



How is ChatGPT integrated into society following its release?

Students and their new tool



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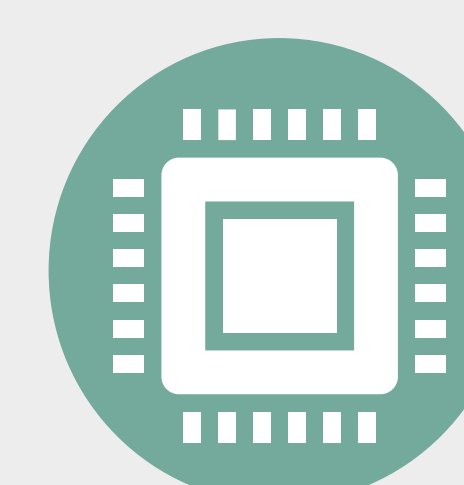
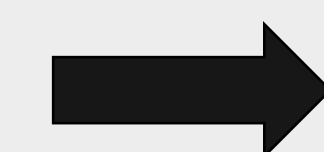
Introducing ChatGPT



What is ChatGPT?



Released
Nov 30th, 2022



Large Language Model trained on “internet text” to interpret “human-like text”. Used to answer questions and prompts. Is accessible to anyone with a device and Wi-Fi for free. (ChatGPT, 2023)

Research Questions

How many students have heard of ChatGPT?

What are the experiences around ChatGPT and cheating?

What are the opinions around ChatGPT made by and heard by students?

Methods

Study 1



26
Trained
Observers

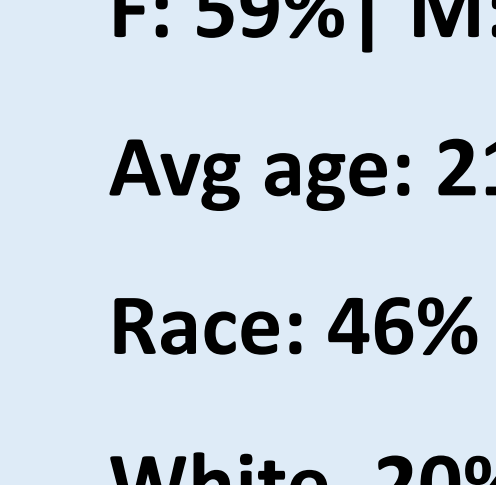
Study 2



234
Students



10 weeks
Jan-Mar 2023



F: 59% | M: 39% | N: 2%
Avg age: 21 | SD: 4.27
Race: 46% Asian, 21%
White, 20% Hispanic



239
Reports



Students were asked:
Have you seen anyone
using ChatGPT?

Have you heard any people
talking about ChatGPT?

What do you think about
ChatGPT?

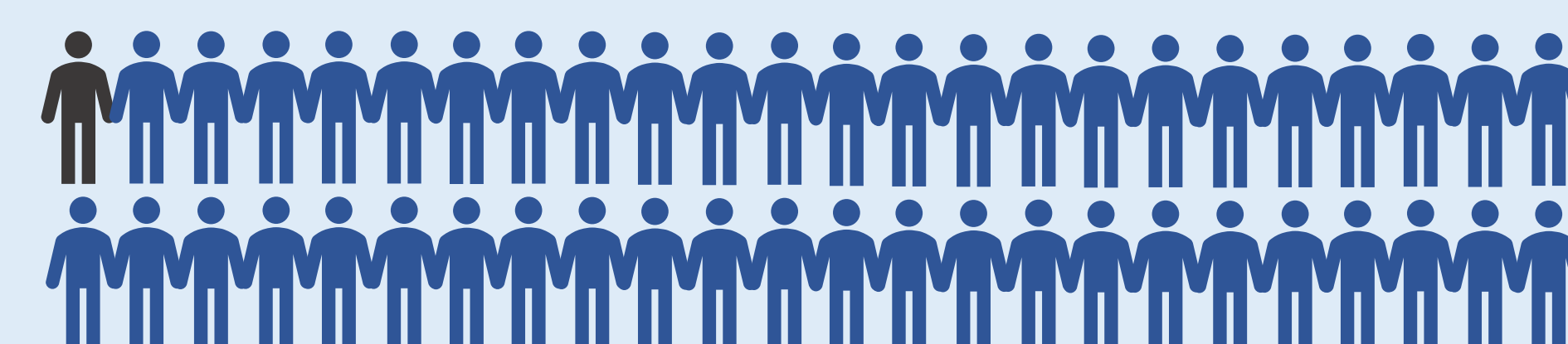
Have you seen anyone
using ChatGPT in ways that
seemed inappropriate?

