Assignment Design with Chat GPT

With Georgetown faculty

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Assignment Design

Transparency

- **Be explicit as to whether it's okay to use AI tools (intentionally and cited where appropriate) or if they are to be avoided altogether.**

- **At times, there is increased pressure to take shortcuts, so long lead times and scaffolding may help.**

- **Be transparent with your students.**

Sample AI Approaches to Exams and Assignments

*And here are many, many more collected in an open source doc

You may choose to enable proctoring tools for in-person exams taken on a computer. This will limit student access to any window outside of the exam space.

Contact CNDLS to learn more.

"Please obtain permission from me before collaborating with peers or using AI chatbots (like ChatGPT, Quillbot, or others)on this assessment."

"You may use Grammarly, Google autocomplete, and other AI tools to polish the ideas you submitted in an outline prior to this exam."

Principles of Assignment Design

What are the chief concepts, principles, and skills that I want students to learn and/or practice in this assignment?

How will I summatively assess student learning of those concepts, principles, and skills?

Intentional Design

Canvas

Voicethread

Hypothesis

Perusall

Consider priorities and goals.

Were you asking students to use a tool to prep for class?

Is AI an issue? Discussions responses perhaps no, but original posts yes.

Consider shifting these prompts to synchronous or in-person moments

Ways to ask higher order thinking of our students

Multimodal assessments

❏ Assign writing as companion to podcast, video, or slides presentation

The more specific the assignment the better

❏ **Example:** Write a paper on the history of DC's Chinatown
❏ **Improvement:** Tell a visual story about a particular immigrant population in the DC area
❏ **Integration:** Ask chat GPT for a paper on the history DC's Chinatown and then build on what you discover through links, stories, and interviews

Turnitin AI detection results

* *pilot only thru Jan 1, 2024*

New: AI writing detection

This percentage is the amount of qualifying text within the submission that Turnitin's AI writing detection model determines was likely generated by AI. Select the indicator to open the AI writing report. This is being temporarily included in your institution's license and cannot be disabled at this time.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

AI
0%

Caution: Percentage may not indicate academic misconduct. Review required.

AI
15%

Submitted Files: (click to load)

0%

AI
100%

2

Faculty Examples

Original Assignment:

"Write a paper about the respective business models of two businesses that compete."

AI Adjustment:

"I've asked Chat GPT this question and I want you now to critique what is said. Identify where you think it's wrong. Identify where you think it's right and improve upon what it's done."

Rebecca Helm,
Assistant Professor, Graduate School & the Earth Commons

Original Assignment:

Prompt ChatGPT to write a four-paragraph essay, at the college level, on an expert-level topic of your choosing related to this class.

AI Adjustment:

"Write a companion piece analyzing each paragraph of ChatGPT's essay. For each paragraph, you will comment on what it got right (and the source of that information), what it got wrong (with sources for the correct information), and where it may be missing important information. Submit your prompt, the ChatGPT essay, and your companion piece, as a single document"

Original assignment:

Present and discuss a philosophical debate, concepts, or theories with your friends or family in the format of a podcast interview, email exchanges, a TED-Talk style video, or social media.

AI adjustment:

Use ChatGPT to generate an essay. Identify strengths and weaknesses of the essay, identify any knowledge gaps and fill the gaps. Write a meta-cognitive reflection on whether and how using ChatGPT could enhance their learning.

Janet Gomez,

Adjunct Professor in Bachelor of Liberal Studies

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Original Assignment:
Use AI tools such as hotpot.ai or DALL-E to generate images of female rulers. Input the characteristics you believe female rulers should have.

Goal:
Students will examine their perceptions of a female ruler, share their perceptions using visuals, and reflect on their biases on female leadership.

Key Questions:
Can AI be biased in how it produces images of human figures? How can we take advantage of the convenience of AI tools without reinforcing biases in students' learning?

Nathan Hensley, *Associate Professor, English, College of Arts & Sciences*

Lecture by Chat GPT

When Hensley revealed his lecture was AI-generated, he distributed the text of the lecture and asked students to consider the issues in what an NLP suggested for a survey course and how that raised questions about what 'should be' covered in a survey.

He then asks students to consider the following sources:

1. Matthew Kirshenbaum, <u>AI Is Ushering in A Textpocalypse</u>
2. Ian Bogost, <u>Chat GPT is Dumber Than You Think</u>
3. Optional: Paul Fyfe, <u>How To Cheat On Your Final Paper (video)</u>

Assignment: Study <u>Chat GPT</u>, test it out, and read up about large language models and AI writing technology. Write some stuff with it. Answer the question: Is it writing?

Other Faculty Examples

Case Study 1: MC Chan asked AI to generate 'factual statements' on different aspects of biochemical pathways and then asked students to correct them as an exam activity.

Case Study 2: Molly Chehak, with student permission, asked Chat GPT to provide writing feedback on student work in addition to providing her own. Students completed a written reflection on the differences.

Sample Chat GPT writing feedback (generated 4/12/23)

This paper is not a typical academic paper, but rather a personal essay that intertwines the author's family recipe for za'atar blend and her connection to her Palestinian heritage. As a result, it is difficult to grade this paper using traditional academic criteria. However, based on its merits as a personal essay, the paper is quite compelling and well-written.

