



Kritik

EBOOK
**GUIDE TO CHATGPT IN
HIGHER EDUCATION**

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INTRODUCTION

In recent years, there has been a rapid advancement in the field of artificial intelligence (AI) that has had ripple effects in every industry, including higher education. One of the groundbreaking applications of AI is the integration of conversational agents, such as ChatGPT, into the higher education landscape. Although this technology has the potential to create new, immersive learning experiences, it also comes with many challenges for instructors to navigate.

ChatGPT, powered by OpenAI's cutting-edge and rapidly changing architecture, represents a significant milestone in natural language processing. It provides a personalized and interactive experience for users, almost as if you're conversing with your own personal tutor. Its linguistic capabilities enable it to generate human-like responses, revolutionizing how students and educators collect and acquire knowledge.

When ChatGPT was able to pass standardized exams, including the [Bar Exam, LSAT, and over 30 others](#) (Koetsier, 2023), the higher education community recognized the transformative effect ChatGPT would have on the delivery of education and assessments. Concerns about the ethical uses of ChatGPT and the potential for academic misconduct are top of mind for instructors. In fact, researchers found that ChatGPT is most often positioned as a tool for plagiarism rather than learning (Sullivan et al., 2023). Along with this, there is a fear that students may [develop an over-reliance on ChatGPT](#), effectively decreasing creative and critical thinking skills (Dilmegani, 2023).

Despite these concerns, instructors are presented with an opportunity to redesign their learning experiences to help students [develop key skills they will need post-graduation](#) (Northern Illinois University, n.d.). By understanding the capabilities and limitations of ChatGPT, instructors can use generative AI as a resource for instructional design, as well as better understand how they can help students avoid academic integrity violations.

In this ebook, we will delve into practical ways in which ChatGPT can be utilized to transform traditional classrooms and unlock new possibilities for instructors. We will discuss the risks posed by ChatGPT, including ethical considerations, as well as the opportunities it presents for higher education. With this knowledge, we will then explore practical ways educators can implement the next steps toward managing and directing AI usage in their courses.

WHAT CAN CHATGPT DO?

Generative AI technology has the potential to revolutionize how we teach, learn and understand knowledge. When the capabilities of ChatGPT are unlocked, instructors can optimize prompts to [save time on time-consuming tasks](#):

- Create assignments, rubrics, learning objectives, and lesson plans
- Write essays, paragraphs and text
- Write computer code
- Create quiz, test, and exam questions
- Write emails
- Create a study schedule (Northern Illinois University, n.d.)

WHAT CAN CHATGPT NOT DO (YET)?

Despite the capabilities of ChatGPT, it still has many limitations. Being aware of these limitations is helpful when trying to understand what ChatGPT can produce and can even be helpful in developing assignments that ChatGPT cannot easily do. Here are some examples of what [ChatGPT cannot currently do](#):

- Predict future events
- Discuss events post-2021 (at the time of publishing this ebook)
- Identify course content
- Write self-reflections
- Create non-text-based content
- Surf the Internet
- Provide accurate citations (Northern Illinois University, n.d.)

RISKS OF CHATGPT IN HIGHER EDUCATION

Although ChatGPT can provide invaluable assistance for instructors in higher education, there are potential risks associated with its use. Here are some considerations:

1. ACADEMIC INTEGRITY

The higher education community is having ongoing conversations on what constitutes a breach of academic integrity when using AI. This can depend on how the assignment is designed, what the permissible use of AI should be, and the learning outcomes.

“Positioning the use of ChatGPT as a tool for cheating more often than a tool for learning can influence the perceptions that general readers have on the value of a university education, academic views on other institutional responses, and student thoughts on how such tools could be used in appropriate ways” (Sullivan et al., 2023).

