Use of AI in Assessment Guidelines

Contents

1. Using Generative AI Tools in Assessments

ICMS encourages the positive contributions of generative artificial intelligence (AI) tools in learning and teaching. The *Use of Artificial Intelligence (AI) in Assessment Guidelines* hold the promise for enhancing educational practices, but also requires careful consideration and ethical implementation to ensure quality, accuracy, fairness and student privacy.

It is important to recognise the **limitations** and **risks** associated with generative AI applications. The generative AI tools must not be used for assessment purposes, **if it is explicitly prohibited** in the *Assessment Brief*.

In instances where the use of generative AI tools is permitted, proper referencing and acknowledgement must be observed to maintain academic integrity and give credit to the appropriate sources.

These *Guidelines* aim to emphasise a human-centric approach that acknowledges the constraints of AI and underscores the pivotal role of human judgment. Additionally, these *Guidelines* address privacy and security concerns through the establishment of clear instructions. By adhering to these *Guidelines*, lecturers can effectively utilise AI to enhance assessment practices while upholding ethical standards and fostering student success.

These *Guidelines* are developed in accordance with:

- *AI in Education (AIED) Framework*
- *Academic Integrity Policy*
- *Academic Integrity Procedures*

1.1 Yes, you can!

Below are instances where the application of generative AI tools may be deemed appropriate and is designed into assessments (not limited to):

Table 1: Examples of Appropriate Use of AI Tools

Approved by lecturer	• If it is instructed in the assessment brief that the use of AI tool(s) is permitted or requested with appropriate acknowledgement;
For revision & learning	• If AI tool(s) are used to help generate practice quiz or exam questions for self-testing; • If AI tool(s) are used to create a summary of a topic being assessed, and the student uses the summary to practise critically evaluating its accuracy based on their knowledge of the subject; • If AI tool(s) are used to simulate realistic scenarios for student to practise knowledge of the subject and test hypothesis in controlled environments; • If AI tool(s) are used to generate synthetic data that closely resembles real-world data, for students to practise knowledge of the subjects when the access to large and diverse databases is limited or restricted;

	• If the student uses AI tool(s) alongside other study strategies to assist learning and revising the subject content; • If students use AI tool(s) to learn reflection skills. They reflect on inputs and outputs, annotate, and then develop their own work. • If students use AI tool(s) to learn evaluation for example if the output explains a concept step by step or produces an example essay, students then enhance the output by considering the order of steps and re-thinking the depth of their knowledge about the topic and/or critiquing and improving an essay.
For refining the writing	Subject to the guidelines set in the assessment rubrics, the student may have the option to utilise AI tool(s) to enhance writing or use it as a copyediting tool. It is important that the student uses AI generated output only to refine their writing and to make edits, such as for: • Grammar and spelling check; • Style and tone suggestions; • Clarity and coherence improvement; • Vocabulary suggestions; • Plagiarism detection; • Proofreading assistance; • Marking their own assessments using the rubrics;
If referenced and acknowledged	• If the AI generated material is appropriately acknowledged using APA Style 7th edition (See *Section 3* for details); • If any generated images, audio files and/or codes are used, the copyright details for the generator are checked and referenced appropriately;
For ELICOS students	• If the student uses AI tool(s) to generate writing prompts on various topics to help practise their writing skills and improve the use of vocabulary; • If the student interacts with chatbots that use AI to have conversations in English for the purpose of practising listening and speaking skills; • If the student uses the AI-based speech recognition tools to analyse and provide feedback on pronunciation to improve their spoken English skills; • If the student uses AI-driven text-to-speech tools to improve their listening skills by converting written English into spoken words, allowing for practice in comprehension and pronunciation; • If the student uses the AI tool(s) to analyse written texts and provide feedback on vocabulary usage, sentence structure, coherence, and other aspects of writing, aiding students in their writing development;

	• If the student uses AI tool(s) to administer language proficiency mock tests, providing objective evaluation and feedback on their English language abilities.

1.2 No, you can't!

AI tool(s) must not be used to create assessment answers if it is clearly instructed in the assessment brief that it is not permitted.

