Teaching Tips

A forum for discussion and tips for advancing teaching and learning at Mona

ChatGPT and Assessment in Higher Education

What is Chat GPT?

Recent developments in artificial intelligence (AI) tools, for instance, the now well known, ChatGPT have caused much concern and stimulated conversation in higher education (HE). There are those who are fearful, especially as it relates to assessment tasks, since academic integrity could be easily undermined with the undisclosed use of the tool. Others are concerned about the tools effectiveness. Yet, others have been preoccupied with how to detect its use, if this is possible, (Taylor, 2023). There are those who want to punish those who use it and produce academic work without acknowledging its use. Therefore, as university teachers we are challenged to carefully navigate our way in teaching and learning at this time of heightened interest in this tool. But what really is ChatGPT?

ChatGPT stands for Chat Generative Pre-Trained Transformer. It is a generative AI tool first released in November 2022. There are those who see it as a game changer in classroom assessment. It has been heralded as a tool that has the capability of generating fairly accurate responses to various academic tasks, course work assignments and other kinds of assessment activities normally used to test for the achievement of objectives and learning competencies. Its capabilities are recognised across several disciplines. in fact, ChatGPT has the ability to understand human language so it is being touted as a tool that we are able to use in optimizing assessment. It is a technology based in a deep learning model that works by evaluating the importance of the words or phrases in each input. The model can understand enough context to provide a reasonable answer to questions and do it very quickly. It can generate text, images, or other media in response to prompts.

Conversations about ChatGPT

It's here. It's not going anywhere.

Punitive approaches will harm students and faculty.

Let's teach our students how to use it mindfully.

Let's learn with them.

Importance of Trust building, communication, collaboration and feedback

There is the perspective that with the use of AI in the landscape of HE and especially ChatGPT, there is an opportunity for stakeholders in HE to reflect on how learning competencies are assessed at the tertiary level. Over the years, especially since the computer has become such as dominant tool in teaching and learning, the prevailing conversation in many sites of teaching in HE has been to become punitive as we have tried to ensure that those who plagiarize are brought to justice. There is no doubt that academic integrity must be zealously guarded. ChatGPT presents us with an opportunity to determine how it might be used ethically and therefore, we must think creatively about how we design and administer assessments at this level.

The feeling of many echoed by several colleagues in higher education that addressing ChatGPT in assessment calls us to develop the navigational approaches required to build trust, deepen communication approaches and collaborate more with colleagues, students, and the teaching communing regularly. We need to determine best practices in using AI and communicate this to our students. Further, we can also discuss with them our expectations about when and how they might use ChatGPT. They are likely to have several questions about ChatGPT and we should engage them as much as possible (Eaton & Anselmo, 2023). However, we must underscore the ethical imperative to disclose its use. Of course, those who use it and fail to disclose its use are guilty of academic misbehaviour (or whatever we might call such behaviour, academic malfeasance, unethical and unacceptable conduct).

There are suggestions that we do not need to be afraid of AI but we can embrace it and develop explicit guidelines regarding its use for assessment, grading, and feedback. In this regard, it might be useful in expediting assessment and giving feedback to students. It can perform some tasks, such as expanding short sentences or comments, modelling more professional communication, and correcting errors (Hemsley et al., 2023).

How might we determine if ChatGPT was used? Some Indications

It is acknowledged that there might be some indicators in a paper that constitute a red flag and thus prompting investigations as to whether the tool was used, for instance, the absence of subjective opinions or insights, generic language, and repetitive phrases. When language and grammar are perfect, there might be a case to make an inquiry.

There is a ChatGPT (GPT-2 Output Detector) detector from OpenAIhttps://openai-openai-detector.hf.space/ (it only needs about 50 words of text to determine usage). There are others too GPTZero: created by a student. ChatGPT is considering applying a watermark to their generated text. Recently, we were advised that Turnitin is now able to determine if ChatGPT was used in a student paper. However, the jury is still out on the truth concerning these detectors (Taylor, 2023). Can they really detect?

Assessment tasks in this challenging era must draw from the qualities of authentic assessment.

They must be designed to:
o require judgement and innovation
o require application (doing)
o require justification (how did you get to X)
o produce multiple answers to problems etc. o demonstrate iteration.

Recommendations for Assessment in the era of Chat GPT:

- Authentic
- Classroom-based assessment
- In-class written work
- Lab reports
- Draft papers
- Hands-on work
- Group work
- Case study analysis
- Developing a business plan
- Critique of paper, case study, etc.
- Diagram of how process with explanation of how it works
- Simulations

References

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