2. PRIVACY AND SECURITY

As with any technology, care should be taken to understand the privacy and security policies of ChatGPT, especially if you will be asking your students to use it. It’s not recommended to input any personal information in prompts, as ChatGPT [retains all accounts’ prompts in their database](#) (Northern Illinois University, n.d.). Since ChatGPT is still in a nascent stage, users are essentially helping to train the tool.

3. AI-PLAGIARISM AND CHEATING

The capabilities of ChatGPT could tempt students to use it to generate solutions for their assignments. Although safeguards can be put in place, ChatGPT is constantly learning and has the potential to evolve past the safeguards put in place. Moreover, ChatGPT itself [can provide tips on how to avoid detection](#) if prompted (University of Waterloo).



Pro Tip

Save Kritik’s [free AI Plagiarism Detection Tool](#) to your browser for unlimited use. We recommend using this tool as a starting place in conjunction with other tools or your own analysis.

4. BIASES AND STEREOTYPES

ChatGPT may contain biases in its answers based on the resources from which it was trained. ChatGPT's responses have the potential to [reinforce harmful stereotypes or biases](#) of the user due to its interactive nature (ChatGPT, n.d.).

5. INACCURATE CITATIONS AND REFERENCES

ChatGPT is known to produce citations that are inaccurate and often completely made up. Not only that but when ChatGPT encounters a gap in its training information, it will try to come up with its own answer to the prompt [rather than giving an error message](#) (Northern Illinois University, n.d.). The information provided by ChatGPT should be critically evaluated, considering the sources are not always right.

Students must be apprised of these risks through detailed guidelines on their use. While ChatGPT is seeing implementation across various apps and websites, students need to learn how to use this technology to their advantage by asking the right questions that help them build their critical thinking skills.

OPPORTUNITIES CHATGPT CAN CREATE IN HIGHER EDUCATION

With proper risk management and a fuller understanding of ChatGPT's capabilities, instructors must explore and use this tool to create better learning experiences. From assisting in instructional design to being an asset in teaching critical thinking skills, take a look at 4 ways ChatGPT can streamline your processes:

1. DESIGNING COURSES AND LEARNING OBJECTIVES

ChatGPT can save instructors hours of work and help them overcome roadblocks when designing courses. Prompting ChatGPT to design learning objectives, rubrics, and even various assignment types based on the subject and academic level. If you're not happy with the initial output, simply ask ChatGPT to revise its response along with the new criteria you'd like to be included. Take a look at the following example, generated by ChatGPT, below:

P Create a 4th year assignment that will be peer-reviewed on the topic of web applications software development. Students must use node.js, react and postgres. It also should include 2 api calls and include error handling. Please include learning objectives, instructions and a 4 level rubric as a table.



The screenshot shows a ChatGPT interface with a green OpenAI logo on the left. The main content area has a title "Assignment: Peer-Reviewed Web Application Software Development" followed by a course description "Course: Software Engineering (4th Year Level)". Below that is a section titled "Learning Objectives:" containing a numbered list of five objectives. On the right side of the screenshot, there are three small icons: a document, a thumbs up, and a thumbs down.

Assignment: Peer-Reviewed Web Application Software Development

Course: Software Engineering (4th Year Level)

Learning Objectives:

1. Gain proficiency in developing web applications using Node.js, React, and PostgreSQL.
2. Understand the principles and best practices of software development for web applications.
3. Learn to integrate and utilize APIs within web applications.
4. Develop skills in error handling and troubleshooting in web application development.
5. Enhance collaboration and peer-review skills through the evaluation of classmates' projects.