Here are a few examples of when it is not appropriate to use AI tool(s) (not limited to):

Table 2: Examples of inappropriate Use of AI tools

Not permitted or used in a way it is not allowed	• If the assessment brief explicitly states that the use of AI tool(s) is not allowed for a specific assessment, and a student disregards this instruction and still utilises it, it is considered academic misconduct;
Writing the assessments, code, or creating artwork	• If the student uses AI tool(s) to generate complete assessment answers or written content without proper acknowledgment or attribution; • If the student relies solely on AI tool(s) to write assessments, code, or create artwork bypasses the opportunity to develop critical thinking, problem-solving skills, and deep understanding of the subject matter; • If the AI-generated content misrepresents the student's actual abilities and skills; • If the use of AI tool(s) raises ethical concerns, such as deceptive practices, intellectual property violations, and dishonesty in academic and artistic contexts; • If the student's assessment is not a genuine reflection of one's own effort, understanding, and creativity;
Doing research for the assessments	• If the student uses AI-generated text (e.g., from ChatGPT) that contains fabricated, or made-up source material and references; • If the student uses AI tool(s) as a substitute for research database; • If the student uses AI tool(s) to complete research papers or content without proper acknowledgement of the original sources;
AI materials are not declared	• Just like any source, if the AI-generated material is used as part of the assessment, to inform the argument, or as an example, it needs to be acknowledged in-text and in the reference list, or through a declaration. • If not, it might be considered academic misconduct.

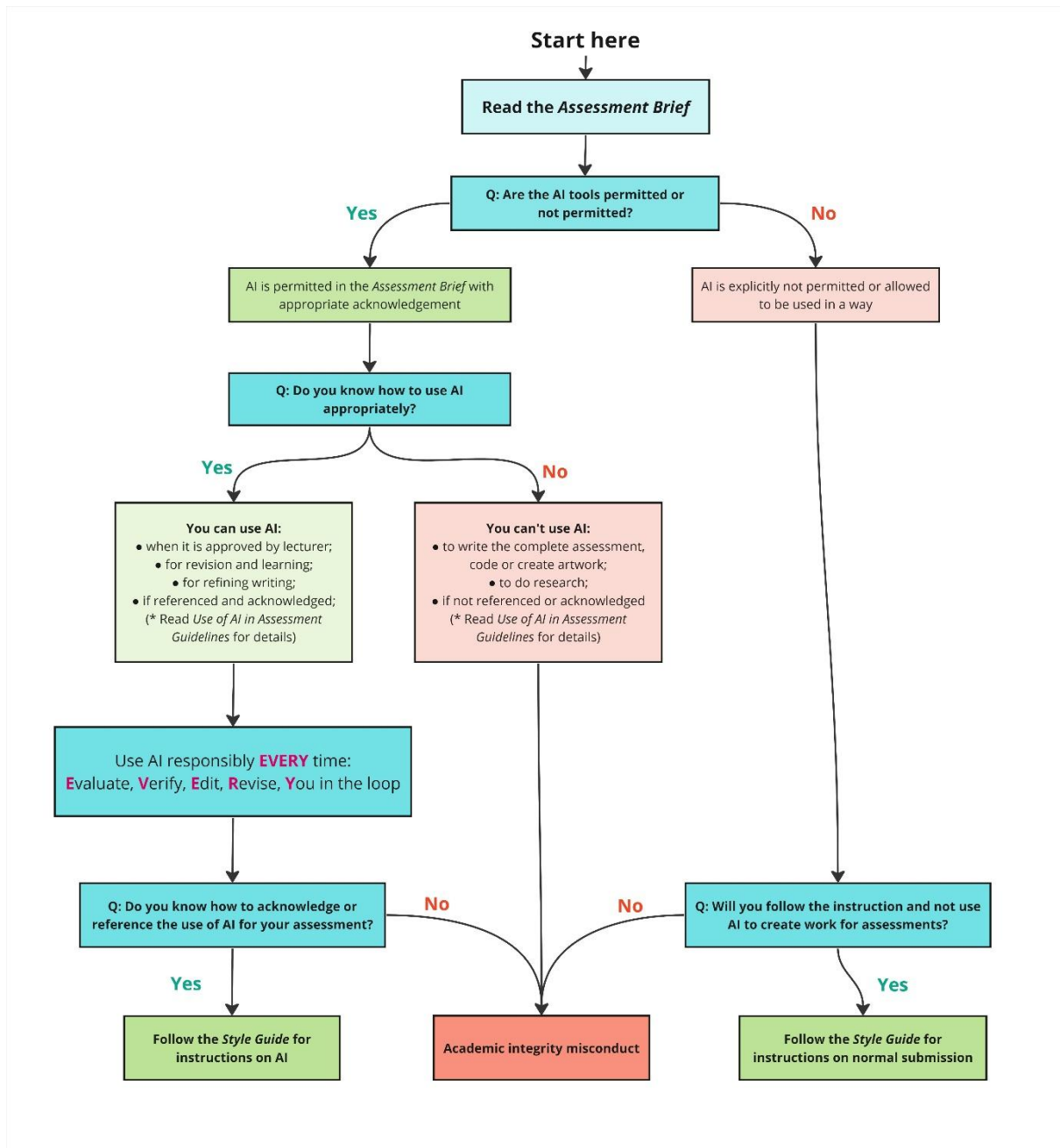| For ELICOS students | • Language translation: ELICOS students must not use the AI tool(s) to translate text from one language to another in the assessment; |
| | • Sentence completion: ELICOS students must not use the AI tool(s) to complete sentences or phrases in the assessment; |
| | • Text summarisation: ELICOS students must not use the AI tool(s) to summarise long texts, such as news articles or research papers in the assessment. |

