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CHATGPT AND MY SPRING 2023 SYLLABUS

Hunter College ACERT

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WAS THIS CREATED BY A STUDENT?



A

Mikhail Lermontov's novel *A Hero of Our Time* tells the story of Pechorin, a complex and enigmatic character who is both heroic and villainous at once. Pechorin's psyche is difficult to comprehend, as he is equally driven by his ambitions and self-destructive tendencies. Pechorin is a complex character, driven by his ambition and desire for recognition. He is constantly competing with others and seeking to prove himself, though his attempts are often thwarted by his recklessness and lack of self-control. He is also a romantic, and his relationships with other characters, particularly Princess Mary, reflect his conflicting desires for connection and control. Through his inner dialogue, Pechorin reveals a profound struggle between his ambition and self-destructive tendencies. He is a man of many contradictions, and his actions often reflect his inner turmoil.

WHICH WAS CREATED BY CHATGPT? <<<<

B

What defines a hero? In modern-day society, heroes take on many shapes and forms. In *A Hero of Our Time*, Mikhail Lermontov explores Pechorin's journeys around the Caucasus. Many paint Lermontov's main character to be the quintessential Byronic "anti-hero" as a result of his behavior in constant conquests and adventures. In *Princess Mary*, one of Lermontov's most extended chapters within the novel, Pechorin's psyche is explored in-depth. He is egotistical and violent, but also truthful and pensive. For this reason, many critics argue over whether Pechorin is a true "hero" or not. He is undoubtedly a complex character, and it is inarguable that in *Princess Mary*, he causes suffering to most of the characters he interacts with. However, overall Pechorin has redeeming and positive qualities. Once you can see past his flaws, it turns out he is quite straightforward with others and highly introspective.

ARTIFICIAL INTELLIGENCE (AI)



Matt Miller #FETC 
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Calculators.
Search engines.
Google Translate.
Wikipedia.
PhotoMath.
[#ChatGPT](#).

They disrupt traditional teaching.

We adapt. Education evolves forward.

Blocking them isn't the answer.

Making education more relevant is.

9:59 AM · Dec 14, 2022



339



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IN OUR SESSION

01.

WHAT IS CHATGPT?

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**WHAT CAN IT DO, AND
WHAT CAN'T IT DO?**

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**WHAT LANGUAGE CAN I
INCLUDE IN MY
SYLLABUS?**

04.

**HOW MIGHT IT INFORM
MY ASSIGNMENT
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05.

**WHAT RESOURCES CAN
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06.

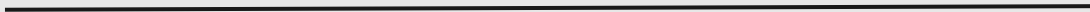
**WHAT WOULD YOU LIKE
TO ASK?**

ARTIFICIAL INTELLIGENCE (AI)



01.

WHAT IS CHATGPT?



ChatGPT: Optimizing Language Models for Dialogue

We've trained a model called ChatGPT which interacts in a conversational way. The dialogue format makes it possible for ChatGPT to answer followup questions, admit its mistakes, challenge incorrect premises, and reject inappropriate requests. ChatGPT is a sibling model to [InstructGPT](#), which is trained to follow an instruction in a prompt and provide a detailed response.

[TRY CHATGPT](#) ↗



November 30, 2022
13 minute read



WHAT IS CHAT GPT?



In layman's terms, what is Chat GPT and how does it work?



ChatGPT is a computer program that can understand and respond to human language. It does this by learning from a large amount of text (like books, articles, and websites) and using that knowledge to predict what word or phrase might come next in a conversation or text. It's like a very advanced autocomplete feature, but for entire sentences and paragraphs. It is used in various application like chatbot, language translation, text summarization etc.



Chat GPT:

- **Chat**-based **Generative Pre-trained Transformer**
- Chatbot based on GPT-3
- Can respond to natural language, not just search queries
- Generates text via text prediction. Gmail sentence complete on steroids
- Can "remember" earlier parts of a conversation and respond accordingly

WHAT IS CHAT GPT?

