

Table ronde « Qui a peur de Chat GPT »

journées d'automne de la SAES 6 octobre 2023



I'm afraid – I'm not a chicken 😞
I teach and translate

ChatGPT in the classroom

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In teaching & research – Unesco 1

ChatGPT and Artificial Intelligence in Higher education, April 2023

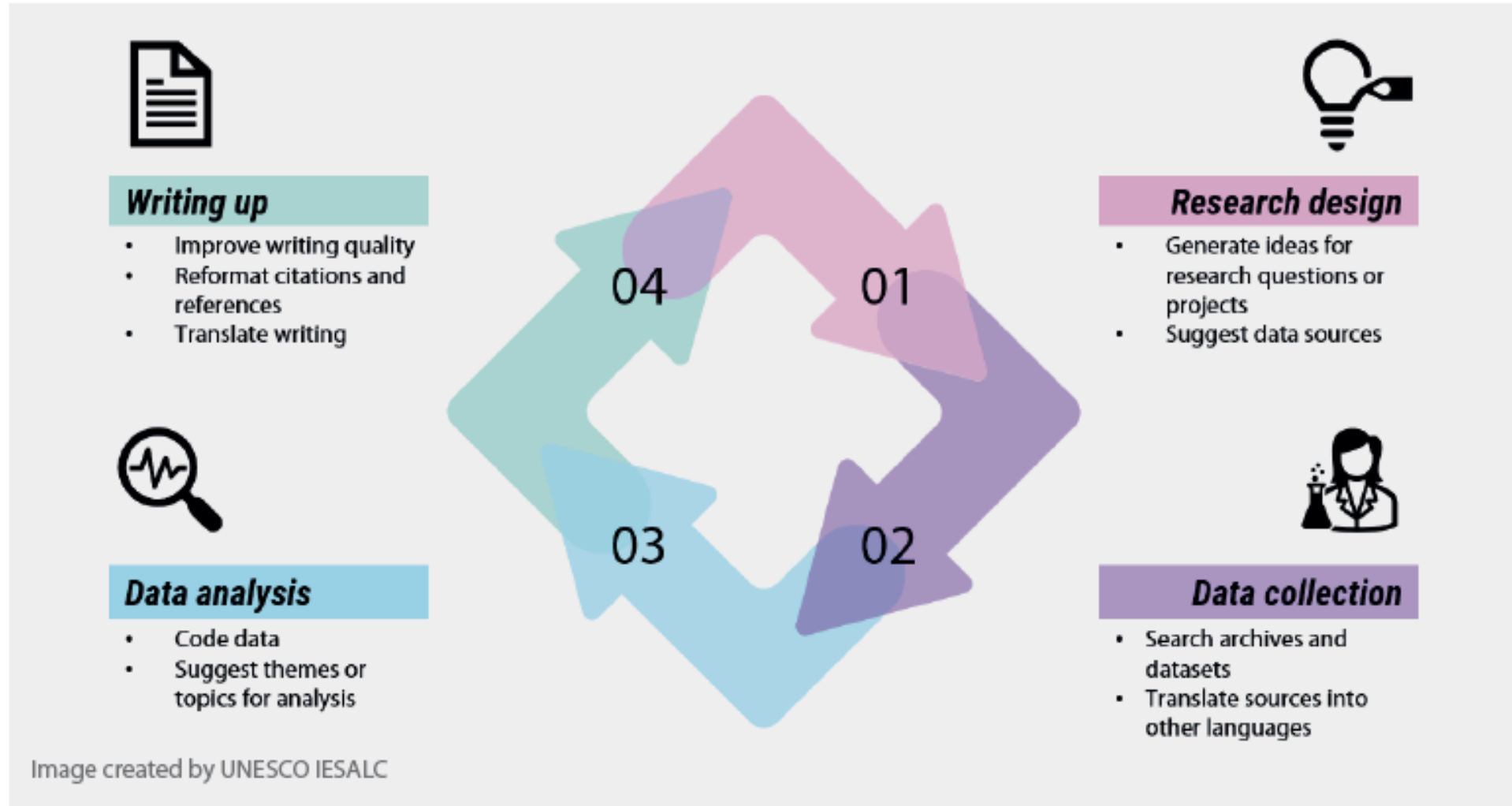
Role ⁶	Description	Example of implementation
Possibility engine	AI generates alternative ways of expressing an idea	Students write queries in ChatGPT and use the Regenerate response function to examine alternative responses.
Socratic opponent	AI acts as an opponent to develop and argument	Students enter prompts into ChatGPT following the structure of a conversation or debate. Teachers can ask students to use ChatGPT to prepare for discussions.
Collaboration coach	AI helps groups to research and solve problems together	Working in groups, students use ChatGPT to find out information to complete tasks and assignments.
Guide on the side	AI acts as a guide to navigate physical and conceptual spaces	Teachers use ChatGPT to generate content for classes/courses (e.g., discussion questions) and advice on how to support students in learning specific concepts.
Personal tutor	AI tutors each student and gives immediate feedback on progress	ChatGPT provides personalized feedback to students based on information provided by students or teachers (e.g., test scores).

