

# ChatGPT Policy Recommendations (Version: 9 February 2023)

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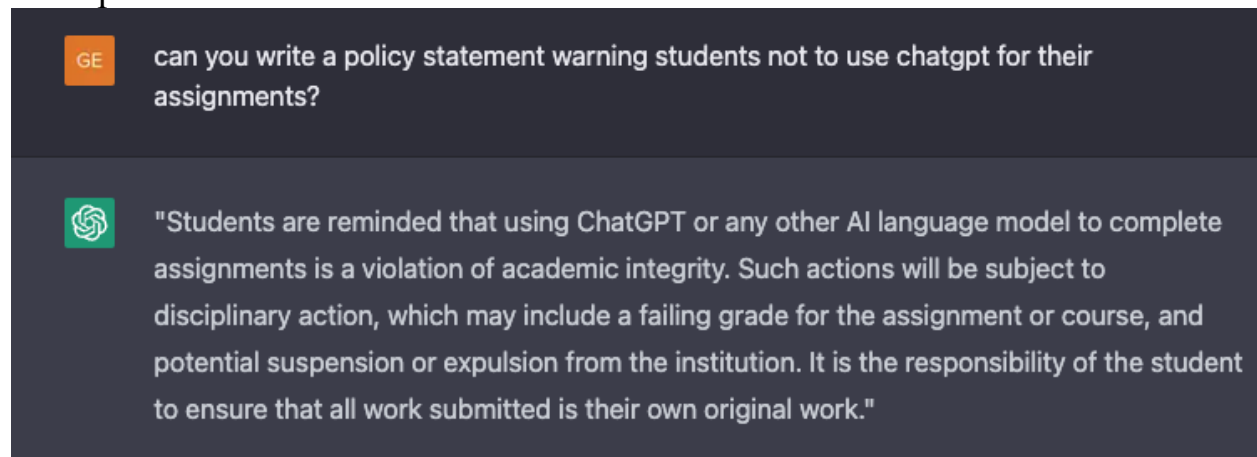
## I. What is ChatGPT?

When given this prompt, ChatGPT answered: “ChatGPT is a conversational language model developed by OpenAI, trained on a large corpus of text data to generate human-like text based on a prompt. It can be used for various applications such as generating responses in a chatbot, text completion, summarization, and more.”

ChatGPT works like Google’s auto-complete on steroids. It can generate text that appears like it is answering questions as if it “knows” the answers. But in reality it responds to prompts by creating strings of words and sentences, using statistical probability on its vast database of information, to provide a “best guess” of what words and sentences should follow the previous ones. The text generated can be a good response to the prompt given or a bad response, in many cases a vague response, and in some cases a completely fabricated response. But either way the response will almost always be well-written enough to give the *appearance* of being a good response, especially to those who don’t already know the difference.

The text generated can also be expanded upon or changed with subsequent prompts. So while it may seem that ChatGPT could not write a whole paper for a student since it typically gives short answers, prompts asking ChatGPT to “expand on the last paragraph” for example could be used to make it write something paper-length. ChatGPT can also provide sources upon request (though there have been reported cases of it providing sources that *do not exist*).

Examples of ChatGPT:



The screenshot shows a dark-themed chat interface. On the left, there is an orange square icon with the letters 'GE' in white. To its right is the user's prompt: "can you write a policy statement warning students not to use chatgpt for their assignments?". Below this, there is a green square icon with the OpenAI logo. To its right is the AI's response: "Students are reminded that using ChatGPT or any other AI language model to complete assignments is a violation of academic integrity. Such actions will be subject to disciplinary action, which may include a failing grade for the assignment or course, and potential suspension or expulsion from the institution. It is the responsibility of the student to ensure that all work submitted is their own original work."

GE

can you write a paper about why using chatgpt to write a paper is unethical?



Using ChatGPT or any other AI language model to write a paper is a violation of academic integrity and is considered unethical.

Academic integrity is the foundation of higher education and is based on the principles of honesty, trust, fairness, respect, and responsibility. Using a language model like ChatGPT to write a paper undermines these principles by presenting work that is not original and is not the product of the student's own effort.

Furthermore, using a language model like ChatGPT to write a paper is not only cheating, but it also undermines the education process and the purpose of assignments. The purpose of assignments is to help students learn and develop their critical thinking and writing skills. When students use a language model like ChatGPT to complete their assignments, they are not gaining the knowledge and skills they need to succeed in their studies and in their future careers.

Moreover, using a language model like ChatGPT to write a paper can also lead to serious consequences. Students can face disciplinary action, which may include a failing grade for the assignment or course, and potential suspension or expulsion from the institution.

In conclusion, using ChatGPT or any other AI language model to write a paper is a violation of academic integrity and is unethical. It undermines the education process, the purpose of assignments, and the principles of academic integrity, and can lead to serious consequences. Students must ensure that all work submitted is their own original work.

It should also be noted that recently both [Google](#) and [Microsoft](#) have announced plans to create their own versions of ChatGPT.

For more information about how other universities have thus far responded to ChatGPT:

- <https://vu.nl/en/employee/didactics/how-to-deal-with-chatgpt-as-a-teacher>
- <https://www.uva.nl/en/shared-content/faculteiten/nl/faculteit-der-rechtsgeleerdheid/nieuws/2023/01/onze-mensen-over-%E2%80%A6-chatgpt.html>
- <https://newsroom.sciencespo.fr/sciences-po-bans-the-use-of-chatgpt/>

- <https://edusupport.rug.nl/2365784080>

## II. Opportunities

ChatGPT could help students to “get the ball rolling” on their writing assignments, not by writing the assignment for them, but by giving students something to work with. ChatGPT could, for example, write an outline that students complete, or it could write answers to questions that students complete on their own.

