



# CHATGPT AND EDUCATION

A GUIDE FOR TEACHING STAFF

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**NOTE:** This resource is a work in progress and will continue to be updated as new ChatGPT resources, research and ideas are published.

## Why this Guide?

Recently, the world has seen a rapid development of Artificial Intelligence (AI) technology, and one that is now dominating our discussion is what is known as ChatGPT. This resource provides a guide for you as a teacher to understand what this is and its implications for your teaching.

## What is ChatGPT?

An AI tool that uses natural language processing techniques to respond to user-generated prompts.

Put simply: You ask ChatGPT a question or provide a prompt, it replies using natural language.



What are you?



I am an AI language model created by OpenAI, based on the GPT (Generative Pre-trained Transformer) architecture. My purpose is to assist and provide information to users in natural language processing tasks such as answering questions, generating text, completing prompts, and more.



*Screenshot of ChatGPT prompt and response*

## What can ChatGPT do?

- Write essays
- Write lesson plans
- Write course outlines
- Write learning objectives
- Design quiz/test questions
- Write a script for a podcast or video
- Design a rubric
- Provide directions for a learning activity
- Write emails to students
- Write computer code and more...

## What can ChatGPT NOT do? (yet)

- Write a self-reflection (e.g., "describe how the content we covered in class last week shifted your thinking about your role as a current/future teacher").
- Write about anything that happened after 2021  
As ChatGPT is not connected to the internet, it does not learn from current events or any content after 2021.
- Provide non-text based responses (e.g., "design an infographic, interactive Google Map, TikTok-style video, meme, multimodal timeline"). Note: ChatGPT can still help with writing a script for a podcast or video or crafting the text to go in an infographic, meme, poster, timeline, etc...
- Make accurate and correct references to articles (Refer to "Trustworthiness")

QE

This reference had been provided by you, but it does not exist in the journal: Ratuva, S., & Finau, G. (2017). The role of dialogical learning in developing local expertise for sustainable development in Fiji. *International Journal of Sustainability in Higher Education*, 18(6), 881-896.



I apologize for any inconvenience caused by the incorrect reference provided. As an AI language model, I strive to provide accurate and reliable information, but sometimes errors may occur.



I can suggest that you try to search for the article using the title and the authors' names in online academic databases or library catalogs to see if it is available elsewhere. Alternatively, you could contact the authors or the journal directly to inquire about the availability of the article.

QE

Who are the authors? And what is their full name?



The authors of the article "The role of dialogical learning in developing local expertise for sustainable development in Fiji" are Sereana Ratuva and Glenn Finau.



Sereana Ratuva is a professor of Pacific Studies and director of the Macmillan Brown Centre for Pacific Studies at the University of Canterbury in New Zealand. Glenn Finau is a lecturer in the School of Education at the University of the South Pacific in Fiji.

- Make predictions about future events



Predict who will win the 2023 Rugby World Cup



As an AI language model, I am not able to predict the future or provide opinions or biases. I apologize for any inconvenience. It is impossible to predict with certainty who will win the 2023 Rugby World Cup, as it will depend on many factors such as team performance, injuries, and tactics. We will have to wait until the tournament is played to find out who emerges as the victor.

## What can I do as a teacher?

Before you hastily consider banning technology from your classroom in favour of traditional forms of assessment such as handwritten essays and oral exams (not that there's anything wrong with those methods, but they might lead to more student anxiety) consider how this tool might help you rethink teaching and learning.

Instead, you might...

- Update your course outline
- Talk with your students about academic integrity. You may consider a declaration statement to ensure accountability and honesty for student submissions
- Redesign your assessment
- Encourage risk-taking, productive struggle, and learning from failure
- Be transparent about assessment
- Reconsider your approach to marking
- Shift from extrinsic to intrinsic motivation

Refer to this resource: [Teaching with ChatGPT: Assignment Design Tips & Ideas](#) for further ideas.

## CFL Advice and Guidance

Feel free to get in touch with the Learning Design and Development team at the Centre for Flexible Learning (CFL) for further advice and guidance in the redesign of your assessment.

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## What else do you need to know about ChatGPT?

### Beware of Privacy

OpenAI (the company that designed ChatGPT) collects a lot of data from ChatGPT users. The privacy policy states that this data can be shared with third-party vendors, law enforcement, affiliates, and other users.

While you can request to have your ChatGPT account deleted, the prompts that you input into ChatGPT cannot be deleted. If you, or your students, were to ask ChatGPT about sensitive or controversial topics, this data cannot be removed.

