ChatGPT Blog – Spring 2023

From Suzanne Tapp,

Recently I've been thinking about ChatGPT, a word I didn't even know last November, and how my thoughts have evolved over the past few months. Although I can't say that my ideas are changing as quickly as the technology is, I do sense that I've moved from fear and thoughts that centered around policing its use to thinking of ChatGPT as an unavoidable tool and even a responsibility. To me, that responsibility is modeling for my students. Please notice that I didn't say that I have to understand everything about emerging AI technologies. But I am saying to my classes, "I'm not sure how this will effect my teaching or our classes. Let's think about it and take some risks." I'm bringing up ChatGPT live in class and partnering with students to think about prompt engineering and how we craft our queries to get to better answers. I hope that this models the willingness to try something I don't understand perfectly but also to use critical thinking and strategies to get better input and make the tool work for me.

That's what I'm trying in the classroom but I heard other great questions and strategies from [a recent podcast](). Maybe one of these ideas will match your learning goals and pique your interest?

- What if you ask your students to query ChatGPT about something that they know well? Can they find misinformation? Can they ask ChatGPT a question that can't be answered or that is false? Can they "break" it?
- Have you asked your students to partner with you? What's important to them as they think about AI and how it will effect their futures? What do they want it to do?
- Perhaps in STEM classes, we use ChatGPT to ask why something is the wrong answer. Could this be a time-saving way to generate feedback for our online tests when students select the wrong answer and we want to show them why? If you're interested in thinking more about how ChatGPT could actually make your teaching easier by doing some work *for you*, there's a great post by [Dr. Ethan]()

[Mollick](Wharton School, University of Pennsylvania) that suggests using ChatGPT to generate examples, explanations, low-stakes quizzes, and more.

- Could you ask students to use ChatGPT as a way to get around writer's block? I confess that I queried ChatGPT for this post and asked, "How can professors use ChatGPT in assignments?" Honestly, I didn't love the answers that I received but they did focus on asking students to authenticate answers and look for misinformation. It was a starting point. And then there was a nugget that was interesting: ChatGPT suggested that it could be used in language classes to "provide students with a way to practice their language skills in a natural and interactive way. Students could have conversations with ChatGPT in the target language, receive instant feedback on their grammar and vocabulary usage, and engage in real-world scenarios." I appreciate this idea of using ChatGPT as an interactive tool in second language learning.

So what did you do in your classes last spring? How did you ask your students to partner with you? What is important to them as they think about AI and how it will effect their futures? What do they want it to do? Have you seen your views shift, perhaps from fighting against AI to leaning into it, or do you find yourself in the middle watching to see what comes next? Regardless, the ChatGPT Working Group would love to talk with you more as we all grow and think about our changing landscape in higher ed.

-Suzanne Tapp, Spring 2023

Notes & ideas:

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