Because it is **generative**, each response to a question will be generated on the spot and will be unique

Because it is **pre-trained**, it is limited to what is in its training materials, for better or worse

Because it can **remember** earlier parts of a conversation, it can change its original output in response to further feedback

Because it works by being **predictive**, it generates text that seems plausible, not necessarily text that is accurate

OTHER AI'S BESIDES CHAT GPT

- Instruct GPT (less “chatty” than Chat GPT)
- Lamda (Google chatbot)
- Bloom (open source chatbot)

- Consensus (searches & summarizes peer reviewed research)
- Socratic (academic tutoring for K-12)
- Dall-E (generates images)

- ChatGpt 4 is expected to come out in the summer

- And many, many more

02.

WHAT CAN IT DO, AND
WHAT CAN'T IT DO?

ChatGPT



Examples

"Explain quantum computing in simple terms"

"Got any creative ideas for a 10 year old's birthday?"

"How do I make an HTTP request in Javascript?"



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021

WHAT IT DOES (MOSTLY) WELL

- Generates unique text that responds coherently to a prompt
 - Approx 500 words at a time
- Can elaborate on previously written text
- Can write computer code

- Can provide feedback on written content
- Can offer specific suggestions

- Can simplify complex concepts and complex language
- Can explain computer code, mathematical functions, etc.

- Can correct grammar and programming syntax

WHAT IT DOES POORLY (FOR NOW)

- Has trouble with citations
- Has trouble with highly detailed questions
- Cannot “see” audiovisual material

- Is limited by its training material
- Cannot access the internet
- Does not know anything after 2021

- Prone to fabricating information that seems plausible
- May repeat racist, sexist, homophobic, anti-semitic, etc. content
 - There are safeguards built in, but they can be bypassed easily

ARTIFICIAL

INTELLIGENCE

[AI]

CAN IT WRITE AN ESSAY FOR MY CLASS?

YES

NOT BRILLIANTLY

BUT ALSO NOT TERRIBLY

[AI]

CAN IT BE DETECTED?

+

- Content errors cannot be detected by machine
- Style can be detected
- Not with 100% certainty
- Only degrees of probability
- Detectors are optimized for any given iteration of an AI
- Will be less accurate with later versions of an AI

SOME DETECTORS

GPT-2 Output Detector Demo

Giant Language model Test Room (GLITR)

GPT Zero

03.

**WHAT LANGUAGE CAN I
INCLUDE IN MY
SYLLABUS?**

SYLLABUS SUGGESTIONS



OPEN A DIALOGUE WITH STUDENTS ON PRIVACY CONCERNS:

- Point out to students that OpenAI does not contract with universities to protect students' data and they are very clear in their privacy policy that the data can be sold to third parties; also besides the information given on sign-up, it is also collecting everything that you give them through using the tool to expand its corpus.
- There are several privacy concerns that an individual may have about using ChatGPT or other language models:
 1. Confidentiality: ChatGPT may be able to access sensitive or confidential information about an individual if they share it in conversation. This information could be used for malicious purposes or shared with third parties without the individual's knowledge or consent.
 2. Data collection: ChatGPT collects data about the conversations it has with users. This data may include personal information, such as names and locations, as well as sensitive information, such as opinions and beliefs. This data could potentially be accessed by the developers of ChatGPT or by third parties.
 3. Data security: There is always a risk that data collected by ChatGPT could be lost or stolen, either through a data breach or through cyber attacks. This could expose personal or sensitive information to unauthorized parties.
 4. Lack of control: When using ChatGPT, individuals have little control over what information is collected and how it is used. This can be concerning for those who value their privacy and want to have more control over their personal data.
 5. Misuse of data: There is a risk that the data collected by ChatGPT could be used for purposes other than those for which it was intended. For example, it could be used for targeted advertising or to influence individuals in ways that they may not be aware of.
 6. Unforeseen consequences: There is always the possibility that ChatGPT or other language models could be used in ways that have unintended consequences for individuals' privacy. For example, it could be used to create fake news or to spread misinformation.

SYLLABUS SUGGESTIONS



OPEN A DIALOGUE WITH STUDENTS ON ACADEMIC INTEGRITY:

- Ask students to share their opinions about using ChatGPT and their experiences with it. How is it different from/similar to hiring someone to “ghost write” your paper?
- Review ethics/academic integrity policies around using ChatGPT and inform students how to properly cite its output when it is being utilized.
- Invite students to help craft a policy around it to vote on and adopt in your syllabus.
- Create and prioritize an honor code in your class. Submitting AI-created work as one's own is, fundamentally, dishonest. Invoke it when submitting major assignments and tests.