**TIP:** Before asking your students to use ChatGPT (if you plan to do so), please read over the privacy policy and allow them to opt out if they do not feel comfortable having their data collected and shared as outlined in the policy.

### Be careful of Trustworthiness

You need to be discerning of the information being churned out:

- ChatGPT is not always trustworthy.
- ChatGPT was trained using a massive dataset of text written by humans that was pulled from the Internet.
- Thus, the responses can reflect the biases of the humans who wrote the text used in the training dataset.
- Currently ChatGPT is not connected to the Internet and the data used to train it was collected prior to 2021.

- According to the FAQs, ChatGPT “has limited knowledge of world and events after 2021 and may also occasionally produce harmful instructions or biased content” (Natalie, para. 4).
- ChatGPT makes stuff up!
- To make up for knowledge gaps (e.g., lack of training data to pull information from), ChatGPT will provide a response to the best of its ability (often made up) rather than say “error” or “cannot compute.”

See “[How to Talk to ChatGPT, the Uncanny New AI-Fueled Chatbot That Makes a Lot of Stuff Up](#)” (Ropek, 2022).

### EXAMPLE

ChatGPT provided the APA reference list below for a prompt about professional learning networks (PLNs). The first and last citations are NOT real articles (they do not exist!). The middle two are real articles (but not actually related to PLNs).

References:

Boud, D., & Molloy, E. (2013). Personal learning networks: Using social media to support professional learning. In S. Merry, & M. Smith (Eds.), *Professional learning through communities of practice* (pp. 47-59), Springer.

Bryk, A. S., & Schneider, B. (2002). Trust in schools: A core resource for improvement. *Educational Leadership*, 60(3), 40-45.

Ertmer, P. A., & Ottenbreit-Leftwich, A. T. (2012). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Educational Technology Research and Development*, 60(6), 623-644.

Veletsianos, G. (2016). Navigating and participating in online professional learning networks. In G. Veletsianos (Ed.), *Emerging technologies in distance education* (pp. 105-123), Athabasca University Press.

### Asking students to use ChatGPT provides free labor to OpenAI

ChatGPT is in its infancy. It will continue to become a more intelligent form of artificial intelligence...with the help of users who provide feedback to the responses it generates.

Do you really want to ask your students to help train an AI tool as part of their education?

Read the article: [ChatGPT and Good Intentions in Higher Ed](#) by Autumn Caines.

### Additional Resources

ChatGPT and Its Implications for Your Teaching

<https://ctl.upenn.edu/resources/tech/chatgpt/>

Practical Responses to ChatGPT and Other Generative AI

<https://www.montclair.edu/faculty-excellence/teaching-resources/clear-course-design/practical-responses-to-chat-gpt/>

How AI can be used meaningfully by teachers and students in 2023

<https://educational-innovation.sydney.edu.au/teaching@sydney/how-ai-can-be-used-meaningfully-by-teachers-and-students-in-2023/>

Frequently Asked Questions: ChatGPT and generative AI in teaching and learning at the University of Waterloo

<https://uwaterloo.ca/associate-vice-president-academic/frequently-asked-questions-chatgpt-and-generative-ai>

Course Policy on AI

<https://www.montclair.edu/faculty-excellence/teaching-resources/clear-course-design/practical-responses-to-chat-gpt/9569-2/>

Citing AI and other AI Generative Tools

<https://www.montclair.edu/faculty-excellence/teaching-resources/clear-course-design/practical-responses-to-chat-gpt/citing-chatgpt-and-other-generative-ai/>

## Frequently Asked Questions (FAQs)

### **Does Turnitin detect AI-generated text?**

In recent months, Turnitin has integrated its AI detection capabilities. In addition to the Similarity Report, and AI writing report will also be elicited that determines the degree to which a student may have used AI technology for assignments.

Read the [Turnitin's AI Writing Detection Capabilities](#) for more on this.

### **Is submitting AI-generated text considered cheating?**

There is no definitive answer whether AI-generated text is considered cheating; that will differ course by course. Most teaching staff assume that any written work that a student submits is written personally by that individual. Students may believe that it is acceptable to use text generated by AI that they proofread and revise as they are making a contribution to the end-product through their editing.

Because this is an area without a clear answer, schools should set clear guidelines for whether AI-generated text is acceptable in their course. Refer to the “What can I do as a teacher?” section for examples and resources on updating your course outline and discussing academic integrity with your students.

### **Does the university policy on academic integrity say anything about student submission of AI-generated text?**

No, at this time, the USP policy on academic integrity and cheating does not address student submission of AI-generated text. If you want to prohibit students from submitting AI-generated text in your course, consider adding language to your course outline or assessment parameters addressing it.