Have you seen anyone
using ChatGPT in ways that
seemed beneficial?



Observers were
asked to observe
and take notes on
any conversations
or actions that
involved ChatGPT

Awareness

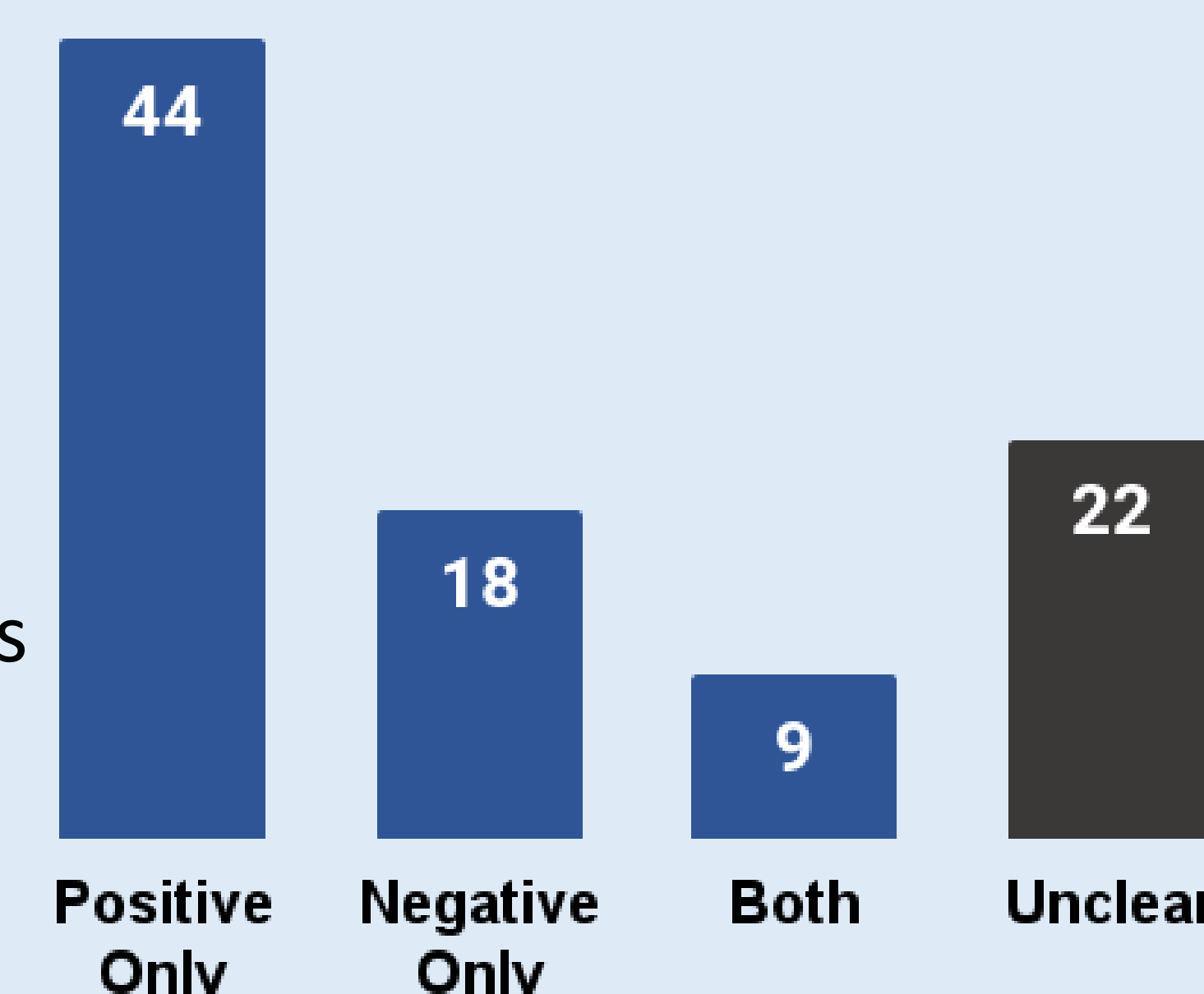


98% of students knew of ChatGPT
(229/234 Students)

