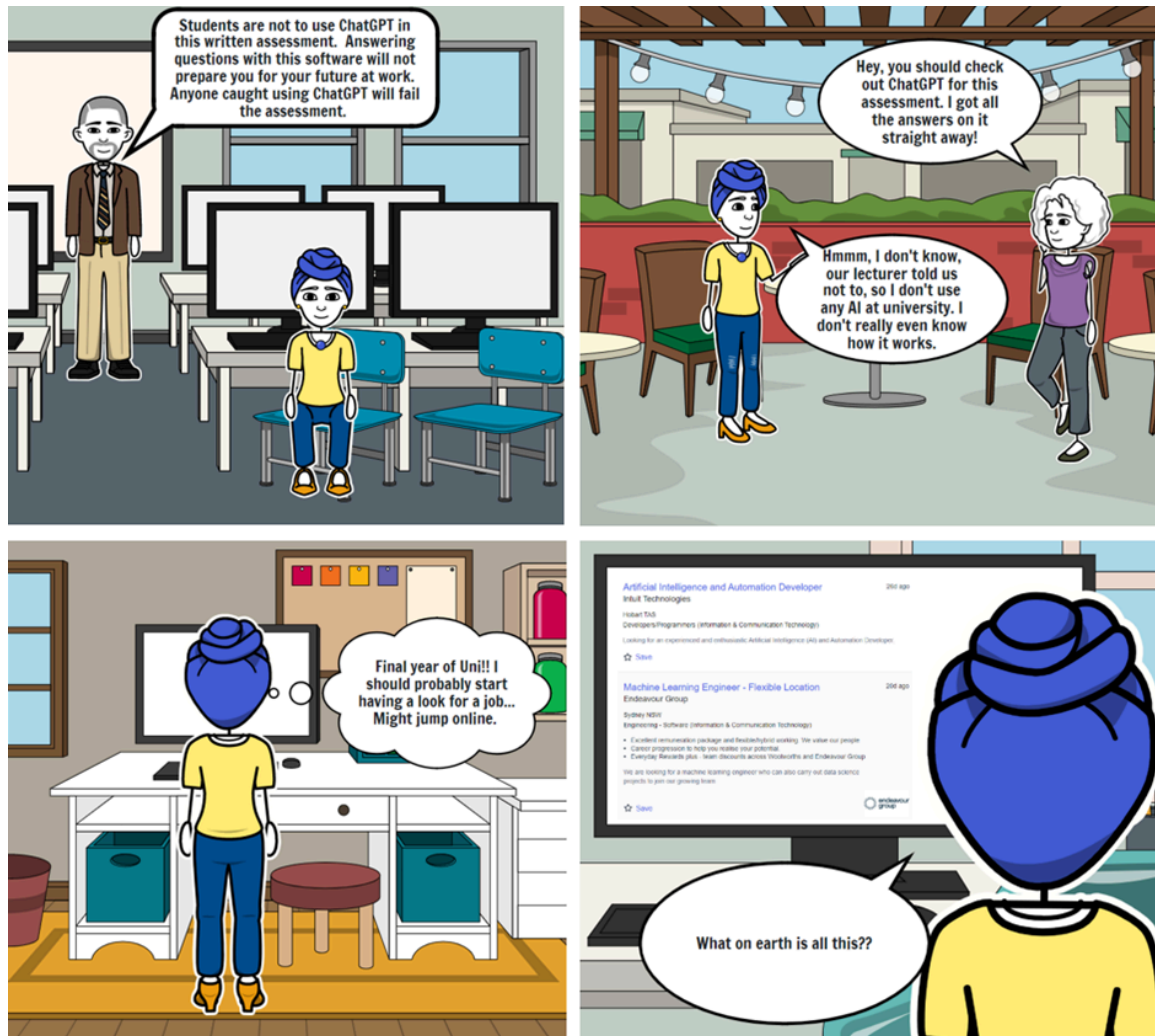
Andrew very much enjoys hearing the success stories of his past students, and his educational objectives are to ensure that he prepares his current students for their future in the workplace as best as he can.