1.3 Artificial Intelligence and Academic Integrity

Inappropriate use of AI tools may lead to other breaches of academic integrity, including plagiarism, fabrication or falsification of content, collusion, contract cheating, or fraud etc. This misconduct may occur under the following circumstances:

- Using AI tool(s) in an assessment where the assessment brief has explicitly stated it cannot be used;
- Using AI tool(s) in a mode or with a tool when the assessment brief has explicitly restricted the AI usage in that mode or tool; and
- No acknowledgement of the use of AI tool(s) in the assessment.

Refer to the _Academic Integrity Policy_ and _Academic Integrity Procedures_ for details.

The flow chart below assists you to understand the referencing requirements when using AI tool(s) and how to avoid academic misconduct.

Figure 1: Flowchart Appropriate Use of AI

Start here

Read the *Assessment Brief*

Q: Are the AI tools permitted or not permitted?

Yes — AI is permitted in the *Assessment Brief* with appropriate acknowledgement

No — AI is explicitly not permitted or allowed to be used in a way

Q: Do you know how to use AI appropriately?

Yes — **You can use AI:**
- when it is approved by lecturer;
- for revision and learning;
- for refining writing;
- if referenced and acknowledged;
(* Read *Use of AI in Assessment Guidelines* for details)

No — **You can't use AI:**
- to write the complete assessment, code or create artwork;
- to do research;
- if not referenced or acknowledged
(* Read *Use of AI in Assessment Guidelines* for details)

Use AI responsibly **EVERY** time:
Evaluate, **V**erify, **E**dit, **R**evise, **Y**ou in the loop

Q: Do you know how to acknowledge or reference the use of AI for your assessment?

No

No

Q: Will you follow the instruction and not use AI to create work for assessments?

Yes — Follow the *Style Guide* for instructions on AI

Academic integrity misconduct

Yes — Follow the *Style Guide* for instructions on normal submission

2. Assessment Categories

Lecturers should discuss with students how the institution expects them to use (or not use) AI tools in the subject. The extent of AI tools use may depend on whether the assessment is designed to:

1. **Assure learning**—ensuring students have mastered material and can apply knowledge and skills; or
2. **Develop AI skills**—integrating the use of AI tools as part of knowledge and skill development in assessment tasks.

Based on whether student learning can be verified, assessments are assigned a specific track:

2.1 Track 1— Secured/Supervised

In this track, the achievement of learning outcomes is verified in whole or in part through supervision or invigilation, usually face-to-face. The use of generative AI tools may or may not be permitted in this assessment track, depending on the nature of the assessment.

No, AI tools not permitted

If secured assessments do not permit the use of AI tool(s), they are designed to ensure that students have mastered the required skills and knowledge without AI assistance. These assessments are secured and may include tests/exams, in-person skill applications, or practical evaluations as described in the *Assessment Brief*.

If AI tool(s) are fully restricted, the following statement can be included in the *Assessment Brief*:

'In this assessment, you must complete your work without the use of AI tool(s). If AI tool(s) are not permitted, using AI-generated content will be considered a breach of academic integrity.'

Yes, AI tools permitted, BUT…

Some secured assessments may permit the use of AI tool(s) if its effective and ethical application supports students' learning and aligns with the intended learning outcomes. For instance, students might be encouraged to use AI tool(s) for tasks such as editing, idea generation, planning, or design, or to work with an industry-standard AI tool.

Lecturers must provide clear guidelines on the authorised use of AI tools, recommending which tools are permitted and how they should be used in the *Assessment Brief*. If a track 1 assessment is approved for AI use, it must include a secured or supervised component, e.g., invigilation. This secured component ensures that students are assessed on their achievement of the intended learning outcomes.

