Strategies for Facilitating a Conversation on ChatGPT as Course Policy

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ACADEMIC INTEGRITY OFFICE

In collaboration with
UC San Diego
TEACHING AND LEARNING COMMONS

Tricia Bertram Gallant, Ph.D.
Director
Academic Integrity Office & Triton Testing Center

Expected Take-Aways from Today

1

Develop/Refine a GenAI course policy

2

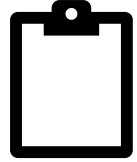Feel prepared to facilitate a GenAI & AI conversation with your students

3

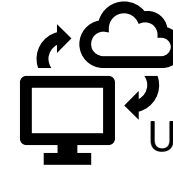Understand how to follow-up when it appears a policy violation has occurred

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Students can offload their learning & assessments to machines
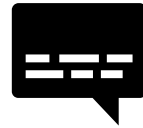
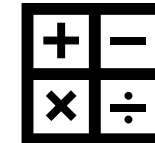Getting notes from friends

Using spell & grammar checks

Copied from internet or classmates

Students have always cognitively offloaded

Using google translate

Using a calculator

Using Cliff/Sparks Notes

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Cognitive Offloading doesn't have to mean cheating
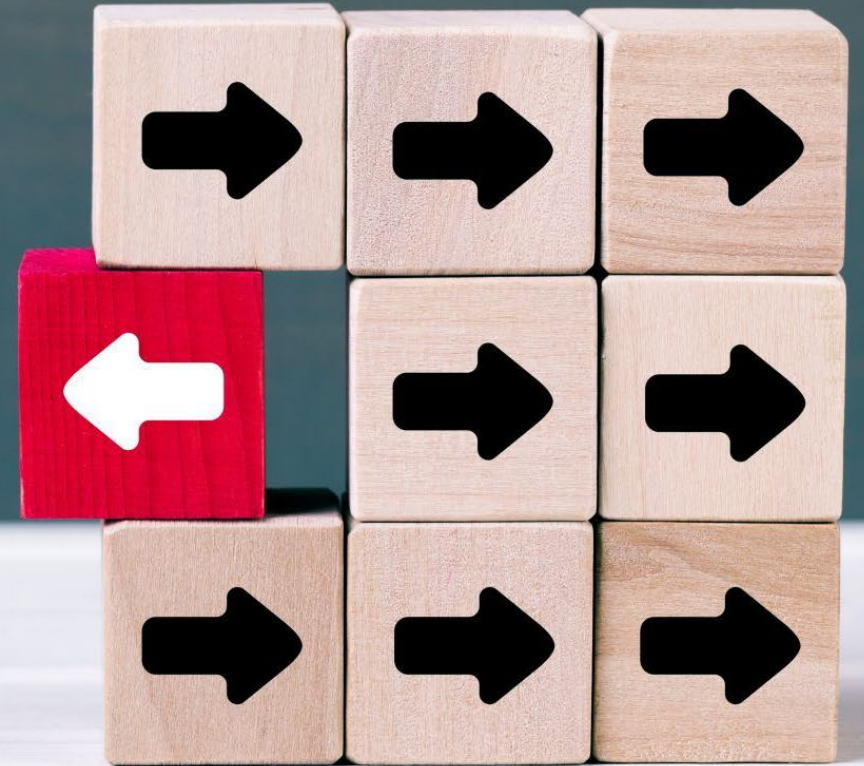
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When does cognitive offloading become "cheating"?

Cognitive Offloading Becomes Cheating when the action:

- undermines learning objectives
- gives a dishonest impression of knowledge & abilities
- violates the rules for that class/assignment

Crafting a GenAI & AI Policy

Step #1: Would ChatGPT use constitute cheating in my class?
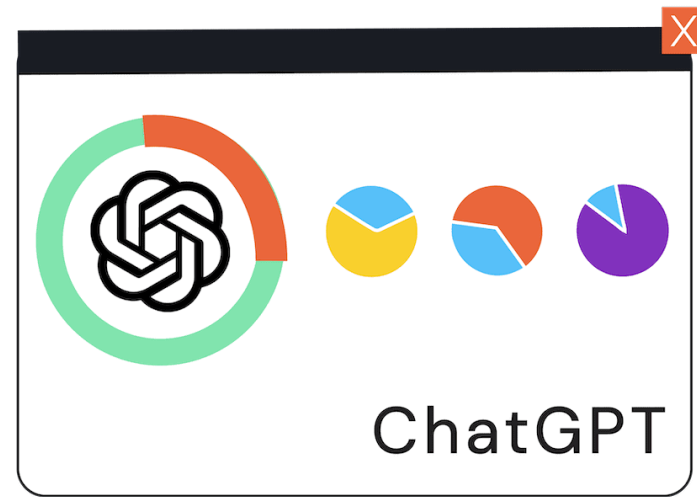
It all Starts with the Learning

- Would the learning outcomes be undermined or facilitated with GenAI use?

- Would the purpose of the assessment be undermined or enhanced with GenAI Use?

- Are the learning outcomes still relevant?

- Are the assessments still relevant?

Let's Experiment!

Worksheet Activity I

Step #2: Gather Your Students' Thoughts about GenAI

Why **should** we listen to our students about this?

31%
worried about AI impact on their career

40%
worried about
AI defeating the purpose
of education

27%
worried about the impact of AI on their education

Because they're worried!

48%
worried about the impact of AI on society

because many are already using it....

Of students who have used AI tools...

