Battle ~~of~~ _against_ the Flawed Intelligences?

Wikipedia & ChatGPT

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Problem:
Fears of Emerging Technology

Wikipedia, 2004-

◈ "anyone can edit it"

◈ "90% is composed by men"

◈ "where is the academic rigor?"

◈ "can students really cite an encyclopedia?"

(cf. Ferris 2006, Forte 2007, Chandler and Gregory 2010, responses to Schumann et. al., 2017-19)

ChatGPT, 2022-

"Do not use AI for anything in this class. All assignments will be run through an AI detection platform, and if it reveals the use of AI, you will receive an F on the assignment and in the class."

(Anon., ChatGPT language in a course syllabus from Summer 2023)

Meanwhile, it's in *Time Magazine*, **here**!

How do we re-frame?

What do students want?

- Elegant work for grades

- Meaningful time spent

- A sense of achievement

- A feeling of growth

What can we do?

- *Play* with the technology.

- *Reflect* on how we use it.

- *Teach* how we use it.

- Teach how *not* to use it…

- Teach to the students.

pre-visiting Fink's Dream

Fink's Dream Exercise (2003) asks us to imagine what we would want for our best students. Rewind five years, to 1998, and the heyday of a now-nearly-forgotten web service called **Yahoo** (and Altavista, and Metacrawler, and eventually "Goooooooogle")

℞ Did instructors of that time hope, perhaps, that their students might grow skills with the powerful new research technology of the day, known as the **search engine**?

℞ Even today, *Google* presents its share of problems for artifacts of student research and learning, but **search engines**, from Jstor to Summon to Google Scholar…

Twenty Years Later...

A modest plea from a freshman, SoTL Academy 2018:

"Show me how to use my computer

(like you [the faculty] use them)."

Formative questions
for our teaching…

How *do* we use <u>Wikipedia</u>?

✦

How *might* we use <u>ChatGPT</u>?

Let's explore both…

And some formative data.

(Don't forget the students!)

Anecdotes on Student Motivations
(Michigan Islamic Academy, 2021-2023)

English

- Academic Writing is like an argument, but formal.

- I want my writing to look 'grown-up' and 'adult'.

- I used Grammarly. Is that okay with you?

- I need bigger words and more complex grammar for writing at the college level.

Social Studies

- Between six other classes and my (social) life, I don't have time to do my work.

- I don't understand why we have to write these essays, other than they are hard.

- It's really my idea. You see my research right? But the AI says it so much better.

How do we address _this_?

Anecdotes on Student Solutions
(MIA 10ᵗʰ Grade Economics **, Spring 2023)

Avoid the Technology?

- ❦ Locked browsers

- ❦ Niche / personal examples

- ❦ Matching games

- ❦ Quiz games

- ❦ Short-answer assessments

- ❦ (note also: *avoiding essays*!)

** Many of these students had already taken dual-enrolled HIST 124 and PLSC 112, and college-style academic writing.

Use the Technology

- ❦ Hierarchies of research (ChatGPT → Wikipedia → "real" academic work)

- ❦ Summaries in other media, e.g. slides, videos, skits, creating assessment games

- ❦ "They Say [*it* says], I say…" Graff and Birkenstein, 2006

- ❦ (not just using technology, but *teaching* the technology)

In Sum…

Don't *lose* ChatGPT; *use* ChatGPT.

And teach your students about it.