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Co-designer	AI assists throughout the design process	Teachers ask ChatGPT for ideas about designing or updating a curriculum (e.g., rubrics for assessment) and/or focus on specific goals (e.g., how to make the curriculum more accessible).
Exploratorium	AI provides tools to play with, explore and interpret data	Teachers provide basic information to students who write different queries in ChatGPT to find out more. ChatGPT can be used to support language learning.
Study buddy	AI helps the student reflect on learning material	Students explain their current level of understanding to ChatGPT and ask for ways to help them study the material. ChatGPT could also be used to help students prepare for other tasks (e.g., job interviews).
Motivator	AI offers games and challenges to extend learning	Teachers or students ask ChatGPT for ideas about how to extend students' learning after providing a summary of the current level of knowledge (e.g., quizzes, exercises).
Dynamic assessor	AI provides educators with a profile of each student's current knowledge	Students interact with ChatGPT in a tutorial-type dialogue and then ask ChatGPT to produce a summary of their current state of knowledge to share with their teacher/for assessment.

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Figure 3: Possible uses of ChatGPT in the research process



Using GPT with students – now: 1

A straw poll of in two groups – **mid-September 2023** – mainly students in L1 and L2:

Level A2: 8/20 had used GPT-3.5

Level B1: 12/23

One woman student in M1 (stats for social sciences): “It’s quite good at coding, especially for Python”.

VERY MIXED USE... which we need to accompany

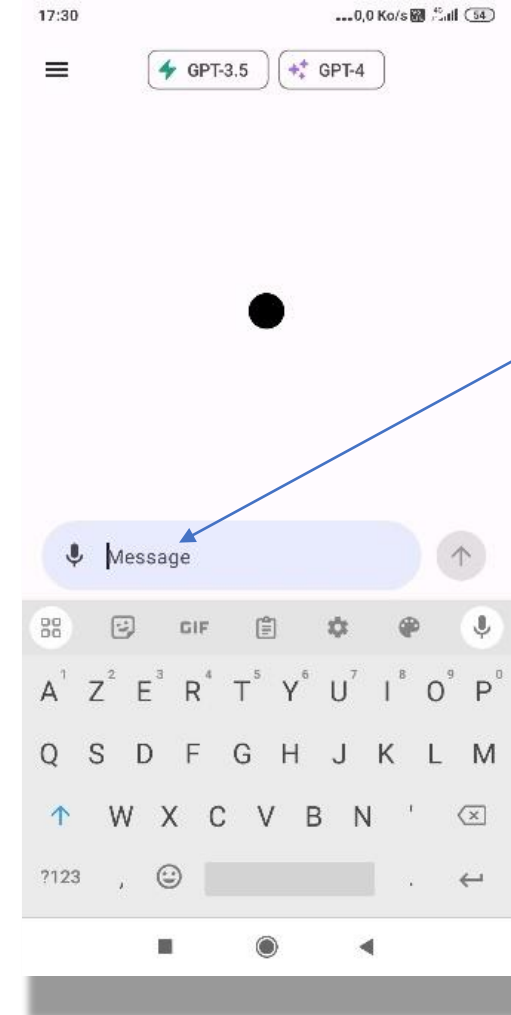
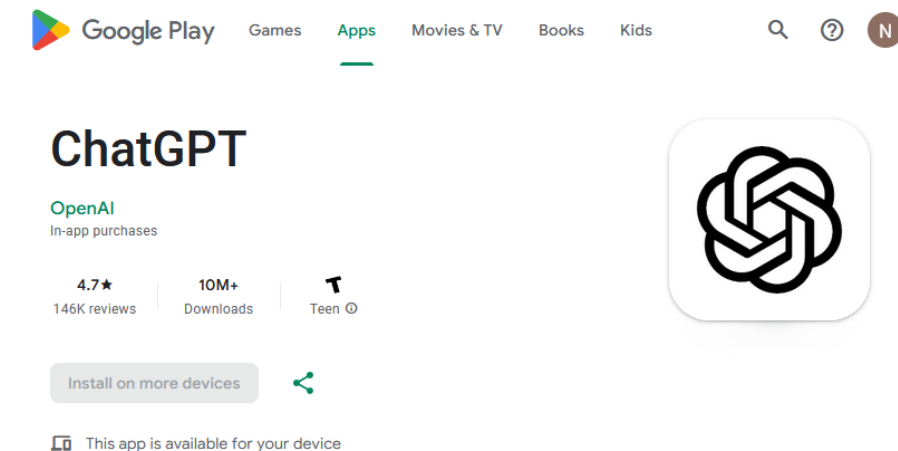
Using GPT with students – now: 2