Instructions:

1. You are required to develop a web application using Node.js, React, and PostgreSQL. The application should have a functional user interface and interact with the database to perform CRUD operations (Create, Read, Update, Delete) on relevant entities.
2. Your web application should include at least two API calls to external services. These API calls should serve a specific purpose and enhance the functionality or data retrieval of your application.
3. Implement robust error handling mechanisms in your application to handle both expected and unexpected errors. Properly display error messages to users and log errors for debugging purposes.
4. Your web application should adhere to best practices of software development, including modular and reusable code, proper code documentation, and version control using Git.
5. Write a comprehensive report (approximately 1000 words) documenting your development process, challenges faced, solutions implemented, and lessons learned. Include a detailed explanation of how you used Node.js, React, PostgreSQL, and APIs in your application. Reflect on the importance of error handling in web application development.
6. Peer Review Process:
 - a) After submitting your project, you will be assigned two peers' projects to review.
 - b) Evaluate the assigned projects based on the provided rubric (see below).
 - c) Provide constructive feedback on the strengths and weaknesses of each project, focusing on the technical implementation, code quality, user interface, and error handling.
 - d) Submit your peer reviews by the specified deadline.
 - e) Consider the feedback you receive from your peers and make necessary improvements to your own project before the final submission.
7. Submit your web application code, report, and peer reviews electronically by the due dates specified by your instructor.


Rubric:

Criteria	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Not Submitted (0)
Functionality	The web application demonstrates all required functionality, including CRUD operations, API integration, and proper error handling.	The web application demonstrates most of the required functionality, but with minor issues or limitations.	The web application demonstrates some of the required functionality, but with significant issues or limitations.	The web application demonstrates minimal functionality, with major issues or limitations.	The web application lacks functionality or does not meet the minimum requirements.	No web application code submitted.
Code Quality and Organization	The code is well-structured, modular, and follows best practices of software development. It is easy to read, understand, and maintain.	The code is mostly well-structured and follows best practices, but with minor inconsistencies or areas for improvement.	The code shows some effort in organization, but lacks consistency, readability, or adherence to best practices.	The code is poorly organized, with significant issues in readability, maintainability, or adherence to best practices.	The code is disorganized, unreadable, or does not adhere to best practices, hindering understanding and maintainability.	No code submitted.
User Interface and Experience	The user interface is visually appealing, intuitive, and responsive. It provides a seamless and enjoyable experience for users.	The user interface is visually appealing and mostly intuitive, but with minor inconsistencies or areas for improvement.	The user interface is functional but lacks polish, consistency, or intuitiveness, affecting the user experience.	The user interface is not user-friendly, lacks visual appeal, or is inconsistent, negatively impacting the user experience.	The user interface is unusable, visually unappealing, or significantly impacts the user experience.	No user interface or application submitted.
API Integration	The web application effectively integrates two or more APIs, demonstrating clear understanding and proper implementation.	The web application integrates one or more APIs, but with minor issues or limitations in understanding or implementation.	The web application attempts to integrate APIs, but with significant issues or limitations in understanding or implementation.	The web application shows minimal attempt at API integration, with major issues or limitations.	The web application does not include API integration or lacks any attempt at implementation.	No web application or APIs integrated.

2. CREATING MORE ENGAGED LEARNING EXPERIENCES

Many students are already quite adept at providing effective prompts to ChatGPT to generate text. Instead of banning this technology, instructors have an opportunity to hone their students' critical thinking skills by getting them to critique this technology as well as ChatGPT's outputs (such as generated essays etc.). It can be helpful to let students know that ChatGPT will likely generate an essay or text that will get them a [lower mark than what the student could get themselves](#) (Hirsh-Pasek and Blinkoff, 2023).

Activity Details

 Individual Activity

Weight
1 pt

Objective

Watch this TikTok video (1.5 minutes) of Dr. Moore explain his thoughts on ChatGPT and how this new AI is changing how we teach writing: <https://vm.tiktok.com/ZMFgC6whr/>

- Students will leverage AI to automate writing an essay with a prompt provided by the professor and based on core course learning outcomes.
- In class, students will rewrite the AI generated paper to improve the quality of writing.

Instructions

This activity has three stages to complete. Check the schedule to the right of your screen to note the deadlines to submit for each stage. You will also receive email reminders when the stages open and when the deadlines are approaching. If you provide your phone number in Account Settings, you can opt in to receive text message reminders, too. If you have any questions about using Kritik, please contact the Support team by accessing the live chat in the bottom right corner. They're happy to help!

