

# 172 Chat GPT and ethics of suspicion

Liz Bennett

University of Huddersfield, Huddersfield, United Kingdom

## Research Domains

Digital University and new learning technologies (DU)

## Abstract

This paper examines lecturers' responses to the emergence of generative artificial intelligence tools such as ChatGPT. The paper draws on data collected at a workshop and on interviews with six colleagues at one institution. It examines what lecturers have noticed about the impact of artificial intelligence on students' assessed work. It analyses lecturers' views on how they perceive the threat of artificial intelligence to the validity of our awards and the challenges and dilemmas that lecturers encounter when revising their approach to assessment. My focus is on the changing behaviours at the level of teaching, learning and assessment rather than broader issues of institutional policy. I interrogate the data to examine how these tools affect our role informed by our values as educators. I draw on notions of hermeneutics of suspicion (Ricoeur 1965) and relational pedagogies (Gravett 2023) to illuminate the findings.

## Full paper

The growth of the availability of artificial intelligence, AI, tools is presenting higher education with a challenge to the validity of its awards (Benuyenah, 2023). ChatGPT3 was released in November 2022 and was being widely used by students immediately (Snapvangers, 2023). In response Turnitin has developed an AI detection tool which became available in April 2023.

This paper aims to understand the impact of AI and its detection from the perspectives of lecturers in one higher education institution. The paper focuses on four research questions:

1. What are lecturers' perceptions of the threat to academic standards posed by AI?
2. What are lecturers' perceptions of the role of assessment design for addressing the challenges posed by AI?
3. What are lecturers' experiences and views of using Turnitin's AI detector?
4. What are lecturers' perceptions of the ways that they might address assessment security other than assessment task design?

One of the most common responses to the threat of AI is to change assessment design to make their assessments more 'AI proof' (QAA, 2023). Authenticity of assessments, that is ones with more real-world application, is one way to achieve this (Bryant 2023). Alternatively incorporating a range of media types in the assessment design makes it harder to generate via AI or shortening the length of the assessment task to enable more detailed interrogation of the ideas by the assessor. The extent to which assessment design is considered by lecturers to be an effective way to tackle the issue is explored (RQ2).

Turnitin's detection tool is unable to prove the use of AI, hence its use raises questions about its value: have lecturers found it to be effective in helping to identify AI? Has it changed the relationships between student and tutor which are in play during marking? RQ3 explores these questions.

Other aspects of the marking process may be part of a response to AI. For instance, by being more vigilant in particular areas such as referencing, where ChatGPT is known to 'hallucinate' (a hallucination is an inaccuracy generated by artificial intelligence). These and other approaches to assessment practices will be investigated (RQ4).

A radically different approach to designing out, or detection, may be thinking about how to teach about use of AI in order to develop students' experience of using AI tools. This alternative approach reflects the idea that the tools exist in the workplace and offer potential that our students need to be alert to and skilled in thinking about these potentials in preparation for the future workplace. However this approach is beyond the scope of the current paper.

## Methods

This is an emergent area where understandings and practice are rapidly developing. Hence this paper reports on data being collected between end of June and end of September 23. The data will be collected at a workshop scheduled as part of an institution's teaching and learning conference. The 1 hour workshop will be structured around two small group activities related to their response to what they have observed during the marking process and the dilemmas raised by AI.

Further to the workshop six colleagues from across one institution who have more well developed views on the topic of AI will be interviewed one to one with each interview lasting around 30 minutes. This purposive sample is not aimed at generalisability but does aim to gather insights informed by lecturers' lived experience of assessment during the spring and summer of 2023.

The data will be analysed thematically to illuminate the answers to the four research questions.

## Theoretical framing of the study

Ricoeur's hermeneutics of suspicion is a lens that may be used to interpret the data. Ricoeur invites us to question 'under what circumstances can I say that I have understood this text?' (Scott-Baumann 2012, p.46) and argues that this leads to "an overly powerful mechanism for suspecting others, which is what we do when we believe we know more than others do" (Scott-Baumann, 2012, p.4).

Relational pedagogies is another theoretical lens which may be helpful to consider. Relational pedagogies assert that "understanding relationships – connections, mattering, and relationality – as fundamental to learning and teaching" (Gravett, 2023, p.2).

The paper will examine how AI tools change the teacher-student relationship, and draw on these theoretical notions to consider the importance of being explicit about our values as a way to address the threats of AI to our awards.

## References

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