GPT-3.5 is free

Students are not paying for GPT-4

Not all students have good IT at home.

But most have a smartphone... and could use the app.



The app accepts voice control

Brainstorming > quick (superficial) overviews



A group of people write ideas on sticky notes as part of a brainstorming session.

Pre-class and in-class

GPT is great for giving quick lists...

... which are NOT TOO bad

Good for teaching vocabulary

Student: “I’m here to get to know myself”

Me: “I’m not a therapist” ...

Prompt: Devise a personality test using twenty questions, with questions on a scale 1 to 5. Given a key to analysing the answers, based on the values given to each question.

ChatGPT: Certainly... Please rate each of the following ... 1 to 5...

1. I enjoy socializing with new people.
2. I tend to be organized and structured in my daily life.
3. I often take risks in pursuit of new experiences.
4. I find it easy to empathize with others.
5. I prefer spending time alone rather than in a group setting...

Course plans (September 2023)

PROMPT: Develop a course outline on the energy transition for master's degree students in international transport. The course should include 5 modules of 2 hours each. It should begin with a general overview of the main causes of global warming and should then move on to use of oil-based fuels in transport, by the main modes of transport (maritime, air transport, road haulage and rail freight). The course should then survey what is being done in these sectors to reduce their carbon footprint. Finally, the course should conclude with what households and individuals can do to reduce their carbon footprint and more generally lead more environmentally friendly lives.

GPT-4 Course Title: Energy Transition in International Transport: Towards a Sustainable Future

Module 1: Introduction to Global Warming and Its Causes (2 hours)

1.1. Understanding Climate Change: Basics and Definitions

1.2. Anthropogenic Causes of Global Warming

Greenhouse Gas Emissions: Sources and Impact

The Role of Industrialization and Urbanization

1.3. Natural Factors and Their Impact on Climate

1.4. Consequences of Global Warming on the Environment and Socio-Economic Sectors

1.5. Brief Discussion: The Urgency of Addressing Climate Change

Quick summaries (5 October 2023)

PROMPT: Write a short history of the causes and consequences of Brexit.

GPT-3.5: The history of Brexit, the United Kingdom's decision to leave the European Union (EU), is a complex and contentious story that spans several decades. Here's a concise overview of the causes and consequences of Brexit:

Causes:

- 1. Euroscepticism:** Euroscepticism, or the opposition to the EU and its growing influence, has a long history in the UK. It was fueled by concerns over national sovereignty, immigration, and the perception that the EU was becoming too bureaucratic and distant from the British people.
- 2. Economic Factors:** Some proponents of Brexit argued that the UK would benefit economically by regaining control over its trade policies and regulations. They believed that the EU's regulations were burdensome and that leaving would allow the UK to forge its own trade deals.
- 3. Immigration:** Immigration was a significant issue in the Brexit debate. Concerns about free movement within the EU, which allowed EU citizens to live and work in the UK without restrictions, led to calls for greater control over immigration.
- 4. Political Dynamics:** Internal divisions within the ruling Conservative Party, particularly over the EU, played a crucial role. The promise of a referendum on EU membership was a key element of David Cameron's successful 2015 election campaign, which was aimed at appeasing eurosceptic factions within his party.
- 5. The Referendum:** The most immediate cause of Brexit was the June 2016 referendum, in which 51.9% of British voters chose to leave the EU. The referendum had a high turnout, reflecting the deeply polarized nature of the issue.

