Managing ChatGPT in Education and Assessment

What is chatGPT?

ChatGPT (Generative Pre-trained Transformer) is free software that generates answers to questions based on a vast knowledge database with relatively high accuracy and readability, hardly distinguishable from human texts. It can produce summaries, answers to essay questions, papers, programming code etc.

ChatGPT cannot reason or produce original knowledge. However, it can combine information from different sources in such a confident and convincing way that it gives the semblance of understanding and reasoning.

Why does chatGPT impact education and assessment?

ChatGPT can generate texts that students could use for their assignments without assessors being able to tell the difference between student- and software-generated submissions. This is not *necessarily* a problem. It becomes a problem for education and assessment when students use chatGPT to demonstrate knowledge and skills required to meet the learning outcomes of a module without having acquired such knowledge or skills.

ChatGPT brings challenges and opportunities for us. The main challenge is to ensure that students still obtain the knowledge and skills that we want them to obtain, regardless of whether or not they use chatGPT. The main opportunity is to approach our assessments differently, in creative ways tailored to our changing world.

ChatGPT is now a part of our world. This means that we have to tolerate or even facilitate its use as long as we ensure the quality of our education and assessment. Below, we provide suggestions for doing so.

How could you adapt your module to chatGPT to ensure the quality of education and assessment?

Below, we offer suggestions for changes and/or additions to adapt your module to chatGPT. Note that you are not required to implement all suggestions and that some suggestions merely emphasise what education and assessment should already entail within a PBL system that is based on CCCS and UM's vision on assessment.

When designing and conducting teaching activities:

- Have students critically relate different sources instead of merely summarising them.
- Have students provide key quotes from their readings and explain why they capture the gist of what they read.
- Have chatGPT answer the learning goals, then have students discuss these answers based on their readings.

When designing assessments:

- Reconsider written exams; if possible, have oral exams (for oral exam tips, see [here](#)).
- Organize onsite exams within a controlled environment; reconsider take-home exams.
- Add non-written components (e.g. presentation, poster, debate) to written assignments produced at home.
- Have students integrate content from the module into their written assignments (with concrete references).
- Have students provide reasons for why they dis/agree, using content from the module.
- Have students peer review written assignments based on content from the module.
- Have students use chatGPT to formulate an answer to a question, and then have them critically assess this answer with arguments based on the content of the module (with concrete references).

When assessing assignments:

- Look for unusual language or formatting: texts (partly) produced by chatGPT may be atypical of student work, with unusual or repeated phrases or differences in style, syntax, spelling and punctuation between different sections of the same text; pay extra attention to the content and reasoning of such sections/texts.
- Always check for plagiarism in written assignments: texts produced by chatGPT may contain excerpts from other sources without proper attribution, which plagiarism detection software such as Ouriginal can detect.
- Ask students questions about their submitted assignments to gauge their grasp of the topics/sources used.

Disclaimer

ChatGPT is constantly evolving, which means that a fix today may not be a fix tomorrow. Therefore, our list of suggestions will be continuously updated. Please check it regularly.

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