Create


Use [OpenAI ChatGPT](#) to generate a paper on [professor to insert prompt].





For each paragraph, make suggestions for where you can edit the writing to improve its quality. Submit both the original AI-generated paper, as well as your visible edits to improve the writing.

3. BUILDING INFORMATION LITERACY SKILLS

Since ChatGPT does not currently create reliable citations, this presents ample opportunity to get students thinking critically about the content they read in online sources, including from generative AI.

To create an assignment that tests information literacy skills, use ChatGPT to generate text with errors. Ask ChatGPT to identify the errors for the grader's reference. In the assignment, ask students to identify and correct the errors from the AI-generated text:

 Create a paragraph explaining an action potential in a neuron for a psychology 101 course with four major errors. Explain the errors in a separate paragraph

 An action potential is a critical process in a neuron that facilitates communication between brain cells. When a neuron is stimulated, it becomes hyperpolarized, causing chloride ions to enter the cell and increasing its negative charge. This hyperpolarization is followed by the flow of calcium ions into the cell, which further increases the negative charge. This entire process is like a small electrical current moving up the neuron, transmitting information from one end to the other. It's similar to a chain reaction, where each section of the neuron triggers the next section. This rapid electrical signal is crucial for transmitting messages in the brain and is the basis of neural communication.   

Errors:

1. The term "hyperpolarized" is used incorrectly. Hyperpolarization refers to an increase in the membrane potential, making the cell more negative, not less negative as stated in the paragraph.
2. The entry of chloride ions causing hyperpolarization is incorrect. Chloride ions are negatively charged and their entry would actually contribute to depolarization, not hyperpolarization.
3. The statement that calcium ions flow into the cell and increase the negative charge is incorrect. Calcium ions are positively charged, and their entry into the cell during an action potential actually contributes to depolarization, not hyperpolarization.
4. The comparison of the action potential process to a chain reaction is inaccurate. While action potentials can trigger subsequent action potentials along the neuron, they do not occur in a strictly linear or sequential manner like a chain reaction. Instead, they propagate as a self-regenerating wave along the neuron's membrane.

4. REIMAGINING ASSESSMENTS

Integrate ChatGPT into assignments by generating text with ChatGPT for students to improve or critique to get students thinking critically about AI technology in your discipline. There are also many assignment types that [cannot be easily done by ChatGPT](#), including self-reflections, case studies where students have to interview an industry expert, connecting specific course material to students' personal experiences, and [live group presentations](#).



Looking for more ideas to revamp your assignments? Pick your discipline:

[5 Activity Types Designed Using Generative AI.](#)

5. ADDING A PEER ASSESSMENT COMPONENT

Peer assessment is an effective way to build students' critical thinking in the era of AI. Consider adding a peer review component to assignments to ensure students are active participants in their learning. To create assignments that are difficult for AI to plagiarize, ask students to review non-text formatted peer submissions, such as video, audio and multimedia. By getting students to evaluate and provide feedback on their peers' submissions, students will be exposed to course content multiple times while developing critical thinking and key soft skills that are essential for post-graduation.

NEXT STEPS FOR FACULTY

Learning about the risks and opportunities presented by ChatGPT is the first step. Consider these next steps:

1. SEEK GUIDANCE FROM YOUR SCHOOL

Higher education institutions are slowly updating their policies regarding student use of AI. Check whether your institution has policies regarding using AI technology for academic assignments.