Consequences:

Other activities

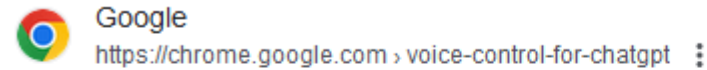
GPT 3.5

- Proofreading
- Crossword puzzle clues
- Creating grammar exercises
- ETC, ETC, ETC...

GPT-4

Use of many plug-ins:

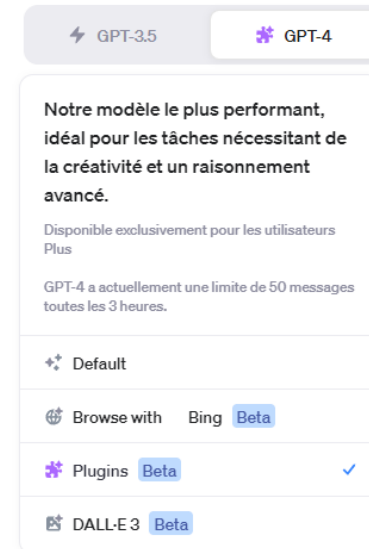
Dialogue (with “Voice control for GPT” extension)



Voice Control for ChatGPT

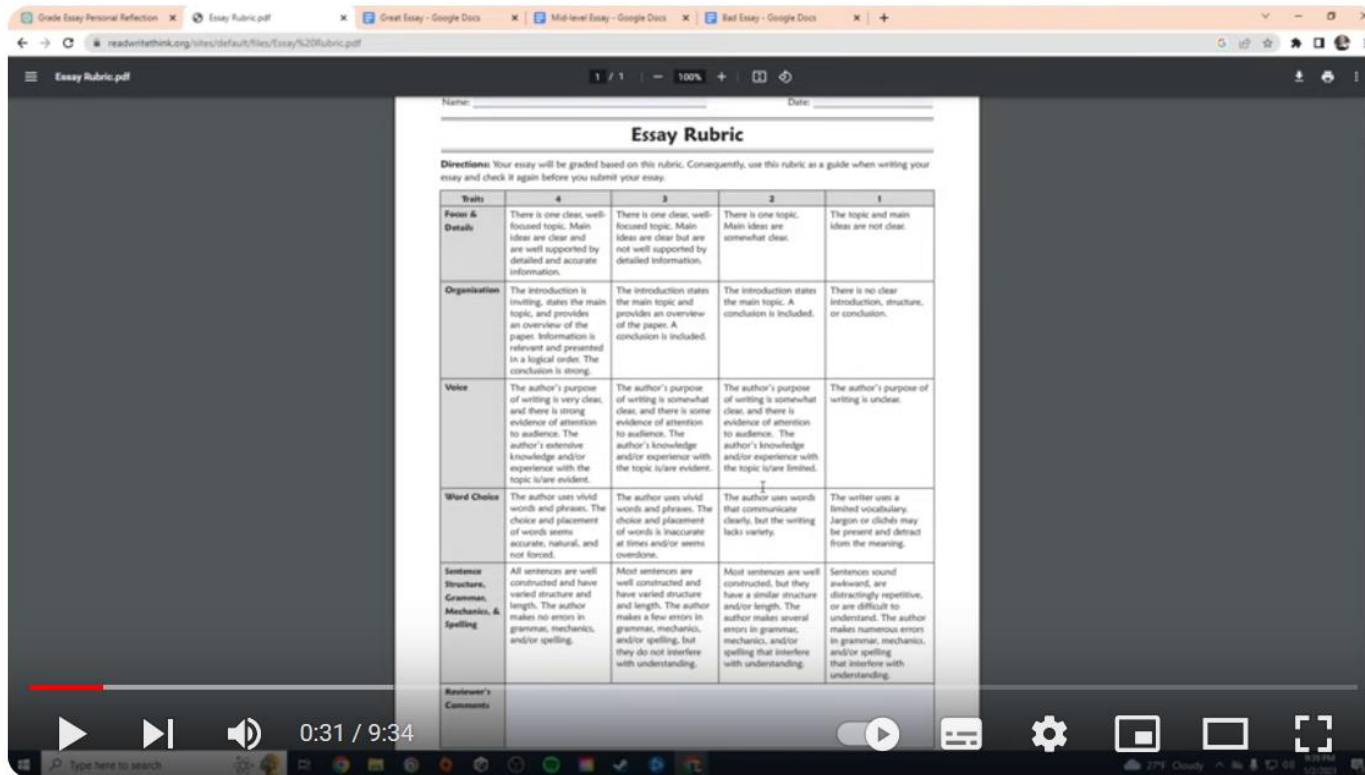
Voice Control for ChatGPT allows you to have voice conversations with ChatGPT. By introducing a recording button, it enables you to record and send your ...