For example, in an assessment requiring a presentation, students might be permitted to use AI for preparation. However, the formal Question and Answer (Q&A) session which serves as the secured/supervised component, must be conducted without generative AI assistance. This ensures that students can independently demonstrate the achievement of the learning outcomes.

Please note that using AI tools without authorisation may constitute a breach of academic integrity. Students must reference and acknowledge their use of AI tools where necessary. See Section 3 for details.

2.2 Track 2—Open

Yes, AI tools permitted

This track focuses on assessment for learning, where students can support their achievement of the learning outcomes by using AI tool(s) as a partner in their learning process. AI use is likely to be

permitted, with clear recommendations on how specific tools can be used to support learning and assessment completion.

For this track, students should not be restricted in their use of AI tool(s) for parts of the task, as unenforceable restrictions can compromise assessment validity (Dawson, 2024). Instead, lecturers should focus on recommending AI tool(s) and providing clear usage guidelines in the Assessment Brief.

Figure 2: Flowchart Assessment Track 1 & Track 2 Allocation
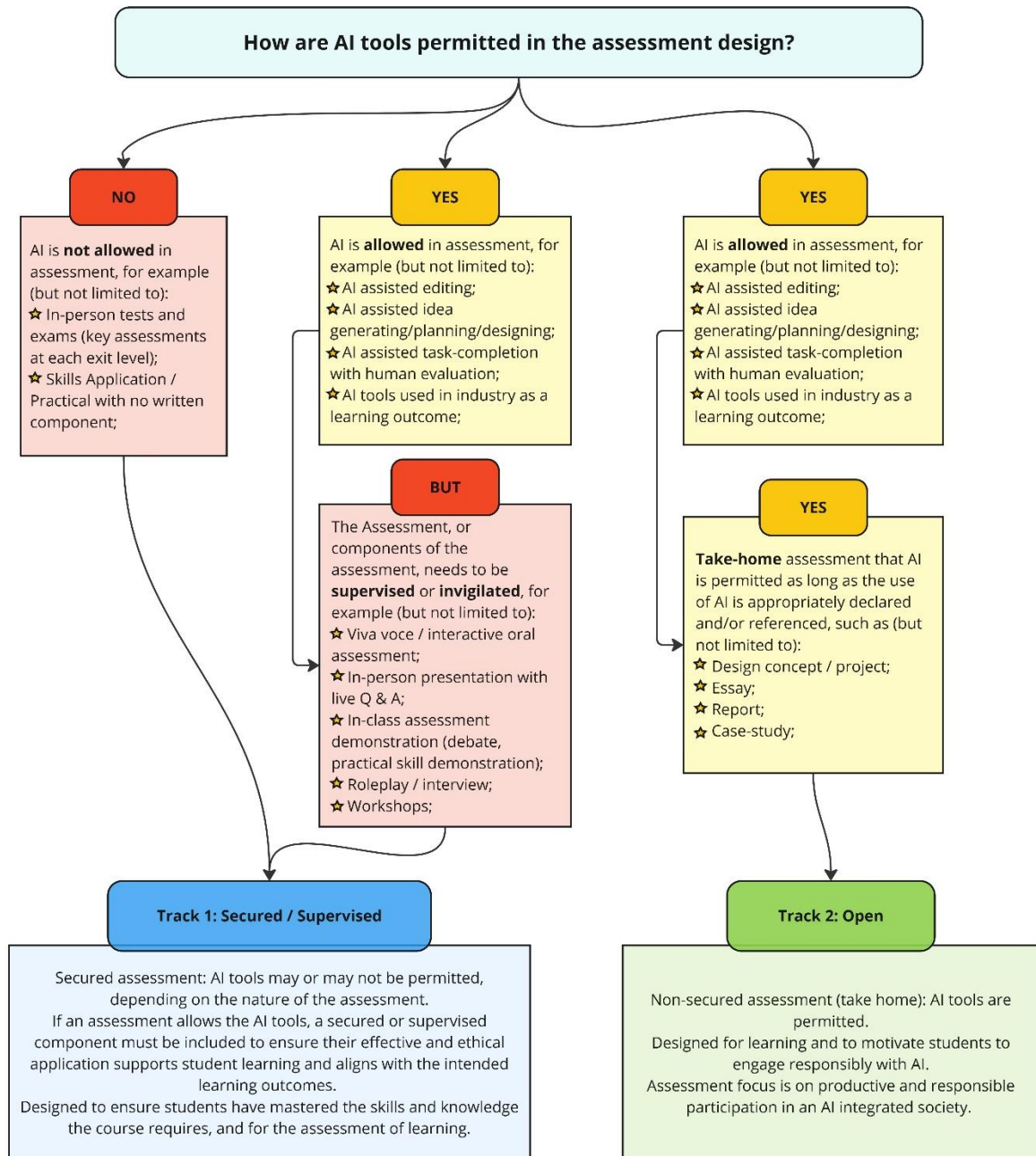
Detailed instructions regarding the use of AI tools to the students must be included in the *Assessment Brief*.