While Andrew appreciates the value of this new technology in an educational setting, he is unsure how one would actually go about structuring a university unit around the topic of LLMs such as ChatGPT.

Storyboarding:

Through the storyboarding exercise, we visualize the university sector's response to LLMs, gaining a customer-focused perspective on key issues impacting our proposal. We consider stakeholders, particularly students and academics, to understand their perspectives.



This storyboarding exercise has effectively identified several significant emotional aspects related to the current issue. Specifically, both students and educators continue to harbour substantial levels of uncertainty and stigma regarding the use of LLMs. Necessitating the importance of stakeholder collaboration and a personalised approach in evaluating this LLM based educational proposal.

Ideation Phase:

The stage of ideation for the innovative item is one in which the team must consider all the options they have available to them. Formation of ideas may come from past experiences, prior knowledge, or pure creative thought.

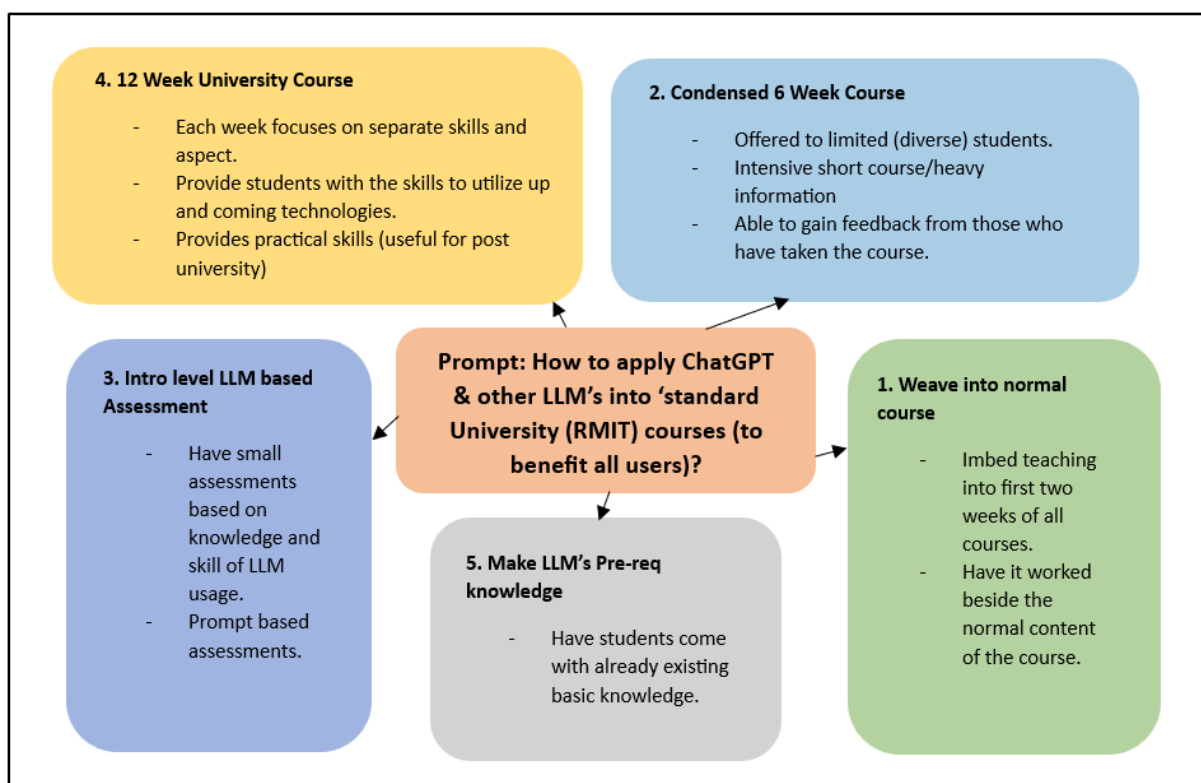
As the issue at hand speaks to the stigma surrounding the usage of LLM's and other AI tech such as ChatGPT, the solution required would involve the application of the technology itself into contemporary university streams. Using tools such as brainstorming in the form of mind mapping, decision making, and the value proposition canvas, the team was able to formulate and cull through a multitude of different problem-based solutions.

