MGA **Center for Excellence in Teaching & Learning**

Guidance on ChatGPT & Similar AI Tools

MGA Panelists' Recommendations

Quantitative skills: ChatGPT provides basic mathematical solutions and also generates computer coding well, while often giving explanations for these. Prompt students to check closely for accuracy or alternative pathways to the correct outcome.

Writing assignments: Break up longer writing submissions through iterative/scaffolding methods for students. Consider connecting all/most submission dropboxes to Turnitin in D2L.

Research: If prompting students to use ChatGPT for research purposes, guide them well on appropriate use and encourage them to go deeper into their research using other sources, especially for verification of AI-supplied content.

Response drafting: Consider pointing students towards ChatGPT as a drafting tool to *begin* the exploratory phase of inquiry or research, while reminding them about plagiarism.

What ChatGPT Can/Can't Do (So far)

ChatGPT produces writing responses that are mostly grammatically correct. However, please note the following current quirks:

> Its first responses are usually quite bland and lack variety in word choice and sentence structure, although a more experienced user can tweak the request to produce more realistic, human-like responses of varying quality.

> Citations are largely false or inaccurate—e.g., titles that seem real but are fabrications.

> Facts presented in responses aren't necessarily true. (See this example in the journal *Nature*: "Abstracts written by ChatGPT fool scientists")

Some Developing Practices for Approaching AI-based Tools

Be transparent with students about ethical choices. Let them know about ChatGPT's benefits and drawbacks, along with consequences of misuse.

Add additional active learning strategies to your lessons. (See this guidance or this one.)

Look for ways to include more **authentic assessments** in your courses:

> In assignment design, emphasize higher-order thinking skills (e.g., reflecting on learning, critical thinking development) instead of lower-order skills. (Refer to Bloom's Taxonomy for more info.)

> Add new or alternative ways for encouraging students to reflect on their learning and apply course concepts to the real-world examples.

> Continue to foreground the development and demonstration of critical thinking skills through well-tuned assignments.

> Scrutinize your current assignments and assessments with a view to how readily students can/might use ChatGPT to complete them—e.g., by testing prompts/questions in ChatGPT for how it typically responds.

Additional Resources

Learning That Matters resource page on ChatGPT (updated frequently)

Times Higher Education article "ChatGPT and the rise of AI writers: how should higher education respond?"

The Chronicle of Higher Education article "Teaching Experts Are Worried About ChatGPT, but Not for the Reasons You Think"