Exploring ChatGPT & Online Assessments

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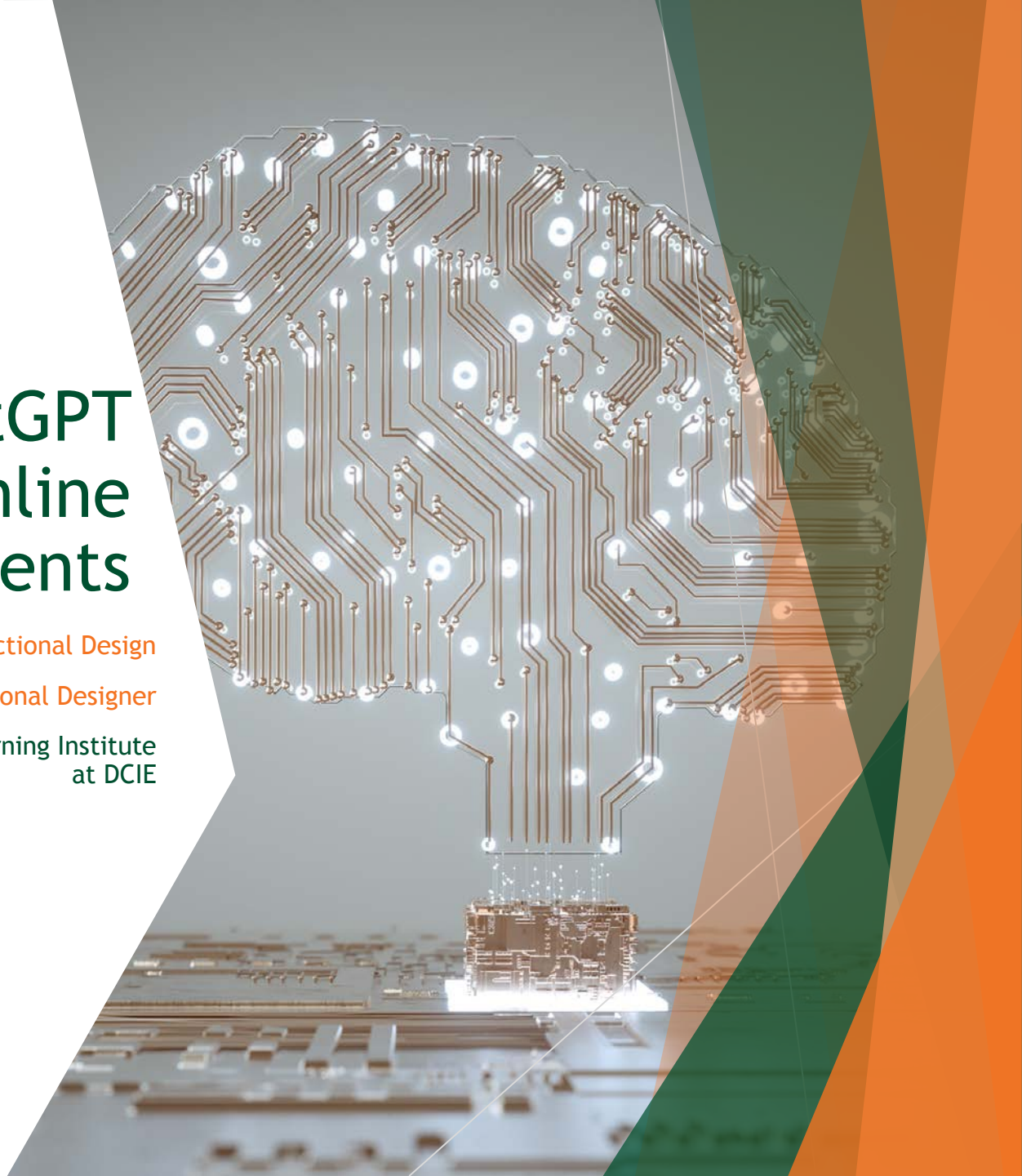

Introduction

- Address the “crisis”
- Review principles of student assessment
- Bloom’s Taxonomy
- AI’s like ChatGPT
- DLI AI Resource Website

Address the “Crisis”

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Danger

- Academic integrity
- Ability to create original work
- Critical thinking
- Applying course subject matter