Brainstorming

Brainstorming at the base level is the act of creating, explaining, and producing ideas relating to a subject regardless of the current realm of achievability. The activity is one that is generally performed within group settings with other peers but can also be applied to individually based tasks.

For this project, the artefacts were used between three group members to formulate a plethora of ideas surrounding the topic of Large Language Models and AI such as ChatGPT. The goal is to use brainstorming for the purpose of solving the issues surrounding the stigma and malpractice of AI Technology. Techniques such as Mind Mapping allowed for a healthy flow of ideas and concepts to surface.

Mind Mapping



Once completed, the mind map allowed for a visual understanding of the options available to form the solution to the problem at hand. In every solution, the consistent goal was the implementation of the technology into the university through different means.

Decision Making

For a solution to be decided upon, it is imperative to sort through and find the benefits and shortcomings of each idea that has been brought forth. Taking into consideration the five possible solutions, the commonality between them is its application into the learning system are based upon how much reshaping is required to the RMIT education system.

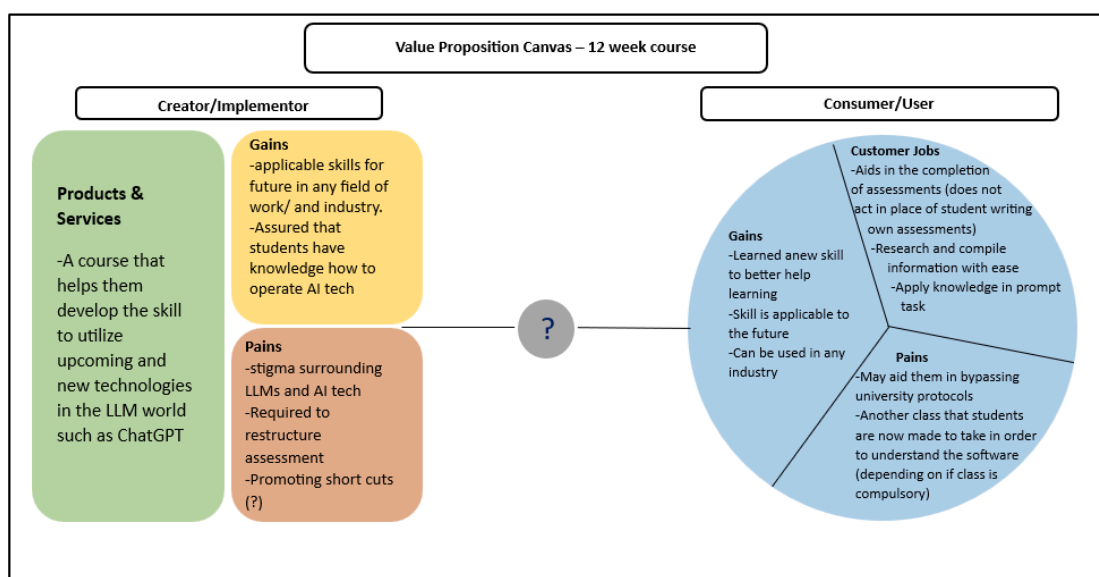
1. The primary solution is to weave basic beginner content of LLM's into the first two to three weeks of regular degrees. Though with further thought, its all back would find that it required more teachers to have both an understanding in the subject as well as a qualification to teach it. In addition, teaching content in minimal doses would be rendered useless if students are not tested.
2. A condensed 4–6-week voluntary course in which students may enrol to learn the contents of ChatGPT and LLM was another option. The intensive course provides a short term “crash course” whilst also allowing for students to provide feedback. However, similar to the first, the timeframe given may prove difficult to test student capabilities and understanding.
3. Weaving assessments into normal courses require prior knowledge and a standardisation across all courses which would prove difficult.
4. Creating a 12-week course that would be treated as an elective subject allows for a normal runtime alongside other courses in which students may also apply their new skills to. The course would come with assessments based on prompt AI to show proficiency.
5. The final idea was to have the university ensure that students have some type of past knowledge on the subject. However, it would defeat the purpose of applying it within the university space and would be quite difficult to regulate.