50% = assistance

30% majority

17% entirety

48%

it is possible to use AI in an ethical way to complete assessments

41%

using AI tools to complete assessments is morally wrong

51%

think the results can pass as "human."
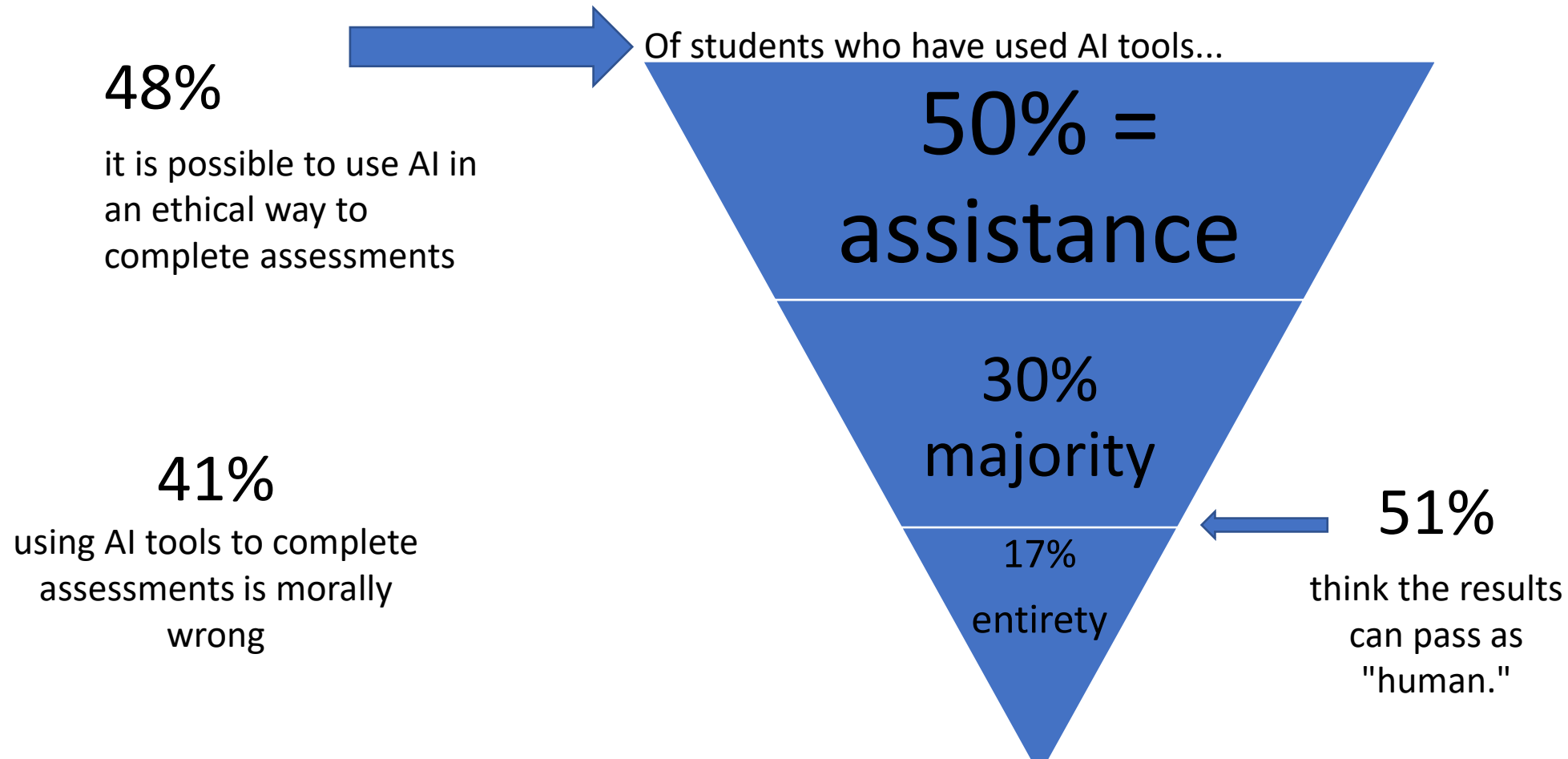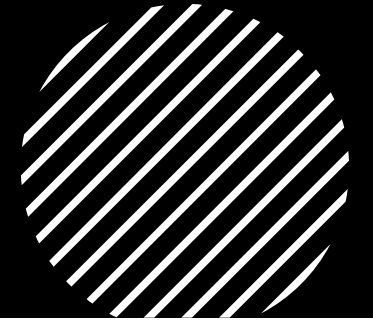
because AI is and will increasingly be a big part of our lives…..

Coming soon to YOUR computer!