When citing information obtained from ChatGPT in a paper, it is important to follow the citation guidelines of the specific style guide you are using (e.g., MLA, APA, Chicago, etc.).

In general, when citing an online resource, you will need to provide the author (if available), the title of the resource (in this case, "ChatGPT"), the date you accessed the resource, and the URL or DOI (digital object identifier).

Here is an example of how you might cite information obtained from ChatGPT in an MLA format:

"According to ChatGPT, the capital of France is Paris. (ChatGPT, accessed January 20, 2023, <https://openai.com/models/davinci-coding-model/>)

or in an APA format:

According to ChatGPT (openai.com, 2023), the capital of France is Paris.

It's important to note that the above citation is an example only, and you should consult the specific style guide you are using for the proper format.

Also, it's important to note that using information from ChatGPT or any other AI model for any academic work is not a good practice, it's always better to use primary sources and human-generated content.

SYLLABUS SUGGESTIONS



POSSIBLE STATEMENTS:

- A policy prohibiting the use of ChatGPT for assignments in your course might read: *Unless explicitly stated, artificial intelligence-based technologies, such as ChatGPT, must not be used to generate responses for student assignments.*
- Or *Unauthorized use of artificial intelligence software or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course.*
- If you'd rather consider students' use of ChatGPT on a case-by-case basis, your policy might read: *Please obtain permission from me before collaborating with peers or AI chatbots (like ChatGPT) on assignments for this course.*
- Add a clarifying statement, such as: *Use of an AI text generator when an assignment does not explicitly call or allow for it without proper attribution or authorization is plagiarism.*



How should I explain plagiarism and use of ChatGPT on my syllabus?



Plagiarism refers to the use of someone else's work or ideas without giving them proper credit. This applies to any form of academic work, including written papers, presentations, and projects. It is considered a serious offense and can result in disciplinary action.

Regarding the use of ChatGPT, it is important to note that this model is a tool and should not be used to generate original work. Instead, it should be used as a reference or resource to assist in the research and writing process. Additionally, it is important to cite any information obtained from ChatGPT in the final work, as it is considered a secondary source.

You can include the above information in your syllabus, along with the specific consequences for plagiarism, and how you expect students to use and cite any information obtained from ChatGPT.

SYLLABUS SUGGESTIONS



From Paul McAfee, Higher Ed Learning Collective

Policy on Use of Chatbots, such as ChatGPT and Moonbeam, or similar programs, for MBA/ACC 650 Writing Assignments.

- Purpose: This policy aims to ensure the academic integrity and originality of university writing assignments by prohibiting the inappropriate use of chatbots to complete assignments.

- Scope: This policy applies to all students in the Daemen University MBA/ACC 650 spring 2023 course. The policy applies to any writing assignments submitted for academic credit, including but not limited to; essays, research papers, and projects.

Policy: It is strictly forbidden to use chatbots or any other automated software to complete university writing assignments except under the conditions explained in class by your instructor.

Definition: a chatbot is a computer program designed to simulate conversation, often in written form, with human users, especially over the Internet. These are often called large language model AI systems. ChatGPT is one example of these systems.

Be Aware of The Limits of ChatGPT and other AI tools.

- Poor prompts yield poor results. If you provide minimum effort prompts, you will receive low quality results. You must learn to refine your prompts to receive useful outcomes.

- Do not trust anything ChatGPT writes!

- If ChatGPT gives you a number, assume it is wrong unless you either know the answer or can check it with another more reliable source.

- If ChatGPT cites a source, you must confirm that the source is real. ChatGPT regularly makes up citations and references that are not real.

- If a student's research paper or other assignments contain fabricated citations and references, the instructor may ask the student to meet with the instructor to show the actual reference sources.

- If the student cannot show the actual reference sources, the student may be considered to be in violation of the Daemen University Academic Integrity policies.

- AI tools can be useful, but when used, students must acknowledge their use.

-When using AI tools such as ChatGPT in your assignments, you must include a paragraph in an appendix section titled "Use of AI Tools" explaining what you used the AI tool for and what prompts you used to get your results.

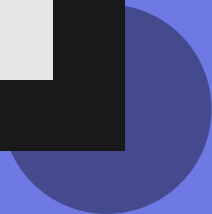
- Save your AI and ChatGPT prompts so that you can include them in the "Use of AI Tools" appendix.

