

# **8. ChatGPT dins l'aula**

ChatGPT: Oportunitat i repte per a la docència. I ara què fem?

Vídeo 8

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# Five Days in Class with ChatGPT

by Thomas Rid / January 22, 2023

This past week we had an intense educational experience here at the Alperovitch Institute: 5 hours of Malware Analysis and Reverse Engineering with Juan Andres Guerrero-Saade, every day, all week, including Saturday (Monday was a holiday). The class was a first in several ways: we had never taught malware analysis at SAIS Hopkins. It was our first professional skills class in this format. But the most stunning novelty was the use of ChatGPT in the classroom.

Juan Andres asked the students about a week ahead of time to register an account with OpenAI. Signups were waitlisted then, but most got an account in time. Then there we were, in our darkened

<https://alperovitch.sais.jhu.edu/five-days-in-class-with-chatgpt/>

D'entrada Rid manifesta:

"I was blown away by what machine learning was able to do for us, in real time. And I say this as somebody who had been a hardened skeptic of the artificial intelligence hype for many years. Note that I didn't say "likely" transform. It will transform higher education". >>

Cosa que ChatGPT amablement tradueix

*Estic impressionat per el que la intel·ligència artificial pot fer per nosaltres en temps real. I ho dic com algú que ha estat un escèptic acèrrim de la hype de l'IA durant molts anys. Tingueu en compte que no he dit "probablement" transformar. Transformarà l'educació superior.*

## 1. La màquina "filtra les preguntes mundanes"

Meaning: you can ask the dumb questions to the AI, instead of in-class. Yes, there are dumb questions—or at least there are questions where the answer is completely obvious to anybody who knows even just a little bit about, say, malware analysis (or has done their assigned readings).

Que traduït pel nostre amic i repassat fortament per mi:

*O sigui: podeu fer les preguntes estúpides a l'IA, en comptes de fer-les a classe. I , sí, hi ha preguntes estúpides - o almenys hi ha preguntes on la resposta és completament obvia per a qualsevol que sap només una mica sobre, per exemple, l'anàlisi de malware (o ha llegit la bibliografia).\_\_*

## **## 2. La manca de "preguntes mundanes" no "pertorba el ritme de classe"**

Rid indica que

several students pointed out (...) You don't want to interrupt the class — ask ChatGPT. Back in the day you had to Google for a few minutes at a minimum (...) until you finally found a useful response; by then the class conversation had moved on.

ChatGPT will give you the response in 5 to 15 seconds, literally. That response speed was game-changing. (...)we could keep up with the instructor in real time, reading ChatGPT's explanation of embedded resources while listening ...

Que adaptat ...

*Diversos alumnes van assenyalar (...) no vols interrompre la classe - preguntes a ChatGPT. Abans havies de fer una cerca a Google durant uns minuts com a mínim (...) fins que finalment trobaves una resposta útil; i llavors la classe ja havia avançat.*

*ChatGPT et dona la resposta menys de 15 segons. Aquesta rapidesa ho canvia tot. (...) podíem seguir l'instructor en temps real, llegint l'explicació de ChatGPT (...) mentre escoltàvem..*

Rid continua dient :

Which in turn made the instructor more effective. Because you could compare the ChatGPT output with Juan Andres' output in real time, next to each other, read and listen. He was our chief prompt engineer.

Hmm.... "*va fer el professor més efectiu (...) el cap d'enginyeria de prompts*".

## ## 3. Tothom pot seguir el ritme de classe

Aquesta observació és sorprenent per a Rid i per a mi mateix:

really stunned me: everybody could keep up. We had a highly uneven level of technical expertise in the classroom, from no technical background to computer science degrees. In the before-time we would have lost at least half the class by day three. "I would have gotten lost in class several times without ChatGPT," said Martin Wendiggensen, one of the more technical students.

Que traduït per ChatGPT:

*Etic realment impressionat: tothom podia seguir. Teníem un nivell molt desigual de coneixements tècnics a l'aula, des de zero fins a estudiants amb títols universitaris en informàtica.*

*Abans hauríem perdut almenys la meitat de la classe en el tercer dia. "M'hauria perdut alguna vegada a classe sense ChatGPT"; va dir Martin Wendiggensen, un dels alumnes més tècnics.*

## ChatGPT ajuda a "navegar" eines tecnològiques

En paraules de Rid

ChatGPT helped us navigate unfamiliar tools, such as IDA Pro or HIEW. What do the columns in IDA's assembly view represent? How do I run a Python script in IDA? No longer obstacles.

Traduint

*ChatGPT ens va ajudar a navegar per eines desconegudes, com IDA Pro o HIEW. Què representen les columnes en la vista d'assemblatge d'IDA? Com executo un script Python a IDA? Ja no són obstacles.*

MW

What does this code do?

```
push 10h      ; Size
.text:10003F8A    mov dword_10027894, esi
.text:10003F90    call ??2@YAPAXI@Z ; operator new(uint)
.text:10003F95    add esp, 4      ; Add
.text:10003F98    test eax, eax   ; Logical Compare
.text:10003F9A    jz short loc_10003FAD ; Jump if Zero (ZF=1)
.text:10003F9C    mov ecx, [esp+10h+hinstDLL]
.text:10003FA0    mov dword ptr [eax], offset off_10021254
```



This code is written in x86 assembly language and is for the Windows operating system.

1. The instruction "push 10h" is pushing the value 0x10 (16 in decimal) onto the stack.
2. The instruction "mov dword\_10027894, esi" is moving the value stored in the ESI register into memory location "dword\_10027894"
3. The instruction "call ??2@YAPAXI@Z" is calling the operator "new" with the argument of 16 (0x10 in hex)