Microsoft 365's CoPilot
Google's Workspace

3 Simple Ideas....

for listening to your students
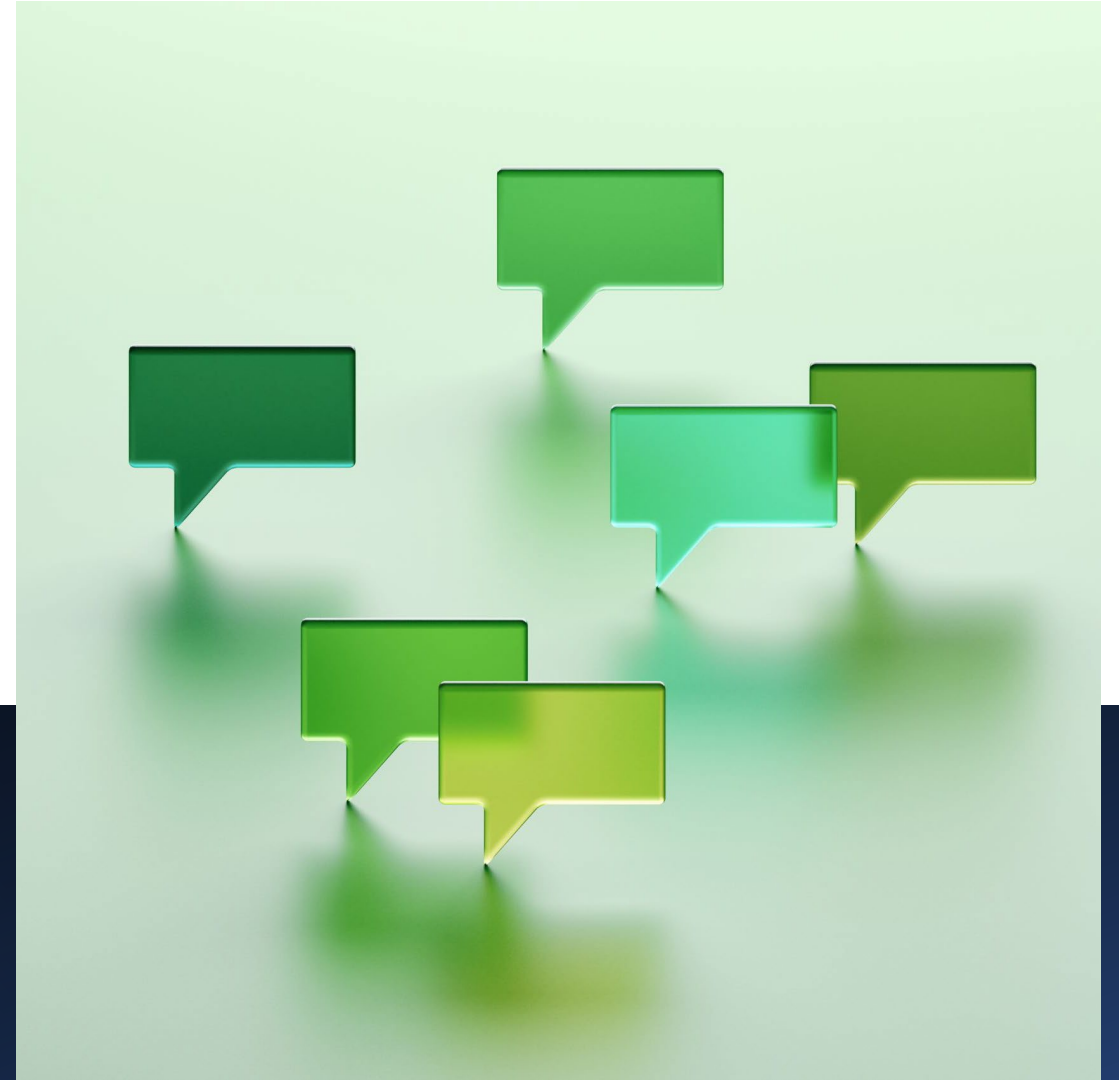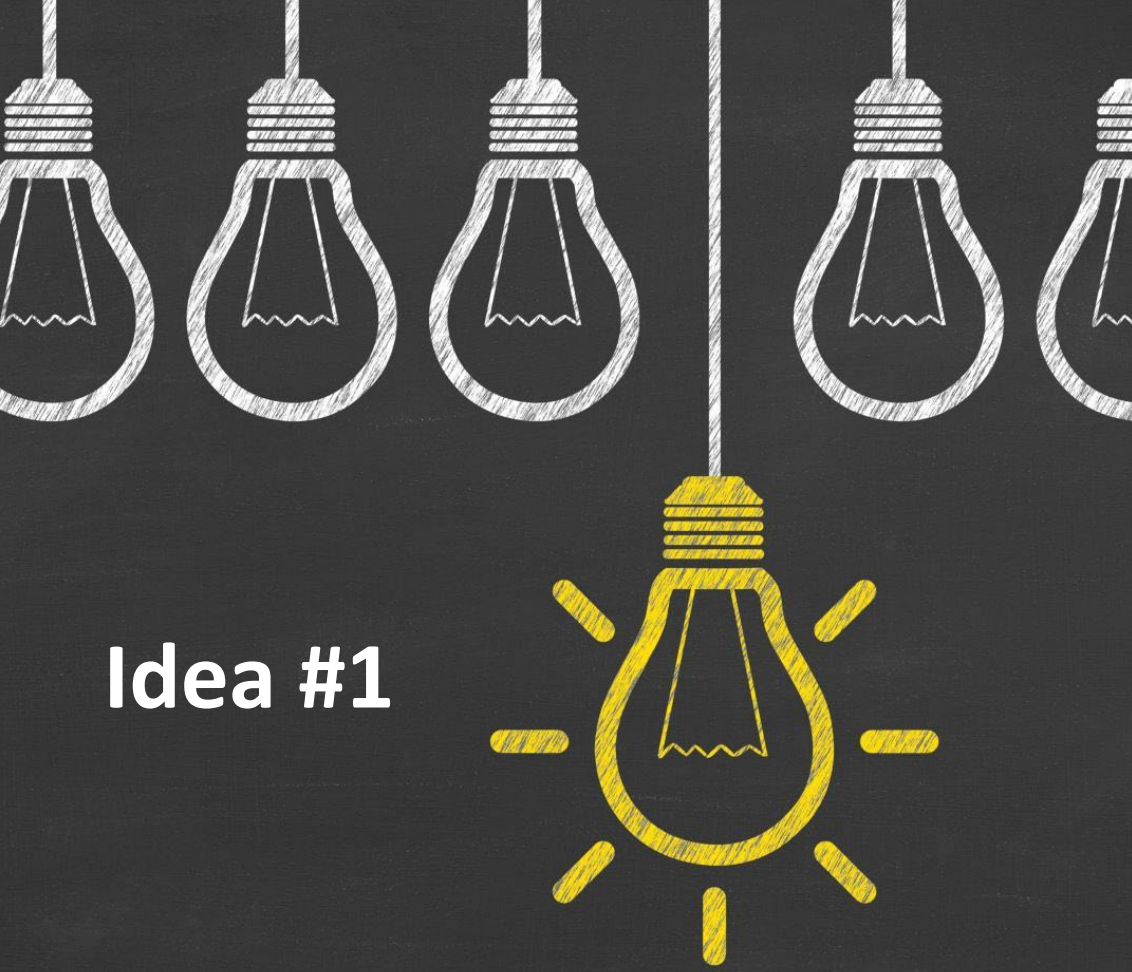
Idea #1