3. Acknowledging the Use of AI in Assessment

Acknowledging the use of AI tools in assessment work is important for maintaining academic integrity and transparency. A combination of the following should be used to appropriately acknowledge the use of AI in academic work:

- AI Declaration on the use of AI tool(s) and its extent, and descriptions of how the information was generated (including the prompts used); and
- Citing and referencing using the closest source type in the referencing style being used (e.g., non-recoverable sources).

See below for further instructions:

3.1 Declaration of AI-Generated Material

It is essential for a student to include a declaration that provides an explanation of what AI tools, if any, have been used to generate material in the assessment. In these situations, the student should include a declaration which:

- Provides a written acknowledgment of the use of generative AI
- Specifies which AI tool was used
- Describes how the information was generated
- Identifies the specific prompts used
- Explains how the AI generated output was used in the work

See the *AI Declaration Form* in **Appendix 1** for details.

- **Example 1:**

  I acknowledge the use of Microsoft Co-Pilot (https://copilot.microsoft.com to generate materials for background research and self-study in the drafting of this assessment. I entered the following prompts on DD/MM/YYYY:

  'Write a 50-word summary about XXXXX. Write it in an academic style. Add references and quotations from XXXXXX.'

  The output from generative AI was adapted and modified for the final response.

- **Example 2**

  I acknowledge the use of Claude (https://claude.ai) to generate materials that were included within my final assessment in modified form. I entered the following prompts on DD/MM/YYYY:

  'Write a 50-word summary about the XXXXX. Write it in an academic style. Add references and quotations from XXXXXX.'

- **Example 3**

I acknowledge the use of ChatGPT (https://chat.openai.com/) to refine the academic language and accuracy of my own work. On DD/MM/YYYY, I submitted my entire essay (link to the draft document here) with the instruction to 'Improve the academic tone and accuracy of language, including grammatical structures, punctuation and vocabulary'. The output (here) was then modified further to better represent my own tone and style of writing.

- **Example 4**

  If the use of AI tool(s) **was permitted** in your assessment, but you have chosen **not** to use it, the following disclosure is recommended.

  No content generated by AI tools has been used in this assessment.

3.2 In-text Citations for Generative AI tools and Reference Lists

APA Journals has policies on the use of generative AI in scholarly materials: https://www.apa.org/pubs/journals/resources/publishing-policies?tab=3.

These guidelines are for authors submitting their work to APA scholarly publications. The new guidance is as follows:

'For this policy, AI refers to generative LLM AI tools and does not include grammar-checking software, citation software, or plagiarism detectors.

- When a generative artificial intelligence (AI) model is used in the drafting of a manuscript for an APA publication, the use of AI must be disclosed in the methods section and cited (see below).
- AI *cannot* be named as an author on an APA scholarly publication.
- When AI is cited in an APA scholarly publication, the author must employ the software citation template, which includes specifying in the methods section how, when, and to what extent AI was used. Authors in APA publications are required to upload the full output of the AI as supplemental material.'

ICMS recommend following the recommendation from *APA Style* (7th edition) on how to cite ChatGPT: https://apastyle.apa.org/blog/how-to-cite-chatgpt

Basic format:

Company. (Year). *Name/Title* (Version) [Type]. URL

- As the author, use the name of the company/creator/developer that created the AI model;
- As the year, use the year of access;
- As the title, use the name of the AI model;
- As the version, identify the version used by the company/creator/developer, e.g., Version 1.0 or May 29 Version;
- The type describes the AI's function (e.g. Large language models, Text-to-image models, Virtual assistants, Image recognition systems, Financial forecasting systems…);
- As the URL, use the direct URL available to access the model.

See some examples below.

- **Example 1:**

  When prompted with "Is the left-brain right brain divide real or a metaphor?" the ChatGPT-generated text indicated that although the two brain hemispheres are somewhat specialized, "the notation that people can be characterized as 'left-brained' or 'right-brained' is considered to be an oversimplification and a popular myth" (OpenAI, 2023).