In this case, ChatGPT would work basically like [the writing equivalent to a calculator](#), a tool that students and faculty can use to make certain tasks easier to complete. So in courses where writing is seen as a *means to an end* rather than an *end-in-itself*, ChatGPT could be seen as a time saver.

## III. Threats

ChatGPT could be used by students to cheat on assignments. Because it is free to use (for now) and can generate text quickly and easily, students could enter essay questions into ChatGPT, copy and paste the text it generates into a Word document, and turn in an assignment that looks like the student wrote it. Furthermore, because ChatGPT generates text that is not just copied and pasted from one source, but that instead is pieced together from innumerable sources, *Turnitin cannot detect papers written using ChatGPT*. And because ChatGPT can generate text that is written in straightforward and clear English, it can also be hard for faculty and TAs to detect papers written using ChatGPT.

An example of how ChatGPT could be used to write an answer for an assignment without being detected can be found here:

<https://www.folia.nl/opinie/154956/pepijn-stoop-maakt-chatgpt-straks-onze-tentamens>

## IV. Anti-ChatGPT Tools

Because of the rising concerns about ChatGPT being used to help students cheat, numerous websites (including the creator of ChatGPT) now offer ChatGPT detectors. Here are some examples:

- <https://platform.openai.com/ai-text-classifier>
- <https://openai-openai-detector.hf.space/>
- <https://gptkit.ai/>

These ChatGPT detectors are not foolproof and do not offer a high rate of success in detecting ChatGPT-written text. Even the detector created by OpenAI (the creator of ChatGPT) only has a success rate of [“around 26 percent”](#). Instructors using these detectors must therefore be careful about the danger of both false negatives and false positives.

## **V. Anti-ChatGPT Assignments**

ChatGPT cannot be ignored and also likely *cannot be detected*. Consequently it is up to instructors in the meantime to try to create assignments that are as “ChatGPT-proof” as possible.

Here are some suggestions:

- Assignments based on material ChatGPT would not have access to (e.g., specific information discussed in class, literature behind paywalls, very recent literature or events).
- On-campus assignments written by hand.
- Oral assignments.
- Projects that have several milestones and deliverables with several feedback moments.
- Assignments that focus more on the process than the end product, requiring the students to explain their thought process and reasoning.
- Assignments that focus on higher level skills in Bloom’s taxonomy, therefore avoiding to test memorizing, repeating facts, classifying but focus on designing, evaluating and critical thinking.
- Assignments that incorporate other mediums such as graphs, figures, maps and interpretation of them.
- Assignments that ask the students to criticize a given ChatGPT answer.

## **VI. Guidelines for teachers**

- The utmost important recommendation for teachers is to define a ChatGPT policy in their syllabus and communicate this with the students clearly.
- Absent a university-wide, faculty-wide, or program-wide ban of ChatGPT, it is up to individual instructors to decide whether students are allowed to use ChatGPT on assignments, and if so, in what specific ways.
- It is vital that students are given clear instructions about how, when, and why they can or cannot use ChatGPT and what the penalties will be for (mis)use of ChatGPT.

- ChatGPT does not reveal the source(s) of the information it uses to generate text and so students should be warned not to treat ChatGPT as a credible source for assignments.
- ChatGPT should thus likewise not be cited by students in their assignments as an author, especially not if this method is seen by students as a way to avoid being accused of plagiarism. ChatGPT and similar tools [cannot be authors](#) as they cannot be held accountable for the work they produce.
- Because ChatGPT detectors cannot yet be considered reliable, any suspicion that students have used ChatGPT cannot be tested merely by using a detector. Likewise, the report of a detector should not be submitted to an Examination Board as “proof” that a student has used ChatGPT. It is instead recommended that students be informed in advance that suspicion of ChatGPT use can be grounds for instructors to give students an *oral exam* on their assignments.

## VII. Rules & Regulations on Fraud

- UT policy on [Academic Misconduct](#) states: “An exam/test is an investigation of knowledge, skills and insight of a student. A student has to deliver only his own and original work. If not, it will be considered as fraud or plagiarism. Also free-riding behaviour, that is benefiting from other people’s efforts in groups (assignments) while not putting in the same effort as the other group members, can be considered as fraud.”
- Students using ChatGPT to write any or all of an assignment, without the express consent of the instructor, should therefore be considered to have committed *academic misconduct*.
- Suspicion that students have used ChatGPT should be reported to the Examination Board along with an explanation of the suspicion and any supporting documentation in the same way as any other suspicion of academic misconduct.
  - As mentioned above, the report of a ChatGPT detector should not be submitted as “proof” of misconduct. Just as Turnitin scores are used, not as proof, but as indications of reasons for suspicion to be discussed with Exam Board members and with students, so too ChatGPT detector reports should be seen only as indications to be used as a basis for discussion.
  - It should be noted though that while typically a *high score* on Turnitin is used in reports of suspicion of misconduct, with ChatGPT a score of 0% could instead be considered useful in support of suspicion since Turnitin cannot currently detect ChatGPT.