ChatGPT Guidance for Instructors

**WHAT IS CHATGPT?**

ChatGPT is an artificial intelligence (AI) tool that uses natural language processing techniques to respond to user-generated prompts. While other chatbots are typically limited to pre-programmed responses, ChatGPT can produce responses in real time. ChatGPT can generate everything from essays and emails to poems and lesson plans. It can revise text with improved grammar and spelling or modulate the style or tone of a provided set of text, as requested by the user.

ChatGPT may occasionally generate incorrect or biased content. ChatGPT was trained using a massive dataset of text collected from the internet prior to the end of 2021, and therefore has limited knowledge of current world events and culture. To make up for knowledge gaps, ChatGPT has been known to incorporate fabricated information in its responses. In addition, because ChatGPT was trained on a corpus of text that was originally written by humans, ChatGPT’s responses may reflect the biases present in the text it was trained on.

**TIPS FOR INSTRUCTORS ON CHATGPT**

- **Talk to students about your expectations for academic honesty.** Many students who engage in academic dishonesty do so impulsively or without significant reflection on the choice. Anticipate this behavior by proactively engaging students in an open discussion about academic honesty in your course, including your expectations regarding ChatGPT. Remind students that they are required to follow UGA’s Academic Honesty Policy and talk to your students about how that policy applies to your course. For example, is ChatGPT off-limits, sometimes OK to use, or always encouraged? See below for sample syllabus language related to ChatGPT. For additional examples of syllabus language related to ChatGPT, check out the Sentient Syllabus Project.

  Unauthorized use of artificial intelligence software or word mixing software to write your paper or disguise plagiarized work is considered unauthorized assistance in this course.

  We encourage you to use AI tools to explore the field and help you study. However, you must take full responsibility for any AI-generated materials
you incorporate in your course products. Information must be verified, ideas must still be attributed, and facts must be true.

- If you decide to incorporate ChatGPT in your course, inform students how/whether you would like them to document or cite their use of AI or word mixing software. Discuss with students the importance of transparency and trustworthiness to the process of generating knowledge, the pursuit of a degree, and to the ideals of higher education.

- Consider that AI detection systems are imperfect. While several AI detectors exist (see the “Additional Resources” section at the end of this document), they are easily evaded by simple modifications to the text in question. Informal reports also indicate that these detectors sometimes provide false positives.

- If you ask your students to use ChatGPT, review the privacy policy and provide an opt out. ChatGPT is currently released as a “free research preview,” meaning that current use of the tool is helping to improve it for future use. OpenAI (the company that designed ChatGPT) collects data from its users which may also be shared with third party entities. If you plan to use ChatGPT in an educational setting, it is recommended that you review the privacy policy and terms of use with your students, and provide them with the option to opt out (or alternate means to engage with ChatGPT output) if they do not feel comfortable having their data collected and shared as stated in these policies.

- Consider the limitations of ChatGPT when designing course assignments. Currently, ChatGPT:
  - cannot access information that is not already included in its corpus. This includes text generated after 2021, notes or other specifics from your course, and sources that were not freely available on the internet prior to the end of 2021.
  - cannot dissect or produce non-text-based responses, although other AI generators can produce images and art (for one example, see DALL·E 2).
  - may fabricate references (including contrived DOIs) when prompted to produce citations. However, new players in the generative AI space may soon ameliorate this limitation (see BioGPT, which is pre-trained on 15M PubMed abstracts).
  - is often at capacity, meaning you cannot rely on having it available for use at a specific time. However, paid, unrestricted use of the tool may soon be available.

- Instructors might also deliberately ask students to engage with ChatGPT, or ChatGPT products, as an educational endeavor. For example, students might analyze how ChatGPT generates text for different audiences, attempt to find the original sources of text used to generate a particular ChatGPT response,
compare and contrast ChatGPT output in response to various prompts, or improve upon a given ChatGPT prompt.

- On the other hand, instructors who wish to ensure that portions of assessment tasks cannot be completed by AI tools (or, by AI tools alone), might consider the use of **authentic, multimodal, or performance assessment practices.**

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**ADDITIONAL RESOURCES**

**Teaching Writing in an Age of AI** (Teaching in Higher Ed podcast with guest John Warner, 1/19/2023)

**Alarmed by A.I. Chatbots, Universities Start Revamping How They Teach** (New York Times 1/16/2023)

**Don't Ban ChatGPT in Schools. Teach With It.** (New York Times, 1/12/2023)

**How AI Chatbots are Changing How we Write and Who we Trust** (WBUR On Point, 1/10/2023)

**ChatGPT is not all you need. A State of the Art Review of large Generative AI models** (DOI:10.48550/arXiv.2301.04655, 1/2023)

**Growing collection of ideas for ChatGPT prompts** (Github, ongoing)

**AI will Augment, Not Replace** (Inside Higher Ed, 12/14/2022)

**ChatGPT: Understanding the New Landscape and Short-term Solutions** (C. Alby, ongoing)

**Chat GPT detectors:** GPTZero, OpenAI Detector, AI Writing Check, GLTR, OpenAI Text Classifier, Turnitin’s AI detection component is forthcoming.