So You Think You Can ChatGPT?

Talk of ChatGPT and other AI technology continues to dominate social and other media these days… but what does all of that chatter boil down to? What does it really mean to use, abuse, encounter, and teach with (or against) AI? A few things to keep in mind as we head into a new semester.

1. Perhaps the most important thing to keep in mind: **most students don't understand what this technology is or does**. Many students believe it'll give them completely accurate information when they ask it a question—in their mind, it's like asking the equivalent of somebody with a graduate degree for an answer… but that's certainly not the case! The way this software works, it cobbles together information from the internet… and through machine learning it comes up with answers and "facts" that often are either completely made up, incredibly biased, or outright wrong.

2. Following from the above, **many students don't understand the difference between different types of AI and AI-adjacent software**. Companies like Grammarly and Quillbot, for instance, offer multiple types of writing software. Some of those, like the basic spelling and grammar checkers akin to what Microsoft Word has been able to do for decades, aren't what we'd commonly call AI today. But when you get into *paraphrasing* and *summarizing* tools made by those same companies, we're in different territory. These tools are generative, which means that (a) their output is not equivalent to your own writing, and it will register on some of the more sensitive AI-detection tools as AI- generated, and (b) as a default, they violate GGU's Academic Integrity Policy. BUT! The Academic Integrity Policy is clear that *unauthorized* use of these tools is forbidden. That means that, if in *your class* you'd like to allow students to use paraphrasing and summarizing tools, it's your prerogative to authorize students to use it. If you choose to go this route, be sure you are communicating clearly and explicitly the authorized parameters of AI use in your class.

3. It's true that AI use is becoming more pervasive in workplaces and elsewhere. It's true that new generations of students should learn how to capitalize on this technology—how to use it and use it *well*. BUT! **Ask yourself: is your class the place to do that?** If you're teaching a class that's specifically addressing either AI use or cutting-edge business practices, the answer may be yes. If your class is teaching students the fundamentals of a skill like coding or essay writing, it may not be. Don't feel pressure to teach AI unless it makes sense for the outcomes of your class specifically. Students *will* get that education—they don't need to get it from every single professor in every single class!

4. When you suspect a student has violated the Academic Integrity Policy through the unauthorized use of generative AI technology, **be sure to cross-check your results**. Most AI detectors have some rate of error. Typically that rate is smaller when it comes to misidentifying human text as machine (they have a higher rate of mistaking machine-written text as human), but all-in it's usually somewhere in the ballpark of 10%. Using multiple detectors—including Turnitin (which shows AI results in the feedback studio only, not in the main list of submitted assignments), CopyLeaks, Crossplag, Writer.com, OpenAI's GPT2, and many more—helps to close that error gap. When you write to students, remember that many of them don't understand what is and is not AI. They may have been using paraphrasing tools and not realized it was AI, for instance. The goal of the Academic Integrity process isn't to *catch* as many people as possible, but to ensure that our students know what they're doing, and that they're doing it responsibly.

If you have any questions about academic integrity or how to proceed with an individual case, please be in contact with your program director or department chair, or email academicintegrity@ggu.edu.