

Kristen Slovak: “Conversation” with Chat GPT to prevent it’s misuse by students

"The text was generated by ChatGPT, a language model developed by OpenAI (<https://openai.com/>). The model was trained on a large dataset of text and used a specific prompt to generate the text."

How do educators convince students not to use chat gpt to cheat?

Educators can convince students not to use ChatGPT to cheat by emphasizing the importance of integrity and the consequences of academic dishonesty. They can also teach students about the limitations of language models like ChatGPT and how to critically evaluate the information they find online. Additionally, educators can use plagiarism detection software and other tools to detect and deter cheating. It's also important for educators to foster a culture of academic honesty and to set clear expectations for how students should use technology in the classroom.

Which plagiarism detection software detects work generated by chat gpt?

There are several plagiarism detection software that can detect work generated by ChatGPT or other language models. Some examples include Turnitin, Grammarly, and Copyscape. These tools work by comparing the text in question to a database of other texts, including previously submitted student papers, articles, and web pages, to identify any matches or similarities.

It's worth noting that while these software can detect plagiarism generated by AI, they may not be able to detect all forms of AI-generated text, particularly if the text has been significantly rephrased or modified. Therefore, educators should also be aware of the limitations of these software and be vigilant in detecting any suspicious behavior or attempts to cheat.

vigilant how?

Being vigilant in detecting any suspicious behavior or attempts to cheat when it comes to AI generated text can include several strategies:

1. Educating students on the limitations and capabilities of AI-generated text and the consequences of academic dishonesty.
2. Setting clear expectations for how students should use technology in the classroom, including the use of AI-generated text.
3. Reviewing papers and assignments manually, looking for signs of suspicious or unnatural language patterns.
4. Using plagiarism detection software in combination with manual review, to catch any missed instances of plagiarism.
5. Encouraging students to cite any sources used, including AI-generated text.
6. Using advanced tools such as AI-detection software to detect AI-generated text.

7. Reviewing student's browsing history and the source of the information to detect any suspicious activity.
8. Keeping open communication with students to encourage them to come forward if they are unsure about something or if they have questions.

It's important to remember that plagiarism and academic dishonesty can happen unintentionally, so it's important to have a supportive and educational approach when dealing with these situations.

How do I make expectations clear to students?

Here are some ways to make expectations clear to students regarding the use of technology and AI-generated text in the classroom:

1. Develop a technology or academic integrity policy: Clearly outlining the rules and expectations for technology use and academic integrity in the classroom can help students understand what is and is not acceptable behavior.
2. Communicate expectations at the beginning of the semester or course: Clearly communicate your expectations to students at the beginning of the semester or course, and remind them of these expectations periodically throughout the term.
3. Use examples and scenarios: Provide examples and scenarios of what constitutes acceptable and unacceptable behavior, to help students understand the expectations more clearly.
4. Provide resources: Provide students with resources such as guides on how to properly cite sources, or how to use plagiarism detection software, to help them understand how to use technology in an ethical manner.
5. Encourage questions and open communication: Encourage students to ask questions and to come forward if they are unsure about something or if they have concerns.
6. Use consequences: Clearly communicate the consequences of academic dishonesty and make sure to enforce them consistently.
7. Keep records: Keep records of any violations and the actions taken.
8. Review and update: Review your expectations periodically and update them as necessary to adapt to new technologies and changing classroom environments.

It's important to remember that being clear and consistent in your expectations will help students understand what is expected of them and will help create a culture of academic integrity in the classroom.

How does plagiarism detection software differentiate between original student work and plagiarism of AI?

Plagiarism detection software uses a variety of techniques to differentiate between original student work and plagiarism of AI-generated text. Some of these techniques include:

1. Text matching: Plagiarism detection software compares the text in question to a database of other texts, including previously submitted student papers, articles, and web pages, to identify any matches or similarities.
2. Language analysis: The software analyzes the language and writing style of the text to detect any suspicious or unnatural patterns that may indicate the use of AI-generated text.
3. Contextual analysis: The software also examines the context of the text, including the topic, citation, and formatting, to determine if the text is original or plagiarized.
4. AI-detection: Some software uses advanced AI algorithms to detect AI-generated text.
5. Other tools: Some software uses additional tools, such as checking the source of the text and the browsing history of the students.

It's worth noting that while these software can detect plagiarism generated by AI, they may not be able to detect all forms of AI-generated text, particularly if the text has been significantly rephrased or modified. Therefore, educators should also be aware of the limitations of these software and be vigilant in detecting any suspicious behavior or attempts to cheat.

What other means can faculty use to detect suspicious behavior or attempts to cheat?