Opinion Results

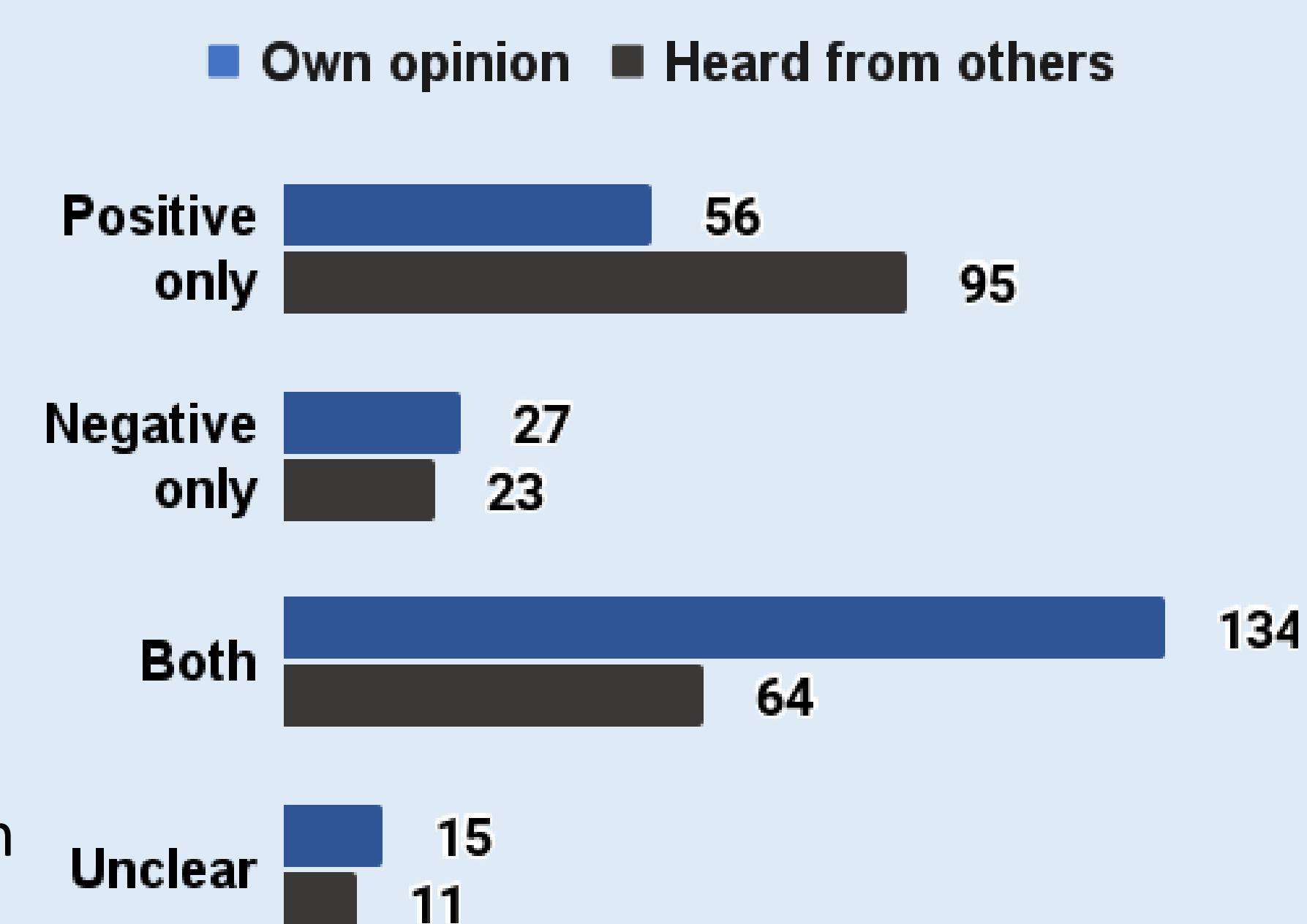
Study 1

Observers reported a high number of positive interactions involving ChatGPT.



Study 2

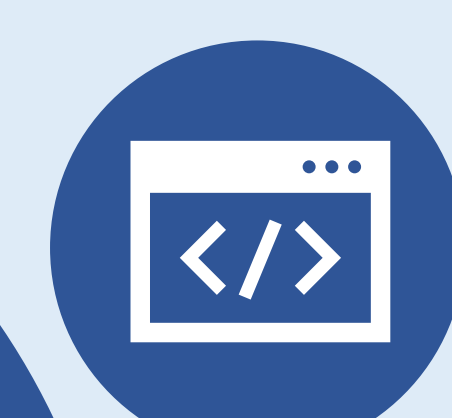