Survey them

1. How familiar are you with GenAI (like ChatGPT)?
2. How regularly do you use a GenAI tool?
3. What have you used GenAI tool to do?
4. How skilled do you feel in using GenAI to help you with academic work?
5. When do you think it's acceptable to use GenAI for academic work?
6. When do you think it should be considered cheating?
7. What else would you like to share with me about GenAI use?
8. What do you need from me to understand if, how and when you can use GenAI in this class?
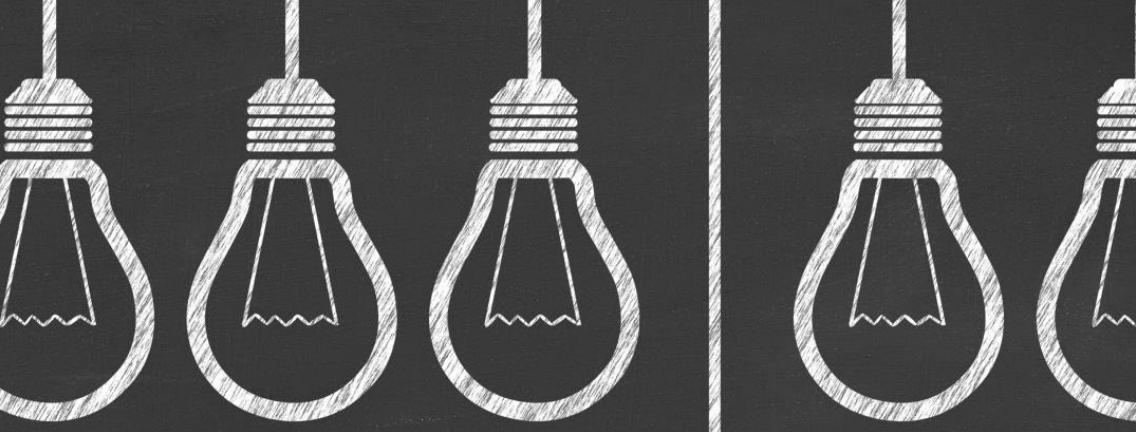
Idea #2
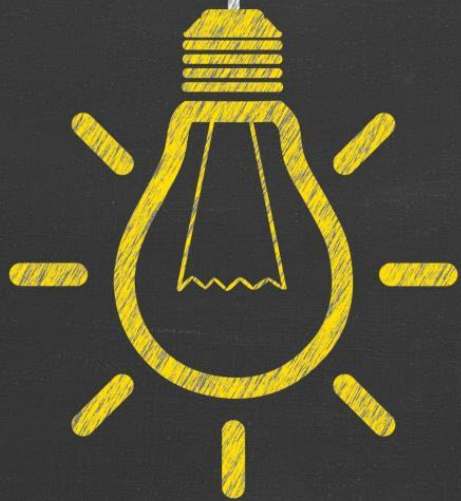
Talk about the Ethics of GenAI Use in General

VALUES	Upholding this value means that STUDENTS will…	Upholding this value means that the INSTRUCTIONAL TEAM will…
Courage		
Fairness		
Honesty		
Respect		
Responsibility		
Trustworthiness		
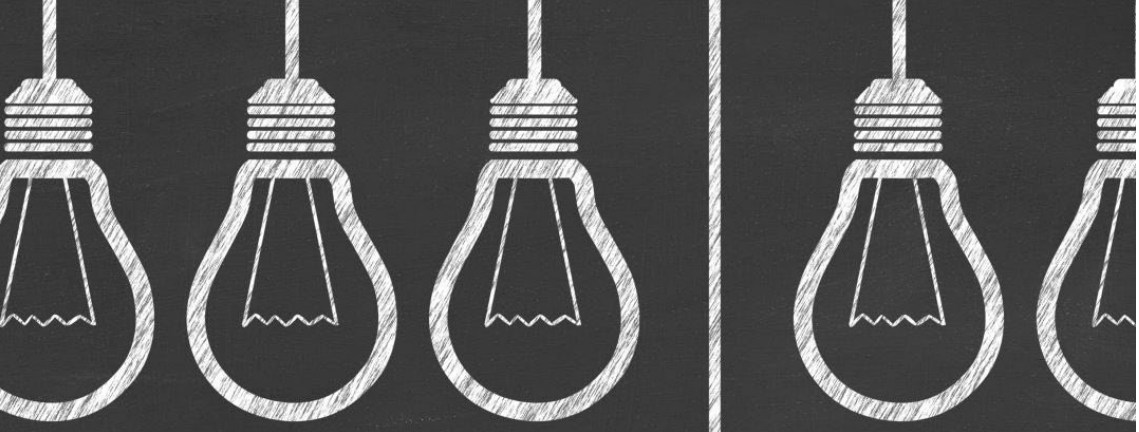
Idea #3
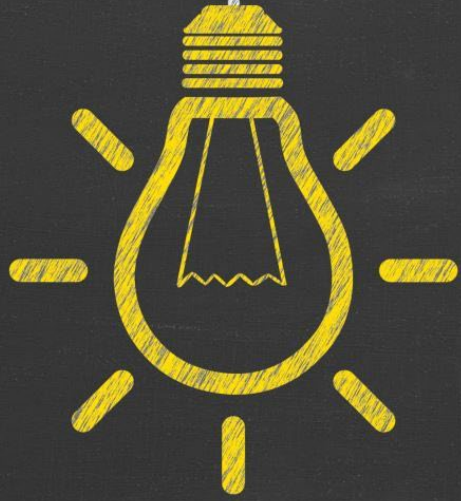
Explore GenAI Use for Each Assessment