The author does an excellent job of using the recipe for manoushé and the za'atar blend as a vehicle to explore her connection to her Palestinian heritage. She describes how za'atar is central to her identity and how the manoushé is an important part of her family's history. Additionally, the author reflects on the struggles of the Palestinian people and the importance of telling their stories.

The writing in this paper is clear and concise, and the author effectively uses descriptive language to convey the flavors and textures of the manoushé and the za'atar blend. The author also demonstrates a strong command of narrative structure, as the paper flows smoothly and logically from the recipe to the author's personal reflections.

Overall, this is an excellent personal essay that effectively uses a family recipe to explore complex themes of identity and heritage. I would give this paper an A.

Other Approaches

Use AI to create different questions for your exams based on categories, skill sets, or knowledge bases you would like to test.

Students refine their responses using AI, then write an evaluative narrative about the improvements made. Focus on metacognition. This use of AI highlights a reflective process for students.

> "
>
> *I like to think of AI as auto-wikipedia. It produces basic information on a topic, without the specialized depth that you expect from an expert, and with possible inaccuracies. The sourcing also tends to be incomplete and does not quite capture the most important sources. Therefore, to design an assignment, what can you do with this type of output as the starting point of an assignment.*
>
> "
>
> -- MC Chan, Biology

Adapting Assignments with AI in mind

- Change to shorter, in-person assessments. Less to grade and lower chance of using AI.

- Require drafts and evidence of thinking *(AI use still possible)*

- Assign more personalized writing. *(AI use still possible)*

- Connect to in-person class experiences. Ask students to draw on ideas from guest speakers or class discussion.

- Include all the processes in the final assessment grade: reading, viewing, speaking, improving, responding to feedback, reflecting on learning, etc. ————

— Chat GPT and Artificial Intelligence Tools, https://cndls.georgetown.edu/ai-composition-tools/ (Accessed January 26, 2023)

Diving deep into the core of your assignment design

What to do if you suspect a student has submitted an AI-assisted or generated assignment?

Option 1

- Talk to your student about process.

Option 2

- Decide how to proceed. Consider what you've already communicated to your students.
  - Will you allow a 'redo' of the assignment?
  - Will you grade it as is?
  - Will you assign a zero (fitting if you've forbidden AI explicitly)?

Option 3

- Contact the Honor Council if you suspect a student has violated your course agreement.

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Ethical Considerations

- **Bias**: AI can perpetuate bias if not designed and implemented responsibly.

- **Transparency**: It is important to be transparent about how AI is being used in education and how decisions are being made.

  - What have you said in class about it? Does your syllabus mention it? Revisit your policies before students take an exam or submit a final project.

- **Accountability**: Educators and developers must be held accountable for the ethical implications of using AI in education.

Open Source Statements

Assignment parameters and syllabi statements from 32 institutions

Prompt Engineering

Open AI's Guide to Prompt Design

Resources for Applying AI

Web Resources

- CNDLS' guide to Assignment Design
- Yale's Poorvu Teaching and Learning Center's AI Teaching Examples
- Dartmouth University Institute for Writing and Rhetoric. Syllabus and Assignment Design.
- [webinar] "Unlocking the Power of AI: How Tools Like ChatGPT Can Make Teaching Easier and More Effective"
- College Unbound's Classroom Policies for AI
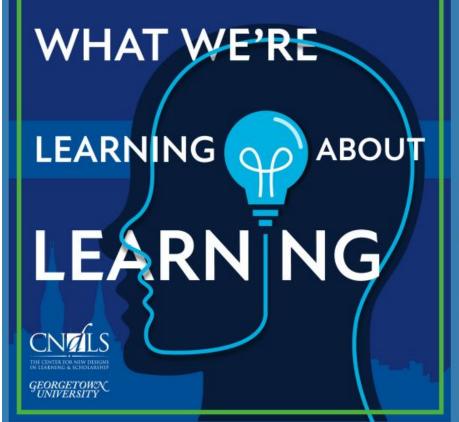- Open source Zotero Chat GPT library

Articles | Books

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- Chen, Brian X. "Get the Best from Chat GPT with these golden prompts." *New York Times.* 25 May 2023.
- Fitzpatrick, Dan, Amanda Fox and Brad Weinstein. *The AI Classroom: The Ultimate Guide to Artificial Intelligence in Education.* Teacher Goals Publishing. 30 Mar 2023. https://amzn.to/3LrazZyMollick, Ethan R. and Mollick, Lilach. "Let ChatGPT Be Your Teaching Assistant." *Harvard Business Review, April 27, 2023. <www.*Hbsp.harvard.edu >
- Ibid. "Why All Our Classes Suddenly Became AI Classes*." Harvard Business Review, February 9, 2023.*
- Ibid. "Using AI to Implement Effective Teaching Strategies in Classrooms: Five Strategies, Including Prompts" (March 17, 2023).
- Weimer, Maryellen. How Assignment Design Shapes Student Learning. *Faculty Focus*, April 2015.
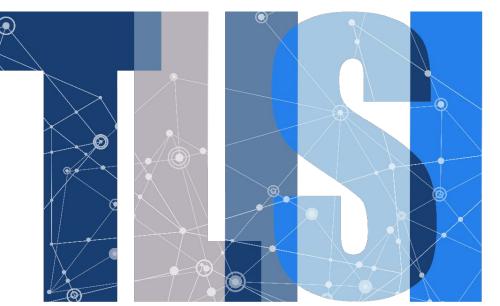
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