- Before using an AI tool, ask yourself if the use is appropriate. Ask yourself, "Should I try to develop this idea on my own first?"

Violation of this policy may result in disciplinary action, up to and including revocation of credit for the assignment, and other sanctions as described for plagiarism in the university's academic honesty policy. There are tools that can detect the possible use of verbatim content generated by AI chatbots such as ChatGPT. If the instructor identifies content of this type, the instructor may ask the student submitting the material to attend a one-on-one conference with the instructor to discuss the student's submission and its sources.

04.

HOW MIGHT IT INFORM
MY ASSIGNMENT DESIGN?



SUGGESTIONS <<<<

**These are adapted from the Centers for Teaching and Learning at Montclair State and the University of Central Florida*

1. **Hyper-customize your writing assignments.** As is the case for contract (“for hire”) writing by professionals, academic misconduct can be curtailed or detected when the writing prompts are so specific to the course and the discussions within the class that an outsider, or an AI, would have little chance of producing an output that would earn a good grade. In written assignments, reference class materials and notes, or sources that are not available on the free internet (books or articles that are recent, behind firewalls). For example, “Refer to two of the theorists discussed in class.”
2. **In the prompt, include visuals.** Incorporate images or videos that students need to respond to in your assignment. Be sure to include alt-text for accessibility.
3. **Break major assignments into smaller graded chunks.** By scaffolding assignments into smaller bits, students are not only less likely to cheat, they are more likely to create stronger final products. An annotated bibliography might be an especially good idea to blunt the advantages of AI-generated writing.

SUGGESTIONS <<<<

4. Create in-class writing assignments. This high-touch method of collecting and grading writing offers the best chance to eliminate academic misconduct. In larger classes, grading may be kept more manageable by assigning shorter, but more frequent, in-class writing assignments.

5. Collect at least one diagnostic of in-person writing to compare to submitted essays. A student whose formal essay writing style deviates significantly from their spontaneous, handwritten writing might warrant additional scrutiny.

6. Assign writing with heavy citations. The AI software is more likely than a student to use citations that you (let alone a student) might never think to use, making them appear suspicious. Moreover, the chosen citations might poorly reflect what you had in mind with your hyper-customized writing prompt.

7. If feasible, assign a writing prompt that requires information after 2021. ChatGPT only includes information up to 2021, so anything from 2022 and beyond will stymie the software.

SUGGESTIONS <<<<

8. **Preview your writing prompt on the AI platform yourself.** The type of prose produced by ChatGPT is remarkably cohesive, but the style can be recognized over time. Certain markers, like the flat topic sentences that begin most paragraphs, can help identify the prose as machine-generated. The rhetorical level of the prose can also be a marker—for many topics, the produced essay is superficial and can be characterized more as summary than analysis. It can also be helpful to know what your students might be seeing as output if they ask the AI a similar question, which can aid in detecting misconduct on student-submitted essays. However, do not rely on plagiarism detection software (e.g. Turnitin), since an identical prompt given to ChatGPT on two occasions will yield two unique essays.

9. **Explore formats beyond traditional essays.** In some cases, there may be other ways to communicate thinking, analysis, or evaluation beyond a written essay. Examples might include mind maps, podcasts, vlogs, drawings, debates, or multimedia projects. Have students work in small groups in class to present on topics in class.

10. **Incorporate brief in-class quizzes, tests and other assessments.** The key is to make these short, frequent, and possibly even unannounced. They serve assessment purposes, reward attendance, and provide useful immediate feedback about learning. Small point values for individual assessments allow poor performance to be informative to students rather than disastrous.

11. **Ask for application or engagement between personal knowledge/experience and course concepts or topics.** Invite metacognitive reflection on their own process or self-appraisal.

INCORPORATE IT <<<<



20 ways to use ChatGPT in the classroom

- Use it as a more complex source of information than Google.
- Use it to provide students access to lots of good examples.
- Use it to remix student work.
- Ask it for definitions (on a variety of levels).
- Ask it for feedback for student work.
- Ask it to do some teacher tasks for you.
- Add it to the "think pair share" thinking routine.
- Grade the bot.
- Debate the bot.
- Ask the bot for advice.
- Use it to summarize texts.
- Use it for insight into big, difficult-to-solve problems.
- Ask ChatGPT to write your lesson plans.
- Anticipate the response you'd expect from AI.
- Take several responses and make a better product.
- Create personalized learning experiences.
- Provide tutoring or coaching.
- Generate prompts and questions to facilitate discussions.
- Provide information and answer questions.
- Supplement in-person instruction.