As a result, the team decidedly chose to pursue the 12-week elective course as it would flow cohesively with the implementation alongside other classes whilst still creating some modification within the current structure.

Value Proposition Canvas

The Value Proposition Canvas (VPC) is another framework and tool that allows producers and innovators alike to ensure that the product or service they are hoping to provide is positioned around the values and needs of both the provider and the consumer (Balcarová et al. 2015). The framework is used once a group has been able to cut down to a singular idea or concept.

Using the Value Proposition Canvas within this project entailed taking a deeper look at what it is that both our target consumer and provider would desire out of a service such as the 12-week university course. The figure below depicts the pains and gains of both parties.



Experimentation Phase:

Strategyzer style customer pitch:

- **You know how universities are struggling to create positive structure around LLM like Chat GPT in tertiary education and testing?**

- **This is because** much of the AI powered landscape is widely unknown, stigmatised, and revolutionary in nature.
- **However**, we propose instead of “book burning” this disruptive technology and threatening academic penalties for users. We should provide educational experiences that guide students how to use LLMs effectively, guide applicational learning through LLMs; and most importantly create assessment models that directly test students on their effective use of LLM as a powerful digital tool.
- **Well, what we do is** create a structured and applied 12-Week “LLM Learning” tertiary course that will actively teach, apply and test LLM use as a key skill.
- **This is achieved by** exploring the contemporary field of prompt engineering, LLM powered products and use cases; and an applied capstone project utilising LLM’s within a project capacity
- **In fact, we are now** designing the 12-week course, gathering key user data through an MVP based landing page, and communicating with university stakeholders.
- **As you can see the benefits** of applying this course will greatly impact a future generation of students, who are equipped with revolutionary technology; safely, ethically and effectively.
- **Call to action...** register your interest [here](#), or contact us at learnLLMs@us.com. *Bridging the gap between AI innovation and education.*

B-M-L Analysis:

The “Build - Measure - Learn” table below outlines an applied path to understanding market - user fit within our MVP proposal; notably this “approach puts an imperfect product (the minimal viable product) in front of potential users as early as possible, collects actionable information that tests critical assumption” (Cook et al. 2023)