The McGraw Center for Teaching and Learning at [Princeton University](#) has outlined these guidelines for faculty:

“Princeton University doesn’t intend to ban ChatGPT or to levy a top-down edict about how each instructor should address the AI program in your classes. We outline here instead some ways of thinking about this new landscape. First, do remember that our Academic Regulations clarify that students are expected to properly acknowledge their sources, adhere to course collaboration policies (which set the standard for “permissible” collaboration), and not seek an unfair advantage over other students. The undergraduate Honor Code and all campus academic integrity rules are quite clear that students must produce original work. With this broader context in mind, do bring to bear some discernment as you contemplate your course needs and your pedagogy. You might, for example, decide that using AI/ChatGPT violates your collaboration policy, or you might decide it’s appropriate for students to use in certain cases.”

The [University of Toronto](#) has outlined the use of ChatGPT for faculty as such:

“The University expects students to complete assignments on their own, without any outside assistance, unless otherwise specified. Instructors are strongly encouraged to speak to their students about what tools, if any, are permitted in completing assessments. Written assignment instructions should indicate what types of tools are permitted; vague references to ‘the internet’ will generally not suffice today. If adding a prohibition on AI tools to assignment instructions, it is best to suggest that the ‘use of generative AI tools’ is prohibited, as opposed to using one particular tool, such as ChatGPT. There are many generative AI tools available today.”

2. UPDATE SYLLABUS LANGUAGE

Whether you decide if ChatGPT is or is not to be used for your course, it's important to give clarity to students about expectations surrounding the use of ChatGPT, and the best way to do that is to set these expectations right from the start in the course syllabus. Some institutions already have pre-written boilerplate statements for course syllabi outlining the scope of what AI can and cannot be used for. Here is a potential section you could add to your syllabus from the [University of Toronto](#):

“Students may use artificial intelligence tools, including generative AI, in this course as learning aids or to help produce assignments. However, students are ultimately accountable for the work they submit. Any content produced by an artificial intelligence tool must be cited appropriately.”

3. GUIDE STUDENTS ON CHATGPT USAGE

Instructors should have conversations with their students on [what constitutes ethical usage of ChatGPT](#). This might include framing guidelines for ChatGPT that do not constitute plagiarism or unethical conduct, as well as how to attribute AI-generated text.

Familiarize yourself with ChatGPT's [privacy policy](#) before asking students to use ChatGPT. Ensure they have opportunities to opt out of using it if they desire or have alternative ways of accessing the content they need. For instance, if you are asking students to generate and critique an essay ChatGPT has generated, consider providing an option for students to critique an essay you have generated from ChatGPT, giving them the option not to use the platform if they so choose.

4. GUIDE STUDENTS ON CHATGPT CITATIONS

To help students avoid plagiarism and build their information literacy skills, provide accessible resources that clearly outline how ChatGPT should be cited. The University of Waterloo (n.d.) has published a resource about [how to cite ChatGPT in multiple citation styles](#). Here are two examples of how to cite ChatGPT in APA and Chicago Styles:

ChatGPT reference for APA:

Author/Creator(s). (Date created/updated) [[Name of AI generator]'s response to . . . [prompt query used]]. Date accessed. URL.

ChatGPT reference for Chicago Footnote or endnote:

OpenAI's ChatGPT, response to a query from the author, Month day, year.

ChatGPT reference for Chicago bibliographic reference:

Author's (Parent Company) Medium, Response to "Query in quotes." Name of Website, Parent Company, Date accessed, URL.

5. BECOME ADEPT WITH CHATGPT

AI technology will only become smarter and more ingrained into our lives as time passes. To get to know the capabilities and limitations of the tool, nothing beats first-hand experience. Try ChatGPT and see what it can produce. If you don't want ChatGPT to be used by your students quite yet, [you can use it for administrative or instructional design purposes](#) (Abramson, 2023). Don't forget that you can get ChatGPT to provide you with better iterations of its responses by prompting it to improve. Here are some prompts to get you started:

“Generate a 500-word essay on the causes of the 2008 financial crisis and how they could have been prevented from an international political economy perspective.”

“Generate a rubric for second-year fundamentals of microbiology course with 3 criteria and 4 levels in a table format.”

