

AI, ChatGPT, and examination

Most of you have certainly heard about ChatGPT (<https://openai.com/blog/chatgpt>) by now and many of you might even have tried it out for some purpose. We want summarize some information on this issue here.

What is it?

ChatGPT is an artificial intelligence chatbot that can generate detailed and articulate texts as responses to the user's questions over a very broad set of topics. Although it has at the moment an uneven factual accuracy, it is often impossible to detect that the texts are not human-produced. Some tools are being developed to detect texts produced by ChatGPT, but they are not reliable enough at the moment.

Why do we need to care?

Since ChatGPT can be asked to generate texts on many different topics it can be used by students to prepare answers to hand-in assignments. This becomes problematic for the students' learning process and of course also for assignments that are part of an examination.

At the same time, it is a free and easy to use service that will grow and improve over time, so it is important to get familiar with it now, and to keep well informed on the challenges and opportunities this rapidly evolving tool means to teaching and examination.

What should we do?

Uppsala University has gathered key information on AI and examination, at the staff portal (<https://mp.uu.se/en/web/info/undervisa/e-larande/ny-examination-online/om-ai-och-examination>). This is a good place to start and get informed on the issue.

Some points from the link above:

For take-home assignments, test your questions in ChatGPT to see what type of text you can generate with the tool. If ChatGPT generates a reasonable answer then try to change the assignment. For example, ChatGPT is not able to analyse data, it is not trained on scientific publications, it is not good at referencing and at answering on very recent topics, so questions that involve data analysis and/or contextualized answers using specified literature can be one solution.

More examples on examination and AI are provided in two videos produced by Mattias von Feilitzen at the University of Gothenburg (*AI-genererade texter i högre utbildning. Implikationer för examination: [part 1](#) and [part 2](#), only in Swedish*).

Finally, it is equally important to address the issue with the students, for example:

Explain why the answering process is important, not just the answer.

Vary the forms of assessment

And of course: raise the issue of cheating!

At the start of a new course it is good if we provide information to the students regarding the use of ChatGPT. The following text can be used, you can adapt it for your specific course if you wish but it is good if the students get the same general message in all courses.

In English:

"It is not permitted to use AI-generated texts (such as from ChatGPT) and to submit them as your own text. Ultimately, it is the course responsible who decides which aids may be used, so ask them if

you are unsure about what applies. However, unless explicitly stated otherwise, assume that it is not permitted to use AI-generated texts.”

In Swedish:

”Det är inte tillåtet att använda AI-genererad text (från tex ChatGPT) och lämna in den som egen text. Det är den kursansvariga läraren som beslutar vilka hjälpmedel som får användas, så fråga läraren om du är osäker på vad som gäller. Om det inte är explicit uttryckt att det är tillåtet att använda AI-genererad text så räkna med att det inte är tillåtet.”

See more detail and concrete measures in the links provided above!