

Moellering, English 1A/Spring 2023

Rationale for this assignment (for Instructors):

From the first day of Spring 2023, I launched the conversation about Chat GPT with my students, and several of them admitted they'd already used it at work and/or for personal reasons.

I told them we were pioneers and would figure out together how to use it to enhance their learning rather than replace it. We also discussed the critical thinking goals of the class and how those skills would be relevant in their future careers.

My goal was to find an assignment where they could experiment with Chat GPT, identify pros/cons, and discuss the ethics of using it for an assignment, keeping the LPC academic integrity policy in mind.

AI TOOLS: IN-CLASS ASSIGNMENT

Class Objective:

- To assess the usefulness of AI tools for an assignment like the Annotated Source list.
- To learn and about the fallibility of Chat GPT by reading and annotating an article on Hypothesis with classmates
- To discuss emerging technology and its ethical usage with LPC's Academic Integrity Policy

Part 1: Annotated Source List & Chat GPT

Steps:

1. Show Annotated Source List assignment and a student sample. *Poll: How comfortable are you feeling with using the databases after our library orientation?
2. As a class, ask Chat GPT to "write an annotated bibliography on the dangers of social media" [this included a summary and evaluation of each source].
3. In pairs or groups, copy one of the sources and use the computers [we were in the English center] to find and evaluate the source.
4. Gather the findings.
5. Discuss: How well did it do? Were the sources and evaluations accurate? Would you have been confident in using these recommendations for your research essay? Why or why not?

Part 2: In Class Reading Assignment on Chat GPT

Steps:[from the Canvas assignment]

Open the article from the box below. This will take you to Hypothesis, an annotation tool we have been using this semester. To use Hypothesis, put your cursor over a passage you would like to highlight. This will open a window. Click on Annotate (not highlight) and write your note in the box.

THE ARTICLE: “Why AI Chat Bots Are the Ultimate BS Machines and How People Hope to Fix Them” (Ars Technica.com April 2023) *NOTE: If I were to repeat this assignment, I would update the article as it is likely already outdated!

<https://arstechnica.com/information-technology/2023/04/why-ai-chatbots-are-the-ultimate-bs-machines-and-how-people-hope-to-fix-them/>

- Write 2 annotations that engage with the text. This may include a question. Not sure what to write? Consider: What are the dangers of assigning Chat GPT terms that are anthropomorphic (human characteristics)? How does this technology make you feel? (Excited, intrigued, worried, fearful...)
- Reply to at least 1 classmate.

Part 3: Evaluating AI use with LPC’s Academic Integrity Policy

Steps:

1. Review the LPC Academic Integrity policy.
2. After today’s class, how do you think AI tools such as Chat GPT can be a tool to enhance your learning?
3. How can you use Chat GPT and still be academically responsible? If you chose to use it, what steps will you take? What discussions will you have with your instructor?

Bonus Material:

Modifications that I made to the Annotation Source List Assignment

*[Note: Although I allowed students to use Chat GPT for this assignment, I still wanted them to be transparent about it, which is why I included the following citation requirement (which I made up!) and questionnaire.]

1. **Note: If you use Chat GPT, cite this way: "Text of prompt". Chat GPT, Day month version. Open AI, Day. Month. Year (of access). chatopenai.com/chat.**
2. **PLEASE ANSWER:**

I USED CHAT GPT TO HELP ME DO THIS ASSIGNMENT: YES NO

If yes, please answer the following by highlighting your answer:

I used Chat GPT to: find sources summarize (if so, please CITE) evaluate (please don't! 😊 but if you do, share your experience below)

I found Chat GPT to: be very helpful somewhat helpful more of a pain than a help

What I've learned about this tool (Please answer in a few sentences):

Feedback from Students:

ANNOTATIONS FROM THE ARTICLE:

- My friend used this to answer a question for our chemistry lab the other day and all it did was reword the questions into an answer adding words here and there to sound believable. I did not use that answer and immediately thought chatGPT was unreliable.
- I definitely agree that humanizing ai is a horrible idea. We should be treating these ais as a tool. Machine learning is scary and I feel like, at least the public, doesn't know enough about it. Things like ChatGPT and Dall-E are incredibly cool, but, to me at least, they're absolutely terrifying as well.
- Although Chat GPT and other LLMs can be useful, it is important to fact check before using any information that is generated through it. Just like everywhere else on the internet, we need to be careful to not believe everything we see if there isn't any supporting evidence.
- I can connect to this because I used chatgpt once to gather information on a topic and ended up not falling under the requirements on sources due to chatgpt not being a reliable source and etc. I sometimes use chatgpt to check answers on homework but never in my life I would use it to write a paper or anything like that.
- AI has been around longer than people think, with the first instances being the "autocorrect" function on your phone
- I think that it is very interesting how they have to find a balance between the creativity and the accuracy of the AI and I had never thought that people would use models like ChatGPT to help with unblocking their writer's block. On the other hand the idea of the artificial intelligence being able to be creative is kinda scary because that way it can come up with any answer and it would not have to be accurate or reliable which could cause problems. This makes me wonder if they will one day be able to make it completely accurate and not rely on creativity.

DISCUSSION FINDINGS

Some students were disappointed in the tool because 3 of the sources it found didn't exist and they found the summaries and evaluations to be generic or vague. There were a couple students who expressed that they still thought it would be worthwhile to get started on an

assignment, especially one like this one when searching for sources can be time consuming and tedious. They did recognize that critical thinking was required to sift through the confabulations (or hallucinations) and that it should jump start their thinking. We came to the conclusion that more institutional guidance is needed in how to use this in academic settings.