Here are some additional means that faculty can use to detect suspicious behavior or attempts to cheat:

1. Proctoring software: This software allows faculty to monitor students remotely during online exams, to detect any suspicious activity, such as students communicating with others or using prohibited resources.
2. Surveillance cameras: Installing surveillance cameras in classrooms or computer labs can help faculty detect any suspicious behavior, such as students sharing answers or using prohibited technology during exams.
3. Randomized testing: Using randomized tests, question sets or answer keys, can make it difficult for students to cheat or share answers, as each student will have a different test or questions.
4. Oral or practical exams: Using oral or practical exams, where the student has to demonstrate their understanding of the material, can make it difficult for students to cheat, as their understanding and skill will be evaluated.
5. Collaborative learning and group assignments: Encouraging students to work together on assignments or projects can help create a culture of academic integrity, and make it difficult for students to cheat.
6. Anonymous reporting: Setting up an anonymous reporting system, where students can report any suspicious behavior or cheating without fear of retaliation, can encourage students to come forward if they suspect cheating is taking place.
7. Keeping records: Keeping records of any violations and the actions taken can be helpful for identifying patterns of cheating and for addressing repeat offenders.
8. Building trust and relationships with students: Building trust and positive relationships with students can make them more likely to come forward if they suspect cheating is taking place.

It's important to remember that preventing cheating requires a combination of different measures and a culture of academic integrity.

How can faculty prevent students from using AI to participate in discussion assignments?

Here are some ways faculty can prevent students from using AI to participate in discussion assignments:

1. Communicate expectations: Clearly communicate the expectations for the discussion assignment, including what constitutes acceptable and unacceptable behavior, and the consequences of academic dishonesty.
2. Randomized discussion topics: Using randomized discussion topics or questions can make it difficult for students to use AI-generated text, as the AI would have to be tailored to the specific topic or question.
3. Personalized questions: Ask personalized questions to each student, to make it difficult for them to rely on pre-written answers.
4. Oral or practical participation: Incorporating oral or practical participation, where students must verbally respond to questions or participate in a real-life scenario, can make it difficult for students to use AI-generated text.
5. Collaborative learning and group assignments: Encouraging students to work together on discussion assignments or projects can help create a culture of academic integrity, and make it difficult for students to cheat.
6. Anonymous reporting: Setting up an anonymous reporting system, where students can report any suspicious behavior or cheating without fear of retaliation, can encourage students to come forward if they suspect cheating is taking place.
7. Monitoring tools: Use monitoring tools, such as video conferencing or screen recording software, to monitor students during online discussions, to detect any suspicious activity.
8. Reviewing students' progress: Reviewing students' progress over time, including their writing and speaking skills can help detect any abnormal change in their performance.

It's important to remember that preventing cheating requires a combination of different measures and a culture of academic integrity, and that it's not only important to detect cheating but also to educate students on the importance of academic integrity, and to provide them with the necessary skills to participate in discussions without cheating.

How much is too much monitoring of students?

Monitoring students can be an important tool in preventing cheating and maintaining academic integrity, but it's important to consider the potential negative effects of excessive monitoring.

Too much monitoring can create a culture of distrust and surveillance, and can negatively impact students' privacy and autonomy. It can also create a feeling of discomfort and anxiety for the students, which can affect their ability to learn. Additionally, excessive monitoring can be time-consuming and resource-intensive for faculty and staff.

It's important to strike a balance between ensuring academic integrity and respecting students' privacy and autonomy. This can be achieved by clearly communicating the reasons for monitoring, being transparent about the methods used, and involving students in the process. Monitoring should be done in a way that is appropriate to the assignment or activity, and should be proportionate to the potential risk of cheating.

It's also important to consider alternative methods, such as education and encouraging a culture of academic integrity, as well as providing students with the necessary skills to complete assignments and discussions in an honest and ethical manner.

It's always important to take into account the context of the situation and to evaluate the need and the proportionality of the monitoring. In order to ensure academic integrity, while also respecting student's rights and creating a positive learning environment.

How to help students who are uncomfortable with monitoring?

Here are some ways to help students who may be uncomfortable with monitoring:

1. **Communicate clearly:** Clearly communicate the reasons for monitoring and the methods used, and involve students in the process as much as possible. This can help students understand the reasons for monitoring and may make them more comfortable with the process.
2. **Respect privacy:** Be transparent about what data is collected, how it is collected, how it will be used, and who will have access to it. This can help reassure students that their privacy is being respected.
3. **Provide choices:** Provide students with a choice of methods for completing assignments or participating in discussions, such as in-person or online options, to accommodate their preferences and comfort levels.
4. **Be flexible:** Be flexible and willing to work with students who may have concerns about monitoring. For example, if a student is uncomfortable with a particular method of monitoring, try to find an alternative that works for both the student and the instructor.
5. **Educate:** Educate students about academic integrity, the importance of honesty and ethical behavior, and the consequences of academic dishonesty. This can help students understand the reasons for monitoring and the importance of maintaining academic integrity.
6. **Provide support:** Provide students with support and guidance on how to complete assignments or participate in discussions in an honest and ethical manner. This can help students develop the necessary skills to complete assignments and discussions without cheating.
7. **Encourage open communication:** Encourage open communication and create a safe space for students to express their concerns and ask questions. This can help build trust and positive relationships between students and faculty.

