

ChatGPT in higher education 2023

Pragmatic guidelines for students

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ChatGPT and other generative AI tools – pragmatic guidelines

The debate about the extent to which using generative AI tools, such as ChatGPT, is plagiarism is not finalised.

Therefore, the following pragmatic guidelines apply to this course:

- 1) You **may** use generative AI tools to gain a rapid overview over a concept or area, see next slide for examples of allowable prompts.
- 2) You **may** use generative AI tools as pure language tools, but you must use the specific prompt shown in a later slide.
- 3) If you use generative AI tools, you **must** state that you used them and how you used them in all your written assignments.
- 4) You **must not** include autogenerated text in your submissions.

Note that generative AI tools often produce incorrect information or information that is of low or no significance. As always, you are responsible for the content of **your work and it must represent your own work!**

The above statements are clarified in the following slides.

1. Using generative AI tools to gain a rapid overview over a concept or area

Examples of allowable prompts for gaining a rapid overview:

1. "What are the key principles and applications of artificial intelligence in healthcare?"
2. "Provide an overview of the major programming languages used in web development and their features."
3. "Explain the fundamental concepts and techniques in data mining and their role in business analytics."

In these prompts, students are seeking general information or an overview of a specific subject. They are **not** directly asking the AI to generate specific answers or complete their assignments.

In this course, you must keep a record of all prompts used, and include this complete record in your document(s) or their appendices.

2. Using generative AI tool to improve language

You must use the following prompt:

“Background: I am a student in a course entitled “Research Methodology and Scientific Writing” and I am using this tool for a project. My teacher allows me to use AI tools to improve language aspects of my writing, but not to generate new ideas.

Instruction: Please suggest how to enhance the “input text” below, pointing out any errors, and provide feedback on the clarity, spelling, sentence structure, and grammar. If appropriate, list up to three spelling errors. If appropriate, list and explain up to three grammatical errors. If appropriate, list up to three suggestions for a change in style, coherence, or logical flow. Provide a suggestion for rephrased text.

Specific: Focus on refining my existing ideas. Ensure no ideas are removed or lost. Ensure that the content remains unchanged and no new concepts are introduced.

Input text: [insert paragraph text here]”

3. Reporting of use of generative AI tools

In every document where you used generative AI tools, you must add a description of how you used it.

In your reports, I suggest you do this as follows. Add the following paragraph to your methodology section:

“We used [AI_tool_name] and [AI_tool_name] to gain a rapid overview over key concept(s). Appendix [X] contains an exhaustive list of all prompts used. We further used [AI_tool_name] to improve the language of the section(s) [section_name], [section_name], and [section_name].”

4. No autogenerated text

Examples of prompts that are NOT allowable:

1. "Write a summary of the advantages and disadvantages of using AI in autonomous vehicles."
2. "Compose an essay on the ethical implications of AI in social media algorithms."
3. "Provide a detailed analysis of the impact of AI on climate change mitigation."

These prompts are requesting the AI to generate specific content or complete your assignment. They go beyond the scope of using generative AI as a tool for gaining a rapid overview and potentially produce autogenerated text, which is not allowed according to the instructions given for this course.

Warning about use of language tools†

- Oftentimes the information provided is incorrect.
- Oftentimes the information provided is insignificant.

→ In my limited personal experience with students using such tools, **students have difficulties in distinguishing between good or bad suggestions from tools. As a result, average or below-average students have received lower scores for this reason!**

- Text suggestions may sound good, but may be semantically wrong.

NB I personally use Grammarly, and typically **reject** ~35% of the language suggestions

† Examples of such language tools include Grammarly, Writers Workbench, QuillBot, BonPatron, Linguix, LanguageTool, Virtual Writing Tutor, Ginger Writer, ... , and the built-in grammar and spelling checkers in Word, GoogleDocs,