Opportunity

- Learn a new tool
- Involve AI
- Rethink the way we design assessments

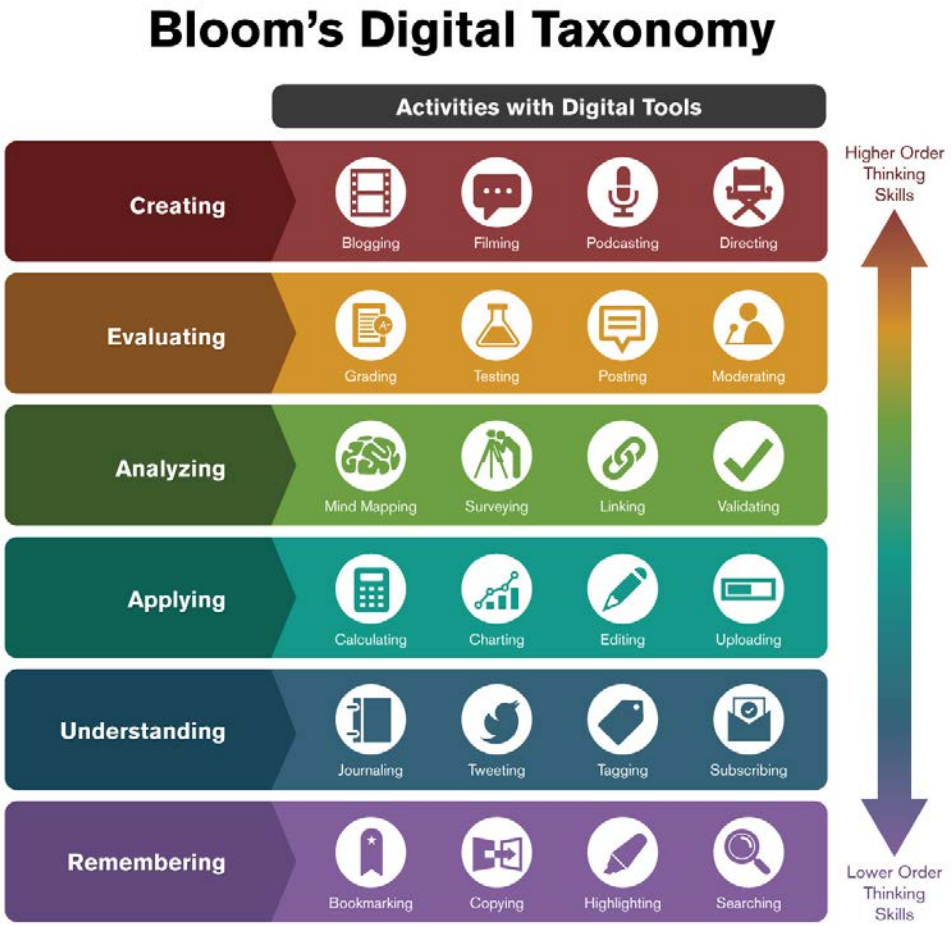
Elements of Assessment

Specific

Require the students to apply course material

HOTs not LOTs

Bloom’s Taxonomy



What is ChatGPT & how does it work?

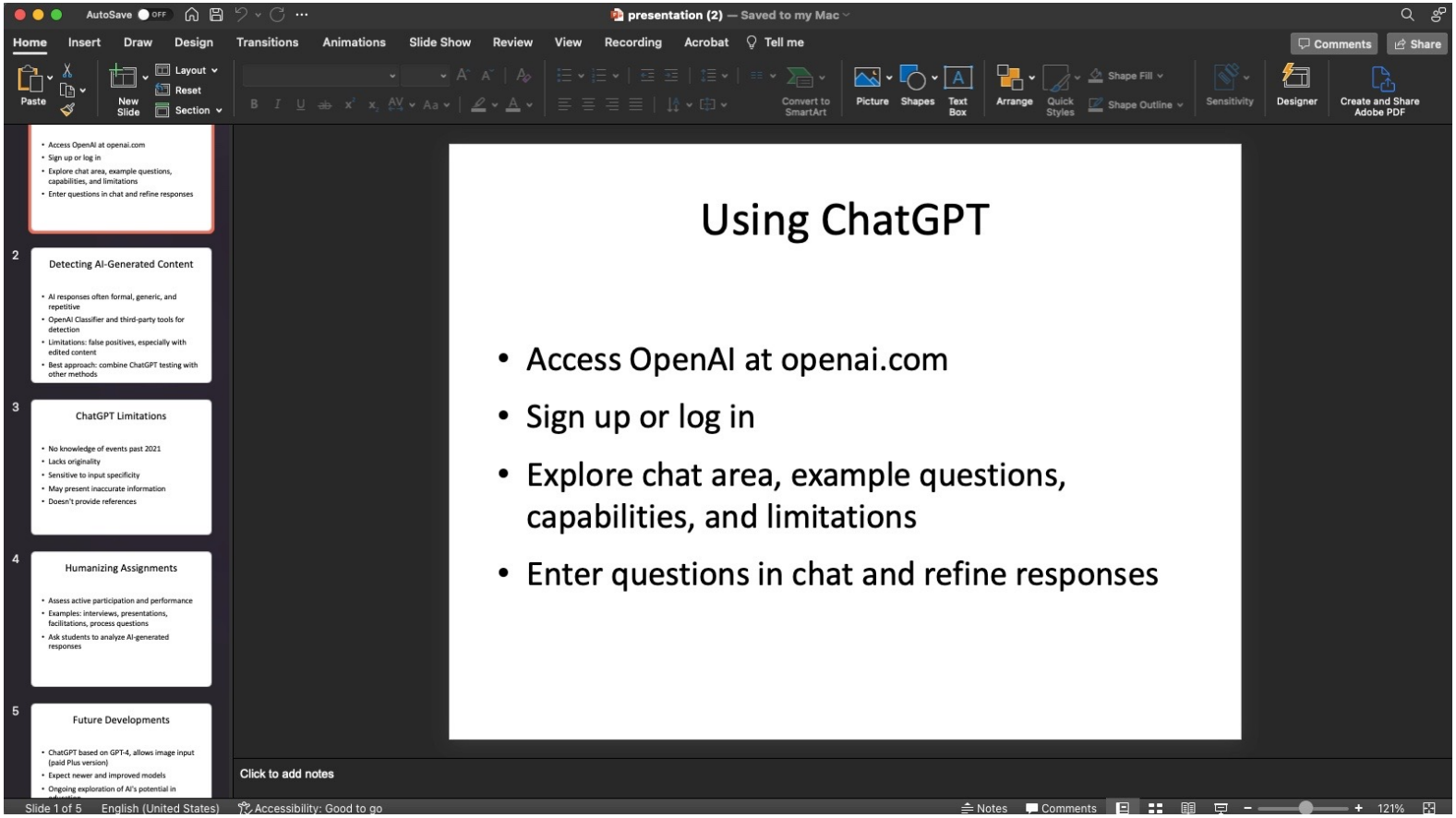
- Language Model
  - Analyzes text & generates “human-like” response based on trained data patterns
- ChatGPT-3.5
  - Free
  - Faster response
  - Only text input
- ChatGPT-4
  - Paid
  - Slower response
  - More complex – can handle longer prompts &conversations
  - Accepts visual inputs
  - Plug-ins
- **Key takeaway** – Response is only as good as the prompt that is given