Creating
images with DALL-E 3
since early 10/2023



Grading essays with GPT

See for example [MrStormUMA](#) who uses quite a sophisticated “[essay rubric](#)” to mark English essays (3 January 2023).



Using ChatGPT to grade essays and give detailed feedback: For Teachers

He concludes that GPT can grade pretty well... and can be prompted to be benevolent!

It needs good prompting, and GPT can give quite good feedback.

“This Chatbot gives the kind of feedback we want to give our students... what is going on?”

BUT: Are students going to write essays with GPT, and are we then going to mark them with GPT?

Academic integrity – cross-checking information – tackling “fake news” and disinformation

Students trust:

- Wikipedia
- HugoDécrypte



HugoDécrypte - Actus du jour

@HugoDecrypte 2,21 M d'abonnés 2,3 k vidéos

Chaque jour du lundi au vendredi, sur cette chaîne, un résumé de l'actualité... >

[instagram.com/hugodecrypte](https://www.instagram.com/hugodecrypte) et 3 autres liens

They use social media to get information...



We need to train students in:

- “academic integrity”
- fact-checking, crossing reliable sources
- recall that research involves hypothesis testing, that knowledge is conjecture

Training in self-regulated learning (as learning is individualised)

Prompt: “Explain what self-regulated learning is.” (August 2023)

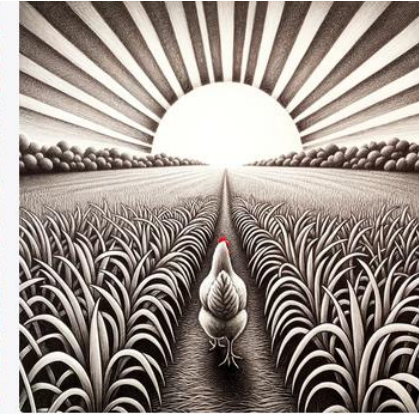
GPT-4: Self-regulated learning refers to the process by which students take control of their own learning by setting goals, monitoring their progress, adjusting their strategies, and reflecting on their outcomes. It involves:

1. **Goal-setting:** Defining what one wants to learn or achieve.
2. **Self-monitoring:** Keeping track of one's own performance and progress.
3. **Strategic planning:** Choosing the right approaches or methods to learn or solve problems.
4. **Self-evaluation:** Reflecting on and assessing one's performance and understanding.
5. **Motivation management:** Finding ways to stay motivated and overcome challenges or distractions.
6. **Resource management:** Using time, study spaces, tools, and help from others effectively.

Students who are self-regulated are more adaptive, flexible, and proactive in their learning, often achieving better academic outcomes. They are better equipped to handle challenges and can adapt to different learning environments and requirements.

And it is less than a year from November 2022

We cannot escape what is happening and walk off into the sunset.



Prompt: Draw a chicken walking off into the sunset on a large field.

GPT apologises for not providing a 4th image due to high demand.

(5 October 2023, 19:45)

For further information about AI, ChatGPT and uses in teaching [see this webpage.](#)