“Generate learning objectives for an MBA-level strategic management course.”

“Generate a title for a grant with this text: [insert your grant introduction].”

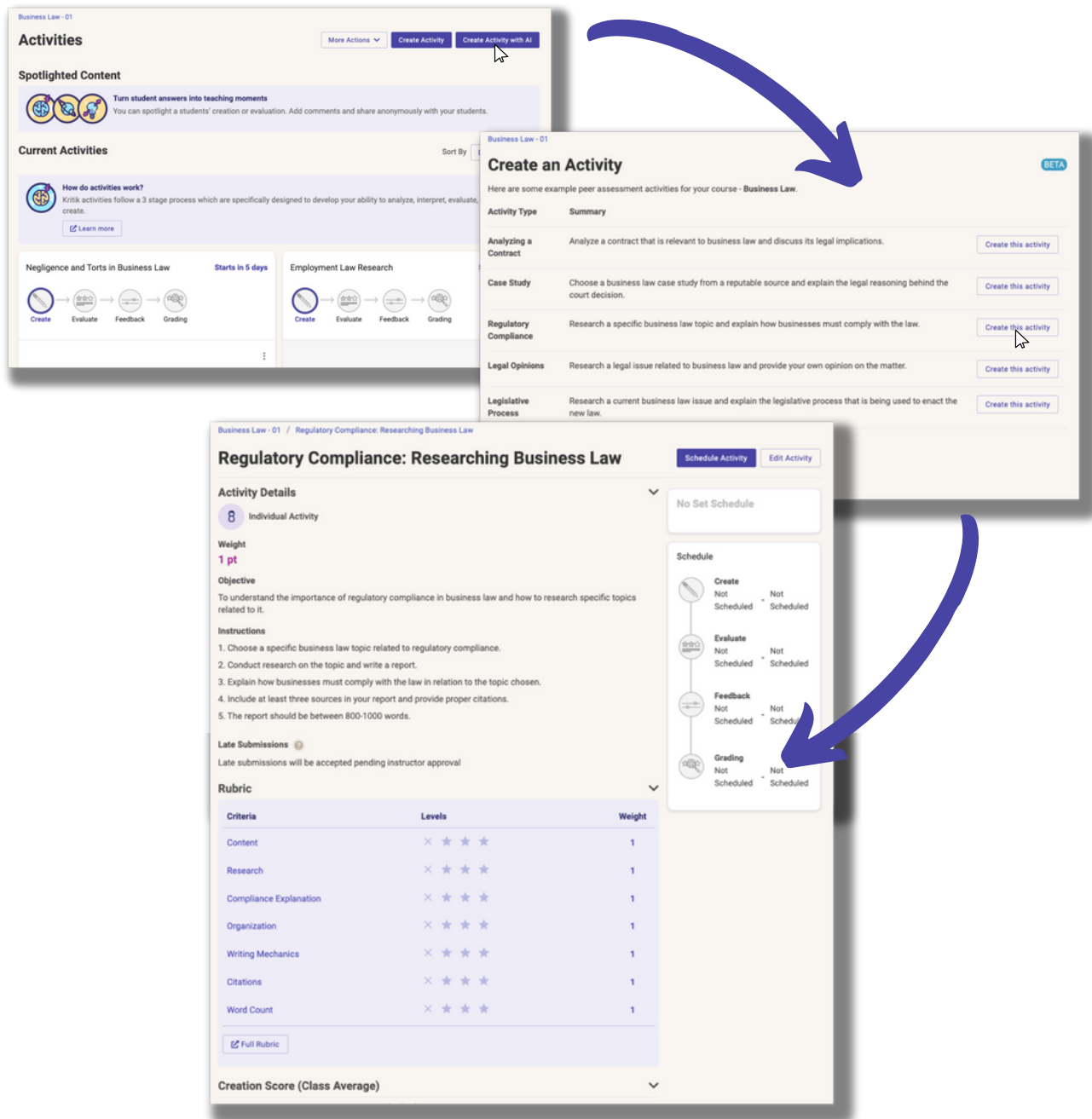
6. EXPLORE AI-POWERED PEER ASSESSMENT

Fight AI with AI!