Detecting AI-generated Content

- AI Writing: uses patterns seen in other texts
  - Formal, generic, repetitive, tends to lack context
- Detecting Tools:
  - Open AI Classifier: Best for longer texts in English
  - Third-party Tools: Content at Scale, GPTZeroX, Writer AI Content Detector
- Margin of Error: False positives, edited AI-generated text
- Best Methods:
  - Trying AI out with desired prompts & detecting tools
  - Refining how assessments are created & administered

Finding the Limits of AI

- May lack knowledge past a certain point
  - E.g. ChatGPT doesn't know of events or trends past 2021
- May lack originality
- May not be able to evaluate itself
- Sensitive to input, may require specific prompts
- Inaccurate information
- Doesn’t specify what sources
- May provide biased responses


presentation (2) — Saved to my Mac
Home Insert Draw Design Transitions Animations Slide Show Review View Recording Acrobat Tell me
Comments Share
Paste New Slide Layout Reset Section
Convert to SmartArt Picture Shapes Text Box Arrange Quick Styles Shape Fill Shape Outline Sensitivity Designer Create and Share Adobe PDF
Access OpenAI at openai.com
Sign up or log in
Explore chat area, example questions, capabilities, and limitations
Enter questions in chat and refine responses
2 Detecting AI-Generated Content
AI responses often formal, generic, and repetitive
OpenAI Classifier and third-party tools for detection
Limitations: false positives, especially with edited content
Best approach: combine ChatGPT testing with other methods
3 ChatGPT Limitations
No knowledge of events past 2021
Lacks originality
Sensitive to input specificity
May present inaccurate information
Doesn't provide references
4 Humanizing Assignments
Assess active participation and performance
Examples: interviews, presentations, facilitations, process questions
Ask students to analyze AI-generated responses
5 Future Developments
ChatGPT based on GPT-4, allows image input (paid Plus version)
Expect newer and improved models
Ongoing exploration of AI's potential in
Using ChatGPT
Access OpenAI at openai.com
Sign up or log in
Explore chat area, example questions, capabilities, and limitations
Enter questions in chat and refine responses
Click to add notes
Slide 1 of 5 English (United States) Accessibility: Good to go
Notes Comments 121%

Refining Assessments

- Assessing on active participation & process:
  - Examples: Live videos, interviews, presentations, facilitations
- Critical Thinking:
  - Having to use specific readings or sources
  - Have students analyze/evaluate AI-generated responses
  - Find out how AI came to response
- Using AI as a tool:
  - Completing assignments using AI (e.g. time stamp, mind mapping, outlining etc.)

How to Limit AI

- Creating original work
  - Refer to Bloom's for assessment examples
- Film yourself at a physical location
- Interview a specific person
- Student references personal experience/emotion
- Citing Sources
- Implement examples from your course
- Detailed Rubrics

How to Incorporate AI

- Brainstorming
  - Evolve ideas
  - Create outlines
- Hybrid AI/Student Work
  - Have students use the AI, turn in edited by them
  - Build skills for real-world
- Evaluate the AI
  - Use the model for practice of evaluation skills
- Explain the process
  - Have students explain how the AI came to the response

The Future of AI

- Ongoing Journey:
  - Continuous improvements to AI
    - Learning & tutoring
    - More current data training
    - More accurate & speedy responses
  - New opportunities for growth in work/education
    - Personalized learning
    - Personal assistants

Key Points

- Dangers and Opportunities of AI
  - Addressing both in your assessments
- Use Bloom's Taxonomy
  - HOTs not LOTs
- Familiarize yourself with AI
- AI is not original
- Visit our support page
  - Current findings
  - On-going research

DLI Resource Website

Questions and Comments