  Reference

  OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

- **Example 2:**

  When given a follow-up prompt of "What is a more accurate representation?" the ChatGPT-generated text indicated that "different brain regions work together to support various cognitive processes" and "the functional specialization of different regions can change in response to experience and environmental factors" (OpenAI, 2023; see Appendix A for the full transcript).

  Reference

  OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

- **Example 3: The reference and in-text citations for ChatGPT are formatted as follows**

  OpenAI. (2023). *ChatGPT* (Mar 14 version) [Large language model]. https://chat.openai.com/chat

  1. **Parenthetical citation:** (OpenAI, 2023)
  2. **Narrative citation:** OpenAI (2023)

Read the *ICMS Style Guide* for more information.

4. Human in the Loop

Generative AI is **NOT** an 'expert' in any specific subject matter. It functions by generating content based on detected patterns, but lacks the ability to assess accuracy or social implications. There are limitations to generative AI tools, including tendencies to produce inaccurate information, hallucinate, and present offensive images or content.

Fully understanding and evaluating material, and empathising with others are uniquely human capabilities. According to the *AIED Framework*, the Human in the Loop (HITL) concept is crucial for ensuring that AI systems operate under human supervision. Both students and lecturers must remain actively involved in the learning and teaching process alongside the AI.

Integrating generative AI into students' learning processes requires fostering critical engagement with these tools through scaffolded student-centred activity. This involves two essential components:

- Developing AI literacy skills, including proper prompt engineering and evaluation of AI output.
- Cultivating social awareness and engagement to recognise biases and prejudices toward different groups.

4.1 Inaccuracies— 'hallucinations'

Large Language Models (LLMs) like ChatGPT operate differently from search engines. Rather than retrieving existing content, they generate responses based on their training data and user prompts. They do not search for and return content that already exists as search engines do. Therefore, this process can lead to creating incorrect statements and providing fake citations, a phenomenon known as 'hallucinations'. While AI developers work to minimise hallucinations, complete elimination may not be feasible in the near term due to the inherent nature of these models.

For example, LLMs are more likely to hallucinate if it is asked for something that doesn't exist, such as to 'identify all the grammatical errors in this passage'. If there are no grammatical errors, it may 'find' some anyway because it was asked to do so. In contrast, more specific prompts, like 'evaluate the writing for grammatical usage', are less likely to produce inaccurate responses.

The most effective use of generative AI LLMs is by a user with knowledge of the subject matter, and who is therefore more likely to notice and question inaccuracies. For users lacking subject expertise, verifying data with reliable sources becomes paramount to mitigate the risk of accepting erroneous information.

Therefore, the following should be included in AI Literacy training to lecturers and students:

- It is essential to understand the generative AI's inherent trait, and to verify ALL facts, quotes, statistics, and resources in AI-generated responses using credible (online) sources.
- It is essential to develop the ability to analyse and critique the output from generative AI for quality, accuracy, and correctness.

Lecturers should understand the potential for bias and 'hallucinations', and how they can mitigate this when using generative AI to evaluate student work. The lecturer can use the following activity to help students foster the awareness and critical thinking regarding content produced by generative AI:

- Ask a LLM to explain a topic that the students are unfamiliar with. Compare the response with information from reliable sources to evaluate accuracy.
- Request a LLM to explain something implausible or impossible. Analyse the response to understand how the model handles such queries.
- Task a LLM with explaining a topic the students are very knowledgeable about. Assess the response for alignment with their understanding and identify any notable omissions.

Access the worksheet in **Appendix 2** for further guidance.

4.2 Potential for Bias

Because generative AI models are trained on the Internet, there is always the potential for inherent societal biases surrounding gender roles, race, religion and politics. While AI companies are focused

on fine tuning their models to ensure that they do not perpetuate stereotypes or biases, such biases are always possible because the training data set includes the entire Internet.

The institution and lecturers must be prepared to mitigate potential issues that arise from bias within the use of AI:

- Bias mitigation techniques should be included in AI Literacy training to lecturers and students including how to identify and address biases in AI-generated content at the institutional level.
- Lecturers should draw students' attention to the bias issues, and invite students to appraise and review generative AI's output for biased viewpoints or inaccurate and harmful stereotypes.
- Students should approach the content they receive from generative AI with a critical and socially engaged eye.

4.3 Review EVERY time

Any work generated by AI must always be evaluated, verified, edited and revised by the lecturer and students before sharing.

