Proactive teaching lessons for effectively using Chat-GPT: First year university students

Dr S D SIVASUBRAMANIAM

Context: Students using Chat-GPT to write their assignments will become inevitable in future. Therefore, it is essential for the academics to provide lessons about pros and cons about Chat-GPT, its ability versus limitations including incidences of fabrication. Then provide some guidelines to effectively use them as co-creator of student work.

Education level: First year university students

Learning Aims: Understanding the abilities and limitations of Chat-GPT and providing a guide on how to use Chat-GPT generated essays.

Lesson Preparation

Students are expected to read the following 'conversation' between Dr Quentin Hanley (Chemistry Professor) and Chat-GPT and try to identify any controversial issues in this conversation.

- https://media.licdn.com/dms/document/D4E1FAQHKJwR_aqlghA/feedshare-document-pdf-analyzed/0/1680432637223?e=1682553600&v=beta&t=t-yOgyGLHnTpuFoey0qanTaXjO7Ctrgpp6-ZGFWkZXo (article is being used solely for educational purposes after obtaining permission from the author).
- Additional articles (News) as further reading are given blow.

Learning Activity

Class discussion about Chat-GPT, its usage based on above article.

Duration: 90 minutes

Possible guiding questions:

- Can using Chat-GPT really be considered as plagiarism? Can this be considered as academic misconduct?
- Did you find any issues about Chat-GPT on (a) its ability to research, (b) taking responsibility of produced article, (c) producing fabricated information and (d) reliability?
- How can the apparent issues be reduced?

Learning outcomes:

- Students will understand the all the information produced by Chat-GPT is not factual and it may sometimes fabricate evidence/essays.
- They will understand that the essays produced by Chat-GPT should be proof-read, doing their own research finding for full references (including links to the original papers) is essential.
- They will try to co-create articles/essays with the help of Chat-GPT as a guide (than solely depending on it).

Additional light reading materials.

1. Information about Chat-GPT - https://www.zdnet.com/article/what-is-chatgpt-and-why-does-it-matter-heres-everything-you-need-to-know/ - by **Sabrina Ortiz**
2. News about universities banning the use of Chat-GPT - Oxford and Cambridge ban ChatGPT over plagiarism fears but other universities choose to embrace AI bot (inews.co.uk) – by **Poppy Wood**
3. A brief discussion about humans and technology co-writing text (hybrid human-technology output) - https://www.universityworldnews.com/post.php?story=20230228133041549 – by **Dr Sarah Eaton**