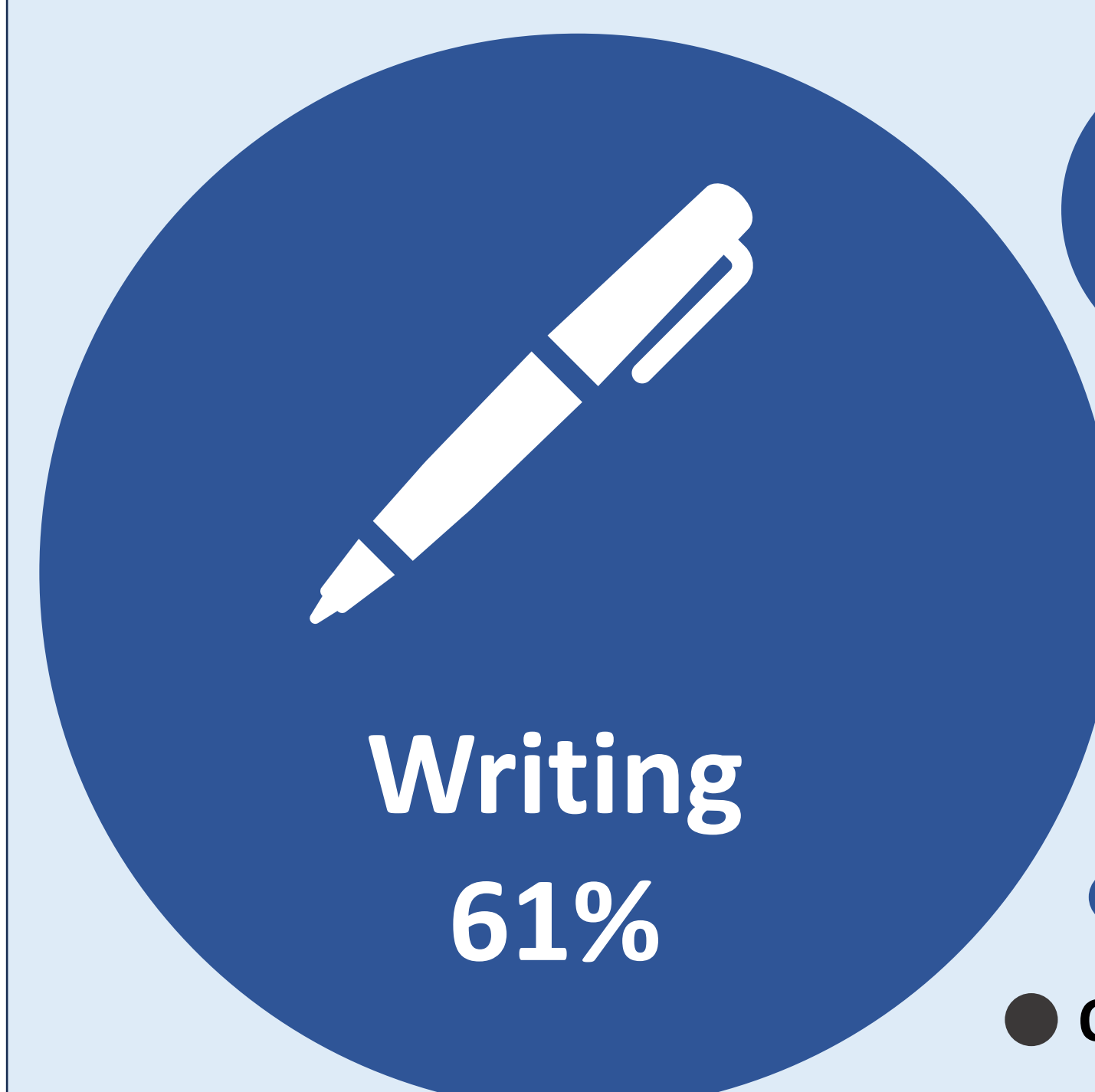
Interviewees expressed mixed attitudes toward ChatGPT and observed mostly positive attitudes from the people around them.