Refer to **Appendix 3** for a downloadable poster on 'How to use AI responsibly' that can be shared with the students.

5. Recommendations for Assessment Design

Assessment redesign in the era of AI is fundamentally guided by the ICMS Assessment Policy, Assessment procedures and the AIED Framework.

However, if AI tools are to serve as an assistant in helping students achieve subject learning outcomes, assessments must be redesigned to make student learning visible alongside the assistance received from AI tools.

Below are some key strategies to achieve this:

1. **Adapt assessment to prioritise tasks without AI assistance**: Design assessment that requires students to rely on their own critical thinking and research skills rather than solely depending on AI-generated content. This could involve creating tasks that require deep understanding and analysis of course material, independent research, or creative problem-solving.

2. **Incorporate AI text generation as a sample or starting point**: Introduce AI-generated content as a reference or initial source for students to build upon. Encourage them to critique the generated text, identify its strengths and weaknesses, and revise it as needed to meet specific objectives or standards.

3. **Increase question/task specificity**: Provide clear and specific prompts that guide students towards desired learning outcomes. Instead of vague or open-ended questions, ask for detailed information, examples, analyses, or applications of course concepts to real-world scenarios.

4. **Foster authentic application**: Create assessments that require students to apply course concepts, theories, or skills to specific local issues, problems, or contexts relevant to their field of study or community. Engage students in authentic, real-world problem-solving tasks or projects that have relevance beyond the classroom. Provide opportunities for students to present their work to authentic audiences, such as industry professionals or community stakeholders.

5. **Promote thematic/course connections**: Encourage students to incorporate course readings, materials, discussions and experiences into their assessment by requiring citations and direct references to course texts. Use online tools to facilitate student interactions and collaboration, allowing them to engage with course material in meaningful ways.

6. **Implement proposals, drafts, and revisions**: Break larger assessments into multiple stages, such as proposal development, draft submission, and revision. Provide opportunities for peer review and feedback to support students in refining their work and improving their understanding over time.

7. **Shift grading criteria to value response to feedback**: Assess student's work based not only on the final product, but also on their ability to respond to and integrate feedback from peers or lecturers. This promotes iterative learning and emphasises the process of improvement.

8. **Encourage personal reflection**: Foster students' awareness of their own learning processes by prompting them to reflect on their project experiences, set goals, and self-assess their work, their project choices, motivations, and connections to their own lived experiences. This encourages deeper engagement with course content and helps students understand the relevance of their learning to their own lives and interests.

6. Data Privacy and Cybersecurity

6.1 Accessibility

Some generative AI programs offer free access, while others require paid subscriptions. Some generative AI programs require accounts, and these programs may track or retain students' input. Some students may not wish to create an account using their personal information, or to submit their original work to a generative AI program.

Lecturers should ensure that assessments are structured to guarantee equal access for all students, considering potential barriers such as subscription costs or privacy concerns associated with account creation and data retention by the generative AI programs.

Recommendations:

- Select generative AI tools that offer free access, or provide alternative options for students who cannot afford subscription-based services.

- Offer alternatives to students uncomfortable with creating personal accounts or submitting original work to AI programs, allowing them to participate in assessments without compromising their privacy or data security.

- Clearly communicate the requirements and implications of using generative AI tools in the assessment, including any data tracking or retention policies, to empower students to make informed decisions about their participation.

6.2 Intellectual Property (IP) Protection

LLM models like ChatGPT use user's input, such as chats, to train their models. This input, along with any uploaded materials, can be incorporated into the model's training set without attribution, potentially leading to unexpected uses of resources and intellectual property (IP). Additionally, the data passes through various technological providers, each with their own privacy policies and terms of use. Currently there are some unknowns about who owns the right to the materials used with generative AI tools—including original student work that is submitted to a generative AI program. If the student does not wish to risk (or give up) the rights to their intellectual property, the student should consult with the lecturer.

Recommendations:

- Clearly communicate the implications of sharing data with LLM processors, especially the potential for shared use of resources and IP without attribution.

- Encourage open dialogue between students and lecturer to address concerns about IP rights, and provide guidance on navigating ownership issues related to materials submitted to generative AI programs.

6.3 Data Privacy

To safeguard data privacy when using generative AI tools, both lecturers and students should refrain from sharing Personally Identifiable Information (PII), and ensure they only input open information or data that does not need to remain private. It's crucial for all users to understand what PII encompasses and to exercise caution when interacting with any generative AI tools to prevent inadvertent disclosure of sensitive information, especially in chats with generative AI tools.