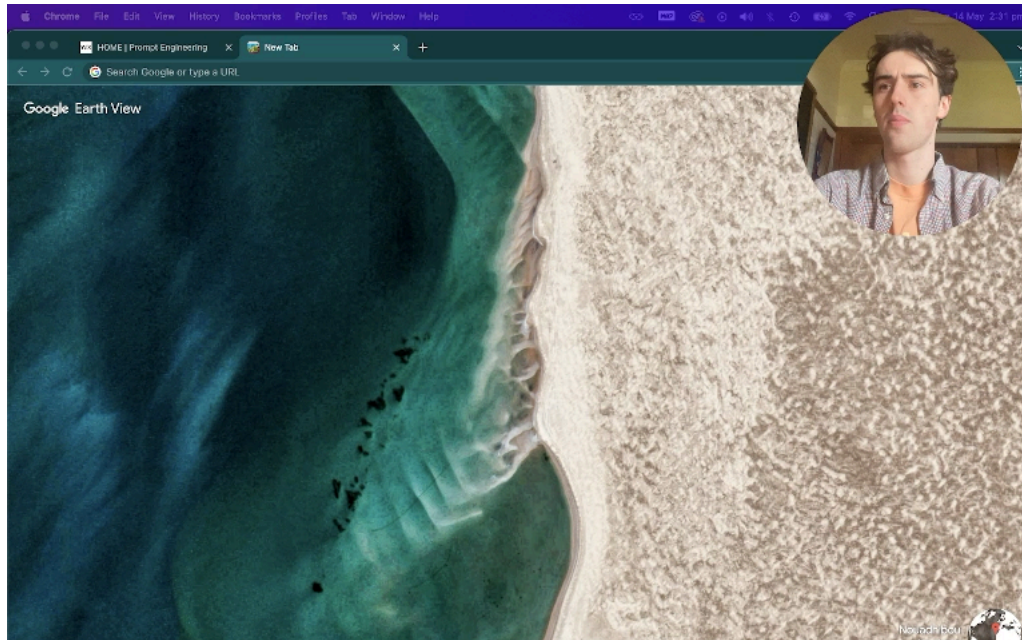
Build	Measure	Learn
Build a "drop-box" style MVP landing page, test assumption of user interest	Measure desirability through user interest, gather "first adopter" user data	Understand if course is ultimately desirable, what aspects are important? What is not?
Define course objectives and design the course structure	Conduct simple user-surveys to gauge initial student interest and understanding	Gather initial feedback to understand if the course objectives and structure are clear and engaging
Develop course materials and create an interactive online platform	Track student engagement within online materials (e.g., views, downloads) and usage of the platform	Analyze student engagement data to determine what materials are most useful and how the platform could be improved
Design deeply collaborative, contemporary and involved activities and assessments	Assess student performance on activities and assessments	Use performance data to identify areas where students struggle and adjust activities and assessments accordingly
Launch the pilot course with a small yet diverse cohort group of students	Gather feedback from students, track their progress (in and outside) the course, and monitor course completion rates	Identify what parts of the course are most valuable to students, what needs improvement, and if the course is too easy or difficult
Iterate on the course based on data insights, feedback and performance	Monitor changes in student engagement and performance	Learn if the changes made improve student engagement and performance
Scale up the course to a wider audience	Monitor course sign-ups, completion rates, and gather feedback on a larger scale	Understand if the course appeals to a wider audience and maintains its effectiveness at a larger scale

Minimum Viable Product:

The below minimum viable product (MVP), is used to test product assumptions and gather applied insight within the desirability of our product launch; defined as “version of the product that enables a full turn of the build-measure-learn loop with a minimum amount of effort and the least amount of development time” (Shepherd & Gruber 2020)

Find unlisted YouTube walkthrough here:

https://www.youtube.com/watch?v=B6sNiSAJw0k&ab_channel=MarlonHolloway



Find interactable MVP here: <https://marlonpholloway.wixsite.com/prompt-engineering>

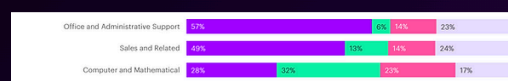
RMIT Prompt Engineering:

How the rapidly evolving world of large language models (LLM's) like Chat GPT, Bard and Dalle-2 will shape the future of work. 🤖



"40% of working hours across industries can be impacted by Large Language Models"
- Accenture 2023

Are you developing a skillset that prepares you for this new world?



Work time distribution by major occupation and potential AI impact:

Landing Page:

Below we have embedded a register you interest landing page into our MVP product web page.

A landing page with a purple gradient background. At the top, the text "\$400,000" is displayed in large white font. Below it, the text "Job prospects.." is shown in white. To the right, there is a small text "*Salary average" followed by a yellow smiley face emoji. Below the job prospects, there are four job titles arranged in two rows: "Prompt Engineer" (with a robot icon), "QA Tester" (with a pencil icon), "Digital Marketeer" (with a document icon), and "Data Scientist" (with a person icon). Below the job titles, the text "Interested? Register interest below.." is shown in white, followed by a yellow pushpin icon. At the bottom, there is a pink button with the text "SIGN UP" and a right-pointing arrow.

Leading to a lead generation, and data collecting landing page. Testing both user interest and gaining a first adopter community when the product is ready for launch

A lead generation landing page with a purple gradient background. The title "Ready, Steady... oh" is displayed in large white font, followed by a yellow smiley face with a sweat drop emoji. Below the title, the text "You've caught us early.." is shown in white. Below this, there is a paragraph of text: "I suppose that is the life of an early adopter! Regardless, please input your best contact details below, and we will be sure to contact you for first access to this exciting LLM-centric course at RMIT!" followed by a yellow pushpin icon. Below the paragraph, there is a form field with the placeholder text "Enter your email address *". Below the form field, there is a light blue button with the text "Register Interest!".