LOOK CLOSELY AT EACH ASSESSMENT & THE LEARNING OBJECTIVES

ARE THERE ANY WAYS THAT GENAI COULD BE USED ETHICALLY?

MAKE RECOMMENDATIONS OF IF, WHEN & HOW GENAI SHOULD BE USED

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Let's Discuss

Worksheet Activity II

Step #3: Finalize Your Policy

Deciding Your Policy

1. Review the input from the students

2. Consider the input within course context (size, level, learning outcomes, assessments, etc)

3. Which of their ideas can you accept and which can't you?

4. Are there any compromises – something in between what they and you think?

5. Consider the difference between:
    1. AI-assistance (spell and grammar checks; research aids; reference formatting)
    2. AI-generated language (content creation)

Three Policy Options

Banned
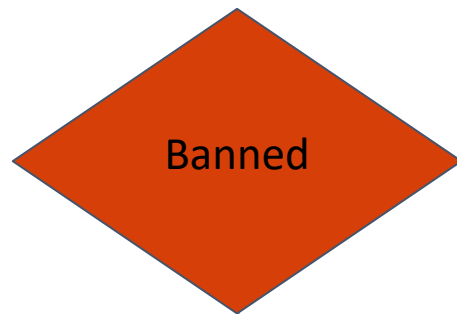
Course learning outcomes & assessments would be undermined by GenAI use

Conditional
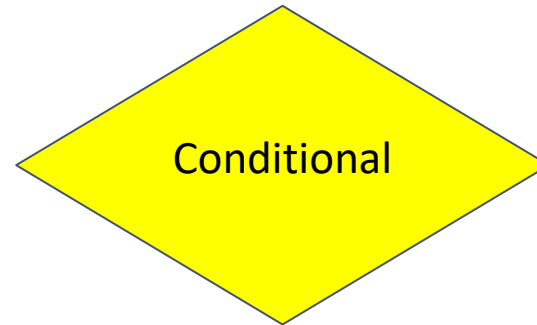
GenAI will not undermine learning outcomes if it is used in certain ways, for certain tasks, and/or on particular assessments
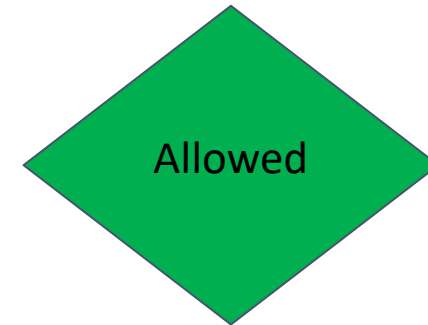
Allowed

GenAI use will not undermine any of the course learning outcomes & assessments

Crafting Your Banned Policy

Crafting Your Banned Policy

Be clear on the WHY

Be specific on what tools are not allowed or for what purposes

State that you have the right to follow-up with an oral conversation to assess their learning

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CAVEAT: Banning Might Backfire

1 **Students Likely to Use it Anyway**

NON-USERS OF AI   n =

| 7% | 12% | 25% | 25% | 32% | 820 |

CURRENT USERS OF AI

| 24% | 24% | 26% | 13% | 12% | 506 |

■ Extremely likely ■ Likely ■ Somewhat likely ■ Unlikely ■ Not at all likely
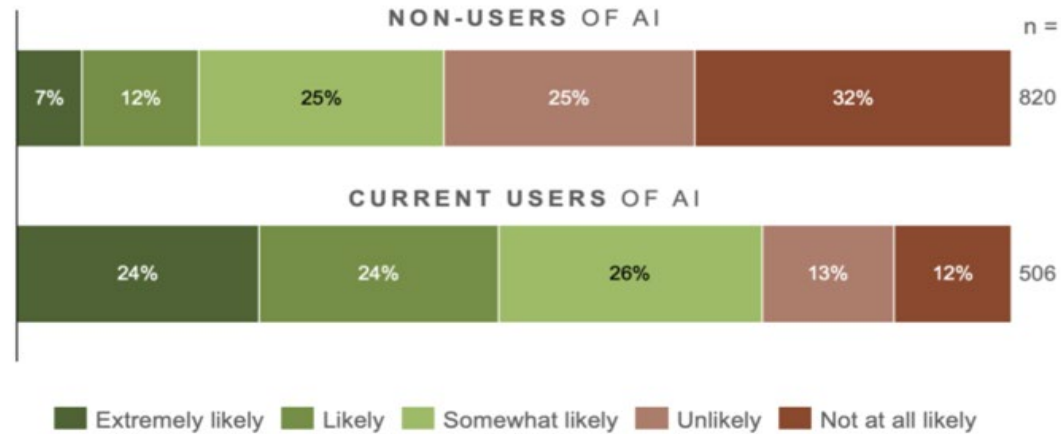
Survey question: "If your instructor or institution prohibits the use of generative AI writing tools, how likely are you to still use something like ChatGPT?"
Source: Tyton Partners, Time for Class 2023