It's important to remember that monitoring should be done in a way that respects students' privacy and autonomy, and that creating a positive learning environment is just as important as ensuring academic integrity. Finding a balance between these two goals is crucial.

What if the class is too large to offer multiple options?

If a class is too large to offer multiple options for completing assignments or participating in discussions, there are still ways to accommodate students' comfort levels with monitoring while maintaining academic integrity:

1. **Prioritize transparency:** Be transparent about the monitoring methods used, the data that is collected, and how it will be used. Provide students with clear information about what is expected of them and how their work will be evaluated.
2. **Be responsive to concerns:** Be open to hearing students' concerns and willing to work with them to find solutions. For example, if a student is uncomfortable with a particular method of monitoring, try to find an alternative that works for both the student and the instructor.
3. **Encourage open communication:** Encourage open communication and create a safe space for students to express their concerns and ask questions. This can help build trust and positive relationships between students and faculty.
4. **Use a variety of methods:** Use a variety of methods to monitor student work, such as plagiarism detection software, randomized questions and assignments, oral or practical participation, and collaborative learning. This can help detect cheating and discourage it.
5. **Provide support:** Provide students with support and guidance on how to complete assignments or participate in discussions in an honest and ethical manner. This can help students develop the necessary skills to complete assignments and discussions without cheating.
6. **Consider anonymity:** Consider using anonymous methods, such as anonymous reporting, to encourage students to come forward if they suspect cheating is taking place.
7. **Be consistent:** Be consistent in the application of monitoring methods and the enforcement of academic integrity policies, to maintain fairness and impartiality.

It's important to keep in mind that maintaining academic integrity is important, but so is creating a positive learning environment. Finding a balance between these two goals is crucial. It's also important to remember that there are no one-size-fits-all solutions, and that each situation is unique and should be approached with flexibility and understanding.

What kind of support and guidance do you suggest?

Here are some examples of the support and guidance that can be provided to students to help them complete assignments and participate in discussions in an honest and ethical manner:

1. Citing sources: Provide students with resources and guidance on how to properly cite sources, including how to properly cite AI-generated text, to help them understand how to use technology in an ethical manner.
2. Writing skills: Provide students with resources and guidance on writing skills, such as how to effectively research and organize their thoughts, to help them develop the ability to complete assignments independently.
3. Time management: Provide students with resources and guidance on time management and organization, to help them manage their workload and meet deadlines.
4. Collaboration skills: Provide students with resources and guidance on collaboration skills, such as how to effectively communicate and work with others, to help them develop the ability to complete group assignments and participate in discussions.
5. Academic integrity: Provide students with resources and guidance on academic integrity, including the importance of honesty and ethical behavior, and the consequences of academic dishonesty.
6. Support networks: Provide students with access to support networks, such as academic advisors, tutors, or writing centers, to help them with their academic work and to answer any questions they may have.
7. Clear instructions: Provide students with clear instructions for assignments and discussions, including any specific requirements or expectations.
8. Encourage self-reflection: Encourage students to reflect on their own learning and academic progress, and to identify areas where they may need additional support or guidance.

Providing support and guidance can help students develop the necessary skills to complete assignments and participate in discussions in an honest and ethical manner, and can help create a culture of academic integrity in the classroom. It's also important to remember that support and guidance should be tailored to the individual needs of the students, and that it's always important to be flexible and responsive to student's needs.

How should students cite Chat GPT?

Citing ChatGPT or any other AI-generated text should be done in a way that is consistent with the citation guidelines for the specific academic field or discipline. However, there are some general guidelines that students can follow when citing ChatGPT or other AI-generated text:

1. Identify the source: Clearly identify the source of the AI-generated text, including the name of the language model (e.g. ChatGPT) and the platform or website used to generate the text.
2. Provide context: Provide context for the AI-generated text, including any specific prompts or inputs used to generate the text.
3. Indicate the AI-generated status: Indicate that the text is AI-generated, this can be done using words like "generated by"

How should Chat GPT be cited?

There are no established citation guidelines specifically for citing ChatGPT, as it is a language model developed by OpenAI and it's not published in a traditional academic format. However, when citing ChatGPT or other AI-generated text in academic work, it is important to provide enough information for the reader to understand the source of the text, and to give credit to the creators of the technology. Here is an example of how ChatGPT could be cited:

"The text was generated by ChatGPT, a language model developed by OpenAI (<https://openai.com/>). The model was trained on a large dataset of text and used a specific prompt to generate the text."

It's worth noting that as AI technology evolves, citation guidelines may also change. It's always important to check with the specific guidelines of the academic field or institution, and to be aware of any new developments in the field.