Cheating Results

Study 1 62% Of cheating relevant reports had cheating events (38/62)

Study 2 53% Of interviews had cheating events (125/234)



Coding 18%

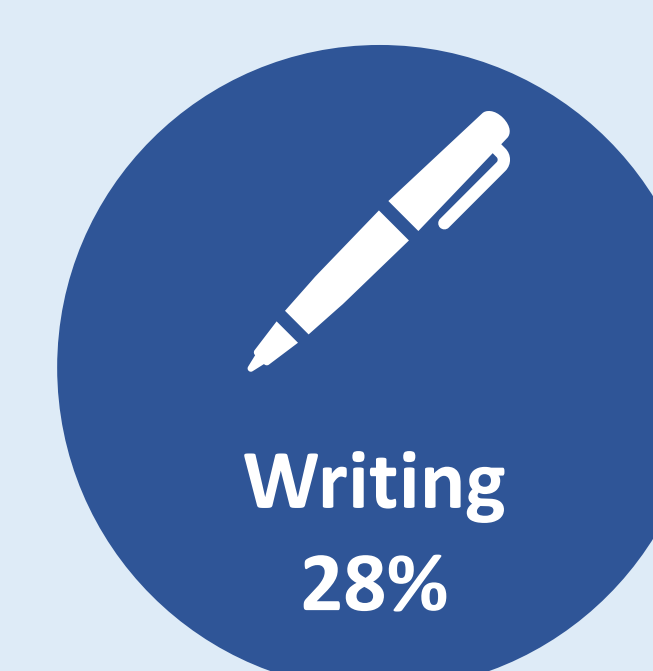


Insufficient 13%

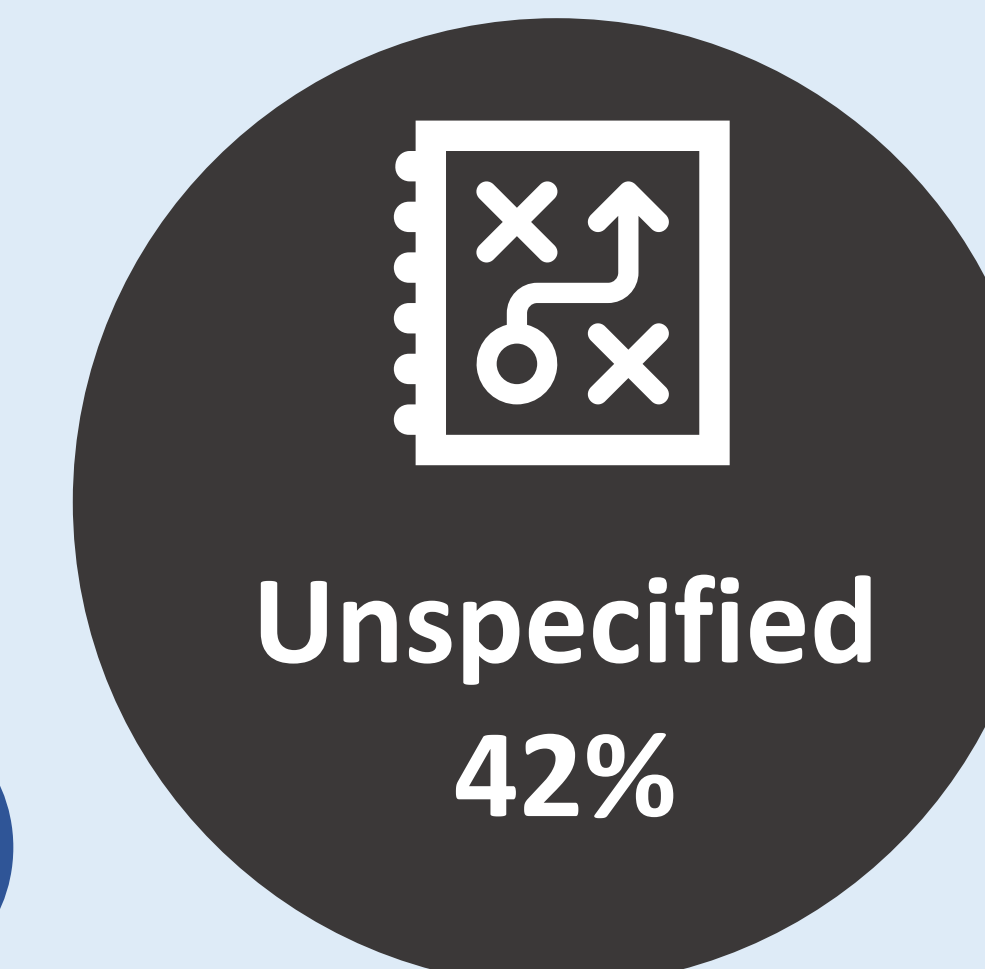
Multiple Choice 3%

Math 3%

Other 3%



Writing 28%



Unspecified 42%

Coding 13%

Other 7%

Editing 5%

Multiple Choice 3%

Math 2%

Discussion

How many students have heard of ChatGPT?

98% of interviewed students (study 2) know of ChatGPT. Implies quick uptake of new technology within college students.

What are the experiences around ChatGPT and cheating?

Both studies had over half of discussions that included cheating with the use of ChatGPT. One cannot deny that it is being used for academic dishonesty.

What are the opinions around ChatGPT made by and heard by students?

Study 1, had mostly positive views. Study 2 has a high number of interviewed students who had mixed views about ChatGPT which exposes that the discussion surrounding ChatGPT is not all black and white.

"I think it is very helpful and useful...I think Benefits are helping students understand concepts and risks can be students cheating on assignments."

"I think it is a pretty cool piece of technology. However, I feel like if abused, it could potentially take over people's live in an unhealthy manner."

What does this mean for instructors?

ChatGPT is here and is being used by students. Educators must acknowledge this to find a solution that would integrate both AI and education. If educators oppose ChatGPT, it is unlikely that it will deter students. Even with classes that banned ChatGPT, students still used it. Moving forward we must think about what we can do to steer the use of AI in education in the right direction.



How is ChatGPT integrated into society following its release?

Students and their new tool.

Sylvia Zuniga, Ava Gabrenya, Dr. Tal Waltzer (PhD), & Dr. Gail D. Heyman (PhD)



History of ChatGPT

ChatGPT was released on November 30th, 2022. After 9 months of its release, ChatGPT accumulated 100 million users (Hines, 2023). Following its release, school bans of ChatGPT started to rise due to the concern that students were using the AI to cheat (Johnson, 2023). Although educators are worried about ChatGPT being an issue, researchers have suggested ways to integrate AI into a student's education. ChatGPT and other AI models can help customize learning experiences and help educators with learning plans (Kasneci, et al., 2023).