2 **Its Use Can Be Difficult to Detect**

- Detectors are often wrong
- Detectors are easily fooled
- Detectors may be "biased"
- Faculty have problems detecting

3 *Banning without enforcement creates an unfair learning environment.*

So, if you won't be enforcing the ban,

reconsider your policy or secure your assessments.

UC San Diego Banned Statement Template

(cite: UC San Diego & University of Waterloo Academic Integrity Offices)

This course includes the independent development and practice of specific knowledge and skills, such as [fill this in with your learning outcomes]. Therefore, the use of Generative artificial intelligence (GenAI) trained using large language models (LLM) or other methods to produce text, images, music, or code, like Chat GPT, DALL-E, or GitHub CoPilot, is not permitted in this class. Unauthorized use in this course, such as running course materials through GenAI or using GenAI to complete a course assessment is considered a violation of the University's Academic Integrity Policy. Work produced with the assistance of AI tools does not represent your original work and is therefore in violation of the fundamental values of academic integrity including honesty, trust, respect, fairness, responsibility and courage (ICAI, n.d.).

You should be prepared to show the learning process behind the work you submit. To demonstrate your learning, you should keep your rough notes, including research notes, brainstorming, and drafting notes. You may be asked to submit these notes along with earlier drafts of their work, either through saved drafts or saved versions of a document. If the use of GenAI is suspected where not permitted, you may be asked to meet with me to provide explanations and to support the submitted material as being your original work. Through this process, if you have not sufficiently supported your work, I may need to report the matter to the Academic Integrity Office. In addition, you should be aware that the legal/copyright status of generative AI inputs and outputs is unclear.

You are encouraged to reach out to me or the TAs for support, or reach out to any of the following UC San Diego academic support centers for academic assistance:

- The Commons' Academic Achievement Hub for Learning Strategies, Content Tutoring or Supplemental Instruction
- The Commons' Writing Hub for help with writing or other types of communication (e.g., presentations)
- The Library for research-based assignments
- The Academic Integrity Office for questions about ethical use of GenAI

Detecting Integrity Violations with GenAI

- Look for[1]:
  - Language patterns or irregularities
  - Fake sources
  - Sources not from assigned readings
  - Lack of originality
  - Factual errors
  - Blandness
  - Off-topic

- Put the prompt into ChatGPT-3.5 and compare the output to the student's

- Talk to the student about what they submitted

1. Adapted from Cotton, Cotton & Shipway (2023)

Crafting Your Conditional Policy

Need to address 5 questions:

Which learning outcomes would be undermined/enhanced by GenAI use? → Which GenAI Tools are you allowing? → On which assesssments?

↓

In which ways?
- When would GenAI use cross a line from acceptable to cheating?

← And why?
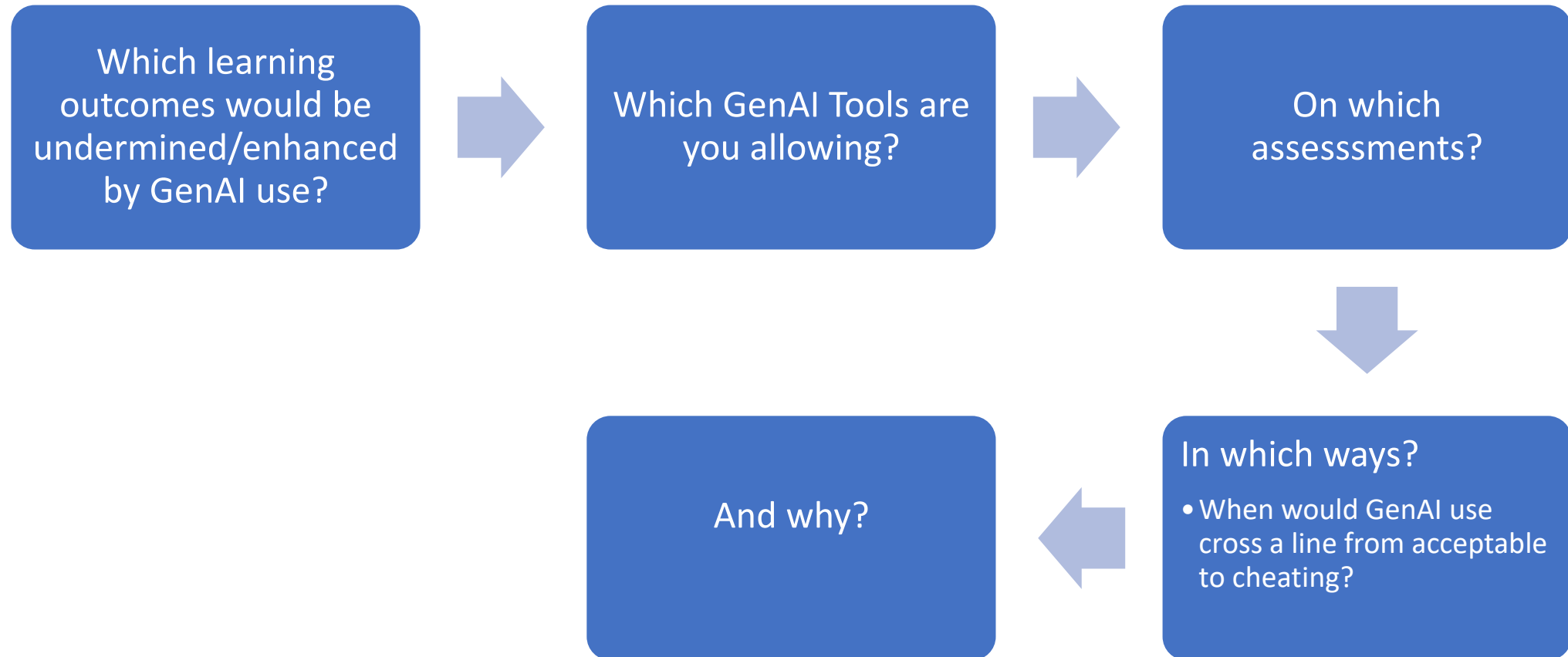
UC San Diego Conditional Use Statement Template