By using Kritik's unique, [AI-powered calibration feature](#), instructors are able to identify students who are strong evaluators and see where other students are falling short. Kritik's calibration activity compares a professor's evaluation of an activity to the students' evaluations. Our algorithm then uses this data to provide students with proportionate and accurately weighted scores from their peers' grading, while continuing to calibrate the weight of students' grading throughout the term to ensure equity and accountability in the peer evaluation process. Students who are engaged in the peer evaluation process by providing critical, accurate, and authentic feedback will have a greater impact on their peer's grades. Students who provide generic, inauthentic, and inaccurate feedback have a smaller influence on their peer's grades. This feature gives instructors confidence that students are receiving grades that are fair and unbiased.

7. INTEGRATE AI TOOLS IN YOUR WORKFLOW

Make the most of AI by integrating it into existing workflows that will save time. We've already discussed how ChatGPT can help instructors with their instructional design by generating learning objectives, rubrics, and assignments. Kritik has integrated this feature to make it easier than ever for instructors to design their courses. In a Kritik course, instructors can select "Create Activity with AI" to generate a list of assignments tailored to the topic of the course. After selecting the activity, simply schedule the activity as-is, or edit it further before launching it the course. [Get started with AI integration](#) in your workflow.



Business Law - 01

Activities More Actions Create Activity Create Activity with AI

Spotlighted Content

Current Activities Sort By

How do activities work?
Kritik activities follow a 3 stage process which are specifically designed to develop your ability to analyze, interpret, evaluate, create.

Negligence and Torts in Business Law Starts in 5 days

Employment Law Research

Create an Activity BETA

Here are some example peer assessment activities for your course - Business Law.

Activity Type	Summary	
Analyzing a Contract	Analyze a contract that is relevant to business law and discuss its legal implications.	Create this activity
Case Study	Choose a business law case study from a reputable source and explain the legal reasoning behind the court decision.	Create this activity
Regulatory Compliance	Research a specific business law topic and explain how businesses must comply with the law.	Create this activity
Legal Opinions	Research a legal issue related to business law and provide your own opinion on the matter.	Create this activity
Legislative Process	Research a current business law issue and explain the legislative process that is being used to enact the new law.	Create this activity

Regulatory Compliance: Researching Business Law Schedule Activity Edit Activity

Activity Details

Individual Activity

Weight
1 pt

Objective
To understand the importance of regulatory compliance in business law and how to research specific topics related to it.

Instructions

- Choose a specific business law topic related to regulatory compliance.
- Conduct research on the topic and write a report.
- Explain how businesses must comply with the law in relation to the topic chosen.
- Include at least three sources in your report and provide proper citations.
- The report should be between 800-1000 words.

Late Submissions
Late submissions will be accepted pending instructor approval

Rubric

Criteria	Levels	Weight
Content	× ★ ★ ★	1
Research	× ★ ★ ★	1
Compliance Explanation	× ★ ★ ★	1
Organization	× ★ ★ ★	1
Writing Mechanics	× ★ ★ ★	1
Citations	× ★ ★ ★	1
Word Count	× ★ ★ ★	1

Full Rubric

Creation Score (Class Average)

Schedule

No Set Schedule

Create Not Scheduled - Not Scheduled

Evaluate Not Scheduled - Not Scheduled

Feedback Not Scheduled - Not Scheduled

Grading Not Scheduled - Not Scheduled

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TRANSFORMING STUDENTS INTO CRITICAL THINKERS

Kritik is the **#1 peer learning platform** to engage students, increase student interactions, and reduce turnaround time on feedback.



Get started today!

[Kritik.io/demo](https://kritik.io/demo)