More Methods

Study 1 Prompts Given

1. Have you observed anything relevant to Chat GPT in the last week?
2. How many events did you observe related to Chat GPT this week?
3. Did any of the following things happen in your observations this week? (Y/N)
 - Event initiated by a student
 - Event initiated by a teacher

- Event initiated by another source. Other source could be a family member, co-worker, etc...
 - Event involving an academic assignment. An event involving an academic assignment could be if some students were using Chat GPT to complete homework
4. Please summarize each of the observed events below.
 5. Enter all quotes, as close to word-by-word as possible, that you were able to capture for each of these events.

Coding

Coding schemes:

Study 1 on the left

Study 2 on the right

Quotes from interviews on the far right

| Scheme | Description | Categories |
|------------------------------|---|---|
| Agent | Who is the source of this information? Who produced this statement or behavior? | Peer, Family, Teacher, Other, N/A |
| Type of interaction | How did the observer gain this information from the agent? | Personal, Overheard, Announcement, Other, N/A |
| Relevant to cheating | Whether any of the observed content is potentially related to cheating | 1, 0, N/A |
| Cheating event presence | Was there an actual cheating event present? | 1, 0, N/A |
| Type of cheating interaction | (if cheating) What specific type of cheating has ChatGPT been used for? If an observer was able to capture this, assign 1 or 0 for each category. | Writing assignment, Multiple choice, Coding assignment, Math assignment, Editing, Other, insufficient info, N/A |

| Scheme | Description | Categories |
|------------------------------|---|--|
| Awareness | Is the interviewee aware of what ChatGPT is? | 1, 0, insufficient info, N/A |
| Positive Outside Evaluation | Did they hear any positive attitudes? | 1, 0, insufficient info, N/A |
| Negative Outside Evaluation | Did they hear any negative attitudes? | 1, 0, insufficient info, N/A |
| Positive Self Evaluation | Did they have any positive attitudes? | 1, 0, insufficient info, N/A |
| Negative Self Evaluation | Did they have any negative attitudes? | 1, 0, insufficient info, N/A |
| Usage | Has the interviewee seen ChatGPT usage? | 1, 0, insufficient info, N/A |
| Cheating event presence | Was there an actual cheating event present? | 1, 0, N/A |
| Type of cheating interaction | (if cheating) What specific type of cheating has ChatGPT been used for? If an observer was able to capture this, assign 1 or 0 for each category. | Unspecified assignment, Writing assignment, Multiple choice, Coding assignment, Math assignment, Editing, Other, N/A |

"Yes, people are very skeptical and its not positive, its very negative. Lots of criticism, concern and fear around it."

"They think it's dumb. It's unfortunate that we have something to replicate writing and music; things that historically people have done because they enjoy it..."

"Yes, he was very concentrated and he told it to write and essay for him. Then he taught me how to use it."

Hines, K. (2023, June 5). History of ChatGPT: A timeline of the meteoric rise of Generative AI Chatbots. Search Engine Journal. <https://www.searchenginejournal.com/history-of-chatgpt-timeline/488370/>

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Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., Gasser, U., Groh, G., Günemann, S., Hüllermeier, E., Krusche, S., Kutyniok, G., Michaeli, T., Nerdel, C., Pfeffer, J., Poquet, O., Sailer, M., Schmidt, A., Seidel, T., ... Kasneci, G. (2023). ChatGPT for Good? On Opportunities and Challenges of Large Language Models for Education. Center for Open Science. <https://doi.org/10.35542/osf.io/5er8f>

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Waltzer, T., *Bareket-Shavit, C., & Dahl, A. (2023). Teaching the what, why, and how of academic integrity: Naturalistic evidence from college classrooms. Journal of College and Character, 24(3), 261-284. <https://doi.org/10.1080/2194587X.2023.2224575>