(cite: UC San Diego & University of Waterloo Academic Integrity Offices)

Generative artificial intelligence (GenAI) tools like Chat GPT, DALL-E, or GitHub CoPilot, that generate output may be used in this course in limited ways with proper documentation, citation, and acknowledgement.

In accordance with the course learning outcomes, you may use the following GenAI tools in the following ways: [list them here].

As a way to demonstrate your honest use of these tools and your learning process, you must:
- keep histories of your chats and submit them when requested
- cite the content that came from the GenAI tool using citations methods endorsed by the Library
- reflect on the process of using the GenAI tool by submitting your responses to these questions:
  - list your questions

NOTE: GenAI is known to fabricate sources, facts, and give false information. It also perpetuates bias. You should also be aware that there are copyright and privacy concerns with these tools. You should exercise caution when using large portions of content from AI sources for these reasons. Also, you are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI.

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Crafting Your Allowed Policy

UC San Diego Allowed Use Statement Template

(cite: UC San Diego & University of Waterloo Academic Integrity Offices)

Generative artificial intelligence (GenAI) tools like Chat GPT, DALL-E, or GitHub CoPilot, that generate output may be used in this course as you determine appropriate, as long as you do so honestly through proper documentation, citation, and acknowledgement.

As a way to demonstrate your honest use of these tools and your learning process, you must:
- keep histories of your chats and submit them when requested
- cite the content that came from the GenAI tool using citations methods endorsed by the Library
- reflect on the process of using the GenAI tool by submitting your responses to these questions:
  - list your questions

NOTE: GenAI is known to fabricate sources, facts, and give false information. It also perpetuates bias. You should also be aware that there are copyright and privacy concerns with these tools. You should exercise caution when using large portions of content from AI sources for these reasons. Also, you are accountable for the content and accuracy of all work you submit in this class, including any supported by generative AI.

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Required Use Policy Caveats

There are many ethical Concerns with GenAI

- Privacy
- Data security
    - **FTC investigates OpenAI over data leak and ChatGPT's inaccuracy**
- Equity issues
    - Paid GPT4 is better than GPT3.5 (free),
- Baked in biases
- Inaccurate information

Instructors shouldn't require its use but rather provide alternative options

If you are allowing use, make sure you have:

- reserved the right to orally assess learning
- designed or secured your assessments so that GenAI use will not undermine learning outcomes or create an unfair learning environment
- explained how the use of GenAI tools is tied back to learning outcomes for each assessment
- created at least one activity that prepares students to use the tools properly and critically
- ensured students know they are responsible for what they submit, whether content was generated by GenAI or not
- required transparency of how the GenAI tool was used

Thanks to Brandauer & Forbes for some of these ideas

Make GenAI Use Transparent

students share whether or not they used ChatGPT or another AI technology in specific assignment/activity

students reflect on their use of GenAI

- How did it help them achieve learning outcomes; how did it hinder that
- What was it particularly helpful for; what wasn't it
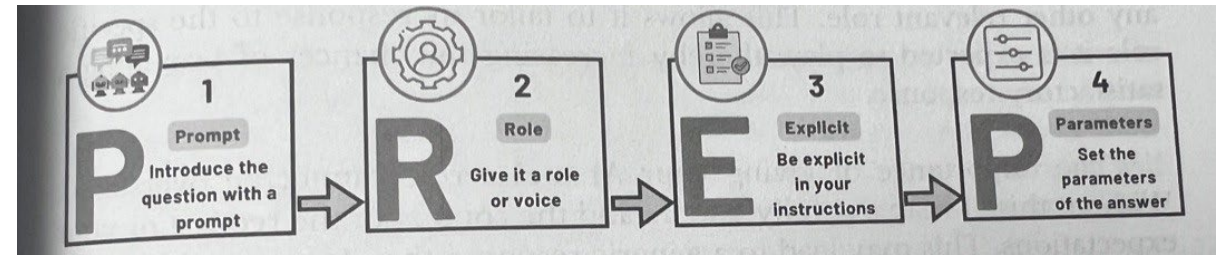- Would they use it again and if so, would they change how

students share prompts, outputs, and modifications

- Make sure students use a tool that saves their history, like ChatGPT-3.5 or Google Bard (Bing Chat does not)

