

## Faculty of Arts

### ChatGPT message – February 2023

Dear Colleagues,

Hopefully, you will have seen the email last week from our DVCA, Professor Rorden Wilkinson, about the University's position on Ai and ChatGPT. This email is a follow up to give some faculty perspective.

The short version is that we've been looking at Open Ai in the FoA for a while. We're not scared of it; we're not banning it. It's interesting and exciting. In the short term, we can make a few small changes if needed to manage its arrival, but nothing major. In the long term, we're going to work with Ai and teach our students how to incorporate it into their learning, how to use it outside of University, and how to tackle the social challenges it presents.

We've been talking about ChatGTP and similar platforms in our Faculty for long enough that some of our colleagues are already building well-balanced responses to its impact on education. Recent media speculation suggesting that Ai poses significant (even existential) risks to higher education and assessment is over-blown, but all the same, we cannot ignore it - it is already finding widespread uptake in society and professions where our students will live and work. We're being presented with an interesting tool for human expression, creativity and knowledge use, and our aims must be to explore, engage and educate ourselves and students on its use in the university and the world beyond.

Our faculty approach, then, will be guided by a well-known adage about responding to new technology – people tend to overestimate its impact in the short-term, and underestimate in the long-term. In simple and practical terms, this means that in the **short term**, we will not over-react. We cannot integrate Ai into learning and teaching in the few short weeks before teaching starts, but we can take some steps to manage the current technology's impact. We will not be making major changes to teaching and assessment in semester one. You should feel

free to make light touch changes to assessments to engage with Ai constructively, or to discourage bad practice in the coming months. Indeed, I would encourage everyone to look at a few simple things (e.g., the wording of written assessments) and ask if we can make some short-term improvements. Our learning design team can help with that, and we are happy to give advice. Overall though, we will not engage in any major assessment reconstruction or unit re-design in the few weeks before teaching begins.

***In the long-term***, however, we must recognise that good teaching, meaningful assessment, and engaged learning will include Ai and may lead to significant changes to how we teach and assess. We will start to outline a larger program of faculty engagement over the coming weeks, but something we would like to emphasise about our longer-term approach is that it must attend to bigger issues than plagiarism and cheating. Ai in education raises important questions of equity, diversity, in-built biases and fair access to education. These matters will be at the forefront of our long-term engagement, but in this faculty, we are especially well placed to examine these issues, and our hope is to utilise the strengths of the humanities and social science perspective as part of our long-term engagement.

If you have questions about making some small and simple changes to your assessments, please do contact our learning design team. If you have any other questions or thoughts about how we can work through these matters in the longer term, please do contact us.

Best wishes,

Albert and Maryam

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