Most significantly to our MVP launch, through the use of our “Drop-Box” style lead generation page, we will be able to measure product viability and user interest before applying significant product development and spend; allowing us to lower developmental risk whilst gaining invaluable insights for future project development.

In evaluation of our MVP’s effectiveness, we have launched measurable goals in user desirability; with a targeted 40+ expressions of interest by end of year 2023.

Sustainable Development Goals:

As CSR and sustainability are becoming an ever-present nature of business development, it is important to consider how this project is impacted; namely we have evaluated 4 key SDG functions below:

SDG	Description
 4 QUALITY EDUCATION	The course provides inclusive, contemporary and equitable quality education, promoting lifelong learning opportunities by teaching skills such as prompt engineering and LLM application. It makes technical education more accessible to students, especially those without prior exposure to AI / technology.
 8 DECENT WORK AND ECONOMIC GROWTH	The course increases employability by teaching students to use technologies like LLMs, which are highly sought after in many industries. This contributes to a workforce that is ready to harness a rapidly evolving and pivotal employment sector. Real-world projects and practical applications prepare students better for the labour market.
 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE	The course stimulates innovation, encouraging students to come up with creative project applications within LLMs. By teaching the latest technologies in LLM; it contributes to building thriving technology industry and innovative labour market.
 11 SUSTAINABLE CITIES AND COMMUNITIES	The highly accesible nature of the course reduces inequality in access to education, allowing students from diverse geographical locations and socioeconomic backgrounds to participate. It also reduces potential negative impacts of bias, and knowledge gap in the tech sector by providing students from underrepresented groups with opportunities to learn about and work with advanced AI models; their positive and potentially negative nature.

Because of the educational nature of our project, our SDG impacts are iterative in nature; through educating and preparing students for a future in which LLM and AI technologies will have great impact, the corresponding effect of economic growth and industry development are likely to be positive (SDG's 8 & 9). We propose that educational structure around this emerging field will bring strong sustainable growth in economies, communities and industry.

Ethical Considerations:

The ethics of AI language models is an evolving and highly critical field for consideration. Ethical use of LLM comes with a number of ethical caveats; namely within the field of data validity, sourcing and implicit truth.

Data and AI researchers have noted that AI models are often “getting it wrong” within the wide frame of training data and source information; “LMs can assign high probabilities to utterances that constitute false or misleading claims.” (Weidinger et al. 2021) Leading to a potentially dangerous cycle of misguided referencing and flat out incorrect information within educational material and works

Beyond this too, academics have noted that these LLMs are often susceptible to implicit biases within the underlying algorithms. Because of the inherent function of human researchers and specialists creating these models, feeding training data sets and guiding directional capabilities these models can often represent implicit and non-implicit biases of the creators themselves; “when the training data is unfair, discriminatory, or toxic; models mirror these harms” (Weidinger et al. 2021)

LLM Ethical Risks: (Weidinger et al. 2021)