Teach Students How to Use GenAI

- Teach students how to prompt GenAI Tools
  - Use Library Guide

Dan Fitzpatrick's PREP Model

- Teach students how to critique GenAI output
  1. Generate some outputs relevant to class
  2. Give students the output and have them
     - evaluate it according to grading rubric
     - analyze the output by going to the readings
     - EDIT it using the Fitzpatrick model

Dan Fitzpatrick's EDIT Model
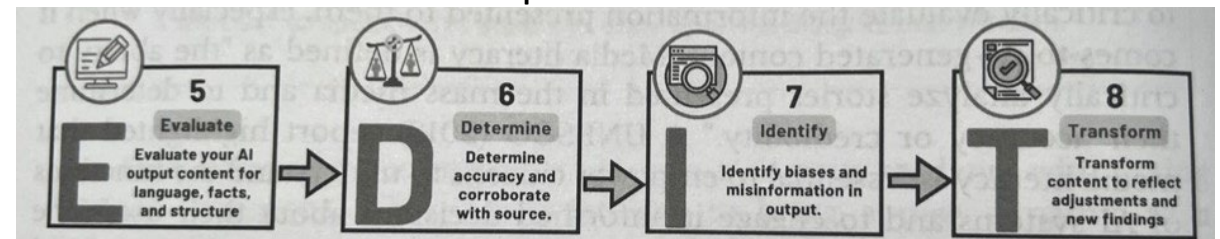
Let's Discuss

Worksheet Activity III

Step #4: Communicating Your Policy

Why You Need a Written Policy

Students will use the tools if not specifically disallowed

Students have been consistent in asking for guidance from faculty

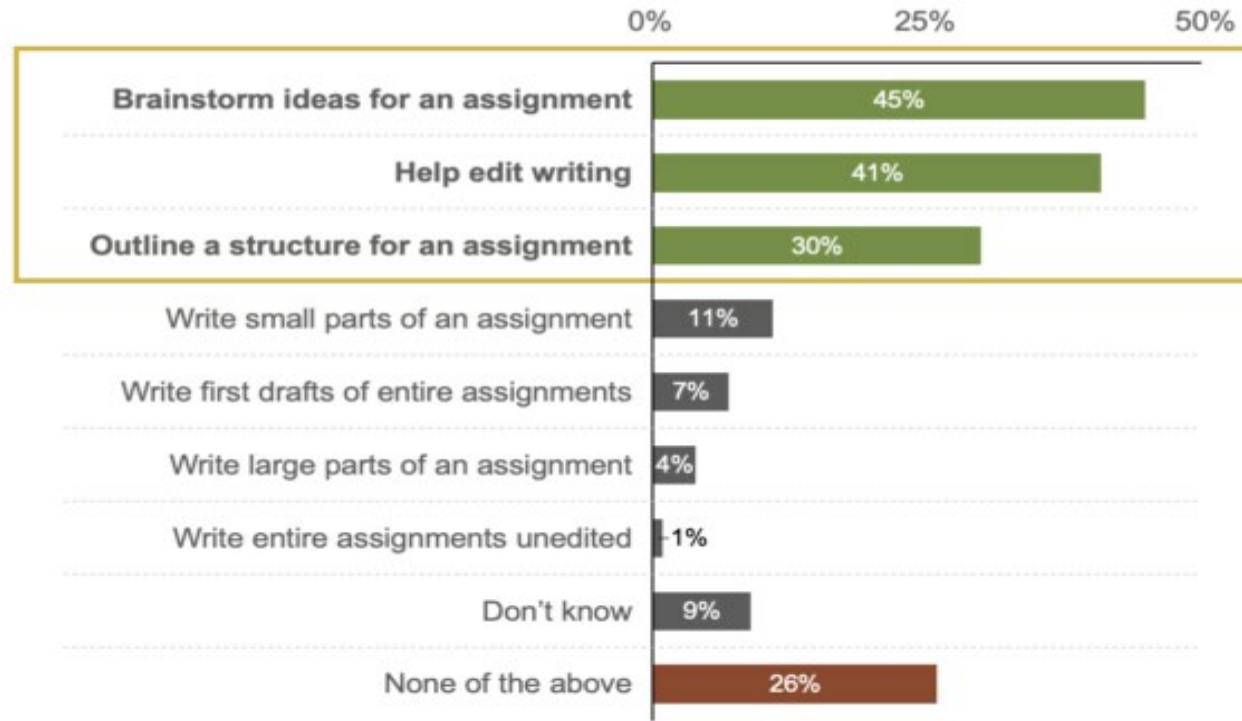**GenAI falls into the "gray area" of cheating**

Faculty have different opinions and rules

Senate Academic Integrity Policy requires integrity rules to be in writing

There is disagreement among faculty about if and how GenAI should be used

PERMITTED USES OF GENERATIVE AI WRITING TOOLS

Use	Percentage
Brainstorm ideas for an assignment	45%
Help edit writing	41%
Outline a structure for an assignment	30%
Write small parts of an assignment	11%
Write first drafts of entire assignments	7%
Write large parts of an assignment	4%
Write entire assignments unedited	1%
Don't know	9%
None of the above	26%

Notes: Survey question: "For each of the following student uses of generative AI writing tools, please indicate if you would allow it in your courses. Select all that apply." Instructor n=1,147
Source: Tyton Partners, Time for Class 2023

Follow Up on Written Policy with a Conversation

Exit ticket
https://forms.gle/br47HVJN7dHUWYJh8

Final Discussion