Recommendations:

- Clearly outline what constitutes personally identifiable information (PII) to ensure students understand what information is off-limits to generative AI tools, and never be uploaded, pasted or shared in chats with AI tools.
- Offer training on data privacy best practices to ensure students understand the importance of protecting sensitive information when using generative AI tools.
- Conduct security audits on AI products/vendors to ensure compliance with applicable security practices and regulations.

7. Reference

Websites accessed and reference in the Guidelines:

https://go.ncdpi.gov/AI_Guidelines

https://stearnscenter.gmu.edu/knowledge-center/ai-text-generators/

https://teaching.cornell.edu/generative-artificial-intelligence/ai-assignment-design

https://teaching.cornell.edu/generative-artificial-intelligence/ethical-ai-teaching-and-learning

https://teaching.missouri.edu/sites/default/files/2023-08/Issues%20Posed%20by%20Generative%20AI%20for%20Teaching%20and%20Learning.pdf

Dawson, P., Bearman, M., Dollinger, M., & Boud, D. (2024). Validity matters more than cheating. Assessment & Evaluation in Higher Education, 49(7), 1005-1016. https://doi.org/10.1080/02602938.2024.2386662

8. Appendices

Appendix 1

AI Declaration (Applicable if AI is permitted in your assessment)

For this assessment, ICMS has allowed the use of AI tools (as per the Assessment Brief). To acknowledge your use of AI tools in this assessment please fill out the boxes below.

I acknowledge the use of _____ to generate materials that were included within my final assessment for _____, in modified form.

Which AI tools were used in your assessment?

-
-
-

How was the information generated?

-
-
-

I entered the following prompts on _____ (DD/MM/YYYY).

Which prompts were used?

-
-
-

Explain how the output was used in your work?

-
-
-

Type your full name below: _____

Sign your name here: x_____

Appendix 2

Download the following worksheet from: [AI Challenges - ChatGPT (aiedu-ai-challenges.s3.us-west-1.amazonaws.com)](#)

AI Challenges   **aiEDU**.org

Smarter than ChatGPT   >>>>>>

Can you prove you're smarter than ChatGPT?

1 Get set

ChatGPT is threatening to make **writing** a **thing of the past.** English teachers worry that it will **write student essays** and lawmakers fear that it will **create fake news.** Still, computer scientists believe it will **improve our future.** But everyone seems to agree that ChatGPT **isn't perfect.** How do we know what ChatGPT is **best** and **worst at?**
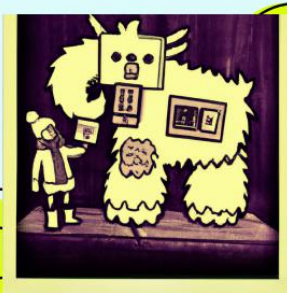
Want a **quick review of AI?** Check out the site below to **get familiar** with AI in **5 minutes:**

aiedu.org/ai-in-five

1. **Ask** ChatGPT to explain something you **don't know much about.** Like:
   - How does a plane land in high winds?

CHECK YOURSELF
🤔 Was ChatGPT right? Look up some other sources to double check.

2. **Ask** it to explain the **impossible.** Like:
   - What are the steps for milking a woolly mammoth?

3. **Ask** it to do something **shady.** Like:
   - Write an email to my boss telling him he's doing a horrible job.

4. **Ask** it to explain something you **know a lot about.** Like:
   - How can I get better at lane control in League of Legends?

CHECK YOURSELF
🤔 Did ChatGPT's answer match up with your thinking? What did it miss?

2 Investigate

Sign up for a ChatGPT account at:

chat.openai.com

Please note that OpenAI requires you to be **18 or older or to have permission from a parent or guardian** to create an account.

Make a conclusion: how did ChatGPT do? When did it impress you and when did it fall short?

3 Share

Create a graphic to **share** what you found:
- **Include** this challenge's question
- **Rate** ChatGPT out of 10
- **Explain** some cool prompts and ones that break ChatGPT

Appendix 3

The **EVERY** framework provides an acronym to remind users of the steps needed to ensure ethical use of AI by staff and students alike, EVERY time AI is used. This framework was a collaboration between AI for Education (aiforeducation.io) and North Carolina Department of Public Instruction.

To download a printable pdf of the EVERY framework, visit https://www.icms.edu.au/wp-content/uploads/2024/07/How-to-use-AI-responsible-every-time-poster-3.pdf