

Exercise 1: Trying your class assignments with ChatGPT

Take 10 minutes to assess how ChatGPT would handle one of your class assignments. You may ask it to answer a question or solve a problem from an exam or homework assignment from your own class, or you may use one of the suggested assignment prompts on the exercise sheet.

Wash U ChatGPT instance: <https://gpt.wustl.edu/chat>

Public site: <https://chat.openai.com/auth/login>

Remember, you can upload files to Wash U's ChatGPT instance

Suggestions for Testing:

1. Reading response: Upload a reading from your class and ask ChatGPT to respond to it as you would your students
2. Film: Write a 1000 word paper on the editing techniques used in the shower scene in Psycho.
3. Political science: Define the concept of *civil liberties* (short answer exam question)
4. Biology: Which of the following best describes the flow of energy through an ecosystem? (multiple-choice exam question)
 - Chemical energy enters, is converted to other forms of chemical energy, and is washed out of the ecosystem as medium-sized molecules
 - Sunlight energy enters, is converted to chemical energy then is permanently stored as fossil fuels
 - Heat enters, is converted to chemical energy and is released as light energy
 - Sunlight energy enters, is converted to chemical energy and is released as heat
 - Heat enters, turns into biotic chemicals, then is converted back to heat and released
5. Quantitative social science: Assess whether the difference between two columns in a dataframe is statistically significant (use a csv file you might use in class)
6. Write a lit review for a paper on a topic within your subfield, using papers uploaded yourself.

Exercise 2—Developing Class Policies for ChatGPT

Review some of the suggested course policy language provided on the exercise sheet, and begin drafting a paragraph to include in your syllabus on your own ChatGPT policies

Below are some sample syllabi policies:

AI Prohibited:

"This course assumes that work submitted for a grade by students – all process work, drafts, brainstorming artifacts, final works – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This policy indicates the following constitute violations of academic honesty: a student has another person/entity do the work of any substantive portion of a graded assignment for them, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT)."

AI Permitted:

"Understanding how and when to use generative AI tools (such as ChatGPT, DALL-E) is quickly emerging as an important skill for future professions. To that end, you are welcome to use generative AI tools in this class as long as it aligns with the learning outcomes or goals associated with assignments. You are fully responsible for the information you submit based on a generative AI query (such that it does not violate academic honesty standards, intellectual property laws, or standards of non-public research you are conducting through coursework). Your use of generative AI tools must be properly documented and cited for any work submitted in this course."

"In this course, students shall give credit to AI tools whenever used, even if only to generate ideas rather than usable text or illustrations. When using AI tools on assignments, add an appendix showing (a) the entire exchange, highlighting the most relevant sections; (b) a description of precisely which AI tools were used (e.g. ChatGPT private subscription version or DALL-E free version), (c) an explanation of how the AI tools were used (e.g. to generate ideas, turns of phrase, elements of text, long stretches of text, lines of argument, pieces of evidence, maps of the conceptual territory, illustrations of key concepts, etc.); (d) an account of why AI tools were used (e.g. to save time, to surmount writer's block, to stimulate thinking, to handle mounting stress, to clarify prose, to translate text, to experiment for fun, etc.). Students shall not use AI tools during in-class examinations, or assignments unless explicitly permitted and instructed. Overall, AI tools should be used wisely and reflectively with an aim to deepen understanding of subject matter.

"Designers commonly use AI-content generation tools in their work. In this course, using AI-content generation tools is permitted and will be a normal and regular part of our creative process when it is used according to the below criteria. In this course, neglecting to follow these requirements may be considered academic dishonesty. (1) For each assignment, you are required to include a paragraph that explains what AI content-generation tool you used, the dates you used it, and the prompts you used to generate the content according to the MLA style guide. (2) During critique, it is important to describe the precedents you used and how any source content was transformed. When showing or presenting images or other content you generated using an AI-tool, cite that image or content following the MLA style guide. If you need help referencing your creative work, contact me to collaborate."

Source: UT Austin Center for Teaching and Learning, "ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements" (<https://ctl.utexas.edu/chatgpt-and-generative-ai-tools-sample-syllabus-policy-statements>)

Exercise 3: Drafting an in-class exercise with ChatGPT

Take 15 minutes to brainstorm and begin drafting an in-class exercise in which you and your students use ChatGPT live in the classroom.

Things to consider:

- ChatGPT can be used for brainstorming, drafting, or research
- The same prompt will result in different outputs each time!
- Specify which lesson goal you will use the exercise to meet
- Draft brief guidance on what you want the students to do
- Consider guidance on how you intend students to use ChatGPT for similar class work outside of class time

Exercise 4: Drafting a graded assignment using ChatGPT

Take 15 minutes to brainstorm and begin drafting a graded assignment in which you direct your students to use ChatGPT.

Things to consider:

- How will this assignment contribute to the class learning goals?
- How do you envision your students documenting their use of ChatGPT, and differentiating their 'manual' work from the work generated by the tool?
- How will you evaluate the assignment when grading? Will effective use of the tool be evaluated? Or just the final product?