Category:	Mechanism:	Types of Harm:	Examples:
I. Discrimination, Exclusion and Toxicity	Risks arise from the LM accurately reflecting unjust, toxic, and oppressive tendencies present in the training data.	Potential harms include justified offense, material harm, and the unjust representation or treatment of marginalised groups.	Social stereotypes and unfair discrimination, exclusionary norms, toxic language, lower performance by social group
II. Information Hazards	Risks arise from the LM predicting utterances which constitute private or safety-critical information present in, or inferred from, training data.	Potential harms include privacy violations and safety risks.	Compromise privacy by leaking or inferring private information, risks from leaking or inferring sensitive information
III. Misinformation Harms	Risks arise from the LM assigning high probabilities to false, misleading, nonsensical or poor quality information.	Potential harms include deception, material harm, unethical actions by humans who take the LM prediction as factually correct, societal distrust in shared information.	Disseminating false or misleading information, causing material harm by disseminating misinformation, nudging or advising users to perform unethical or illegal actions
IV. Malicious Uses	Risks arise from humans intentionally using the LM to cause harm.	Potential harms include undermining public discourse, crimes such as fraud, personalised disinformation campaigns, weaponisation or production of malicious code.	Reducing the cost of disinformation campaigns, facilitating fraud and impersonation scams, assisting code generation for cyber attacks or malicious use, illegitimate surveillance and censorship
V. Human-Computer Interaction Harms	Risks arise from LM applications, such as Conversational Agents, that directly engage a user via the mode of conversation.	Potential harms include unsafe use due to users misjudging or mistakenly trusting the model, psychological vulnerabilities and privacy violations of the user, social harm from perpetuating discriminatory associations via product	Anthropomorphising systems can lead to overreliance or unsafe use, exploiting user trust to obtain private information, promoting harmful stereotypes by implying gender or ethnic identity
VI. Automation, access, and environmental harms	Risks arise where LMs are used to underpin widely used downstream applications that disproportionately benefit some groups rather than others.	Potential harms include increasing social inequalities from uneven distribution of risk and benefits, loss of high-quality and safe employment, and environmental harm.	Environmental harms from operating LMs, increasing inequality and negative effects on job quality, undermining creative economies, disparate access to benefits due to hardware, LLM use still in power

In this context, it is crucial that we consider the ethical implications of LLM usage. In which we propose that our proposal will educate through the potential negative ethical contexts; in which through

educating students, staff and future leaders. Large Language Models can be evaluated and utilised with a more holistic and ethical mindset, validating safety, understanding and positive growth for the industry.

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Appendix A, Problem Exploration (Team)

Key Themes:

- **Academic Integrity**
 - How are we ranking/validating students across our courses?
 - How are we ensuring that we are fairly testing students?
 - How can industry validate who are superstars / who sucks.
 - If we can't beat them, join them mentality.
- **Skill development**
 - How can we ensure that our students are gaining the most valuable and contemporary skills for industry / work life.
 - Understanding prompt engineering, what separates good prompts from bad ones.
- **Promoting safe use and understanding of potentially world shaking AI technologies**
 - How can students understand both the positive and negatives of the way LLM's be impactful
 - Understanding equitable and respectful use of LLM's (referencing, fact checking and collaboration)

Appendix B, Problem Ideation (Team)

Ideation:

How I would structure a GPT course at RMIT..

Modules:

1. Welcome to course, Ice Breakers, Get to know.
 - a. GPT Challenge (weirdest/craziest thing)
2. What is GPT, How does it work, Key terminology, Background.
3. How is GPT being applied? A human and non-human approach (API's)
4. Psychology of GPT, the answer and response.
5. Data ethics, restrictions and legal considerations.
6. GPT limitations and bounds, how to future proof.
7. LLM future, looking ahead, how can we build futures around GPT.
8. How to use GPT: Prompt engineering.
9. How to use GPT: Application approach.
10. Other LLM's (Visual processing)
11. Dealing with LLM, what should businesses, people and teams do?
12. GPT toolbox, how to sell these skills.

Fleshed out..

Course Title: Harnessing the Power of GPT for Research and Professional Applications

Course Description: This 12-week course will guide university students through the process of utilising GPT (Generative Pre-trained Transformer) models for various research and professional applications. Students will learn the fundamentals of natural language processing, GPT architecture, and the practical applications of GPT models in areas such as content generation, research assistance, data analysis, and more.

Gains:

- Student will gain impactful skillsets through this course (prompt engineering, GPT usage, understandings)
- Creating equitable landscapes, in which students can usage/ promote the tech without shame
- By innovating the way we educate students, a generation will enter the workforce with new skills that older workers won't have.

Pains (what must be eliminated)

- Stigma
- Pains - how we continue our current assignments given the introduction of LLMs,
- Students don't actively know to best utilise the tech
- Disparity around people using vs people not using
- Skill vs shortcut (industry thoughts)

Customer Jobs

- Emotional
- Functional
- Social jobs