Get an overview of ChatGPT in the classroom at ditchthattextbook.com/ai.
Infographic by Matt Miller (@jmattmiller / DitchThatTextbook.com)

- Re-envision writing as editing/revising.** Assign students to create an AI essay with a given prompt, and then heavily edit the AI output using Track Changes and margin comments. Such an assignment refocuses the work of writing away from composition and toward revision, which may be more common in an AI-rich future workplace.
- Refine editing skills via grading.** Assign students to create an AI essay and grade it, providing specific feedback justifying each of the scores on the rubric. This assignment might be paired with asking students to create their own essay responding to the same prompt.
- Incorporate ChatGPT in your assignments.** For example, ask students who choose to open an account to generate a ChatGPT response to a question of their own choosing, and then write an analysis of the strengths and weaknesses of the ChatGPT response.



05.



**WHAT RESOURCES CAN I
USE TO LEARN MORE?**

/CAN

FURTHER RESOURCES



- [8-min video on ChatGPT](#)
- [Update Your Course Syllabus for chatGPT | by Ryan Watkins | Dec. 2022 | Medium](#)
- [Academic experts offer advice on ChatGPT](#)
- [Artificial Intelligence Writing](#)
- [Zotero | Groups > ChatGPT](#)
- [Colleges and Universities Are Responding to ChatGPT and Other A.I. Chatbots! | Tony's Thoughts](#)
- [ChatGPT Resources](#)
- [AI Text Generators and Teaching Writing: Starting Points for Inquiry - The WAC Clearinghouse](#)
- [Condensed list of faculty advice](#)
- [Why I'm not Scared of ChatGPT](#)
- [Useful insights and advice](#)
- [The Forces That Are Shaping the Future of Higher Education](#)
- [Creative writing challenges that show AI is a toy, not a tool](#)
- [What might ChatGPT mean for higher education? by Bryan Alexander](#)
- [A Teacher's Prompt Guide to ChatGPT](#)
- [ChatGPT: Understanding the new landscape and short-term solutions](#)
- [Advice and a sample class activity](#)
- [The nail in the coffin: How AI could be the impetus to reimagine education](#)
- [AI bot ChatGPT stuns academics with essay-writing skills and usability](#)
- [Hidden biases and societal risks](#)
- [Here's What To Know About OpenAI's ChatGPT—What It's Disrupting And How To Use It](#)
- [AI Will Augment, Not Replace](#)
- [using ChatGPT in a Yale class on media and democracy](#)

UPCOMING WEBINARS



AI Trends and Tips: Assessment in the Classroom

Stony Brook University

Thursday, Feb. 2nd, 2023 | 12:00 PM - 1:00 ET

Are you concerned about new trends in academic integrity? Do you want to explore how you can address and utilize new artificial intelligence (AI) tools in your classes? Join panelists from multiple departments across campus for a discussion about AI writing bots: how you can address this new technology with your students, how it can benefit you, and assessment tips you can implement!

Please [register](#) in advance.

The Future of Education and AI: Rethinking the Benefits and Risks for Educators

George Washington University

Tuesday, February 21, 2023 | 1-2:00 pm ET

Join Dr. Ryan Watkins, professor of educational technology leadership, for a webinar on the pros and cons of ChatGPT. Dr. Watkins will provide expert insight into the benefits and drawbacks of using this natural language processing tool in education, and will share his own experiences using ChatGPT in the classroom.

Please [register](#) in advance.

Conversation: ChatGPT

Baruch College

January 26 @ 12:30 pm - 1:30 pm EST

There's been a lot of press about the easy availability of the AI (Artificial Intelligence) ChatGPT technology and how it's impacting education. Join us for a conversation in which we explore this technology and how it relates to teaching and learning in the Spring 2023 semester.

Please [register](#) in advance.

ARTIFICIAL INTELLIGENCE (AI)



06.

**WHAT WOULD YOU LIKE
TO ASK?**





THANKS

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