

OFFLINE EXAMS AND CHATBOTS IN EDUCATION

1

Warmer: what do you think about using a chatbot to do your assignments?

2

Focus on vocabulary

Part A: Match the vocabulary to the definitions.

- | | |
|---|--|
| 1. acad <u>e</u> m <u>i</u> c (n) | a. an organisation that was created to serve a particular purpose |
| 2. art <u>i</u> ficial int <u>e</u> llig <u>e</u> nce (n) | b. including nearly all the details or information about something |
| 3. cit <u>e</u> (v) | c. the development and study of computer technology that can think in similar ways to humans |
| 4. compr <u>e</u> h <u>e</u> n <u>s</u> ive (adj.) | d. the act of taking someone else's words or work and pretending that it is your own |
| 5. det <u>e</u> ct (v) | e. involving some danger and possibly having a negative result |
| 6. inst <u>i</u> tution (n) | f. mention someone's work in support of what you are saying or an argument you are making |
| 7. plag <u>i</u> arism (n) | g. a professor or researcher at college or university |
| 8. r <u>i</u> s <u>k</u> y (adj.) | h. see or find something, usually that is trying to stay hidden and isn't easy to see |

Part B: Now complete the following sentences with a part of speech that is from the same family as the Part A word in brackets. One word from Part A is not used.

1. I never did particularly well academically when I was at school, but my sister is now a professor at a university in Canada. (academic)
2. I was surprised that I got an excellent score for my essay. The professor said the way I had used the citation from Charles Dickens was particularly impressive. (cite)
3. I feel the subject has been comprehensively discussed now and it's time for us to move on or we'll run out of time. (comprehensive)
4. The men were wearing masks and gloves to try and escape detectives. (detect)
5. Over a period of time, we saw a rise in institutional corruption which brought the country to its knees. (institution)
6. He received a zero for his essay as the professor could see that he had plagiarised large parts of it. (plagiarism)
7. You won't be able to get insurance if your holiday involves risky activities such as parachuting and mountain climbing. (risky)

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Listening for details



Listen to the news report and write numbers 1 - 8 next to the vocabulary in the order that you hear them. The first one is done for you.

8 comprehensive

7 detect

6 risky

5 cite

1 artificial intelligence

2 institution

4 plagiarism

3 academic

4

Listening comprehension

Listen again to the report and complete the gaps with one noun used in the news report.

As a result of new artificial intelligence software, Australian Universities are planning to alter the way exams are delivered due to fears¹ that there will be an increase in cheating. The recent development of chatbot ChatGPT has increased the possibility² that exams in future will use pens and paper. Meanwhile, observers have warned that despite these measures, educational institutions are in an unwinnable race³.

The consequences⁴ for using someone else's words as your own have been established for a long time and can be very serious. Academics can use a mixture of their knowledge⁵ about the student's ability as well as anti-plagiarism software⁶ to see if a student is cheating. However, chatbots make this much harder. An answer⁷ was written in 2022 by ChatGPT and the professor who marked it said that it covered all of the important points.

Toby Walsh of the University of New South Wales believes that educates⁸ will have to find ways of working with ChatGPT, not against it.

Scanning for vocabulary

Find vocabulary in the article on page five which has the same meaning as the following definitions.

1. disrupted cause problems and stop something from progressing in the usual way (v, Susan Hollman)
2. integrity the quality of being able to trust in something and having strong principles (n, Susan Hollman)
3. supposedly in a way that is thought to be true but not known definitely (adv., Susan Hollman)
4. chaos a total lack of order or organisation (n, Susan Hollman)
5. paraphrasing the act of saying the same thing as written or spoken communication while using different words (n, Susan Hollman)
6. viable being something that could be done successfully (adj., Ji-Young Park)
7. disastrous having a very harmful or unsuccessful result (adj., Ji-Young Park)
8. arithmetic a form of mathematics that requires the addition, subtraction, division and multiplication of numbers (adj., Ji-Young Park)



Skimming for details

Write the verbs from the box in the correct gaps 1-8 in the article below.

an extension / the future / the subjects / the approach / an essay / the knowledge / a calculator / the reaction

The effect of chatbots on Education

Two views

A. With the arrival of ChatGPT onto the scene, we asked two academics what their views were. This is what they said.

B. Susan Hollman, PhD

I think the arrival of ChatGPT is fascinating. The way that it has disrupted educational systems around the world in the short time that it has been around, is a sure sign that we are entering a new age. It presents a real problem to the established way of doing things and it gives academics a difficult choice: block it or evolve. You can understand the reaction¹ at the moment as it has all happened so quickly and no one was really prepared for it. You have to protect the integrity of the examination system otherwise everything will collapse. If students can acquire qualifications without actually understanding, in any depth, the subjects² they are supposedly educated in, it will be chaos. Yet, the problem isn't going to go away and using chatbots will no doubt slowly integrate into real-world tasks which students will need in jobs after they graduate. You also have to consider if this isn't just the next step in a path we are already on. We already have spell check and sentence completion software on our phones and computers. Isn't a chatbot just an extension³ of that? If I get a chatbot to generate an essay⁴ for me so that I have a first draft which covers the main points, but then I change the words to reflect my own style, maybe reorganise it and change the grammar structures, then what is wrong with that? It's the same as paraphrasing which is what students have been doing for centuries.

C. Ji-Young Park, lecturer

The only choice that I believe we have is to revert back to pen and paper exams. I think ChatGPT has killed digital examination techniques as a viable option. Examination and education will have to split at this point or the effects will be disastrous and far-reaching. In the future, we will have doctors, scientists and architects who used chatbots to get the marks they needed, but they won't have the knowledge⁵ or the skill they need to do their jobs effectively. What I'm suggesting here isn't new either. For example, if you want to test a mathematics student on their arithmetic, you don't provide them with calculator⁶, you make them work it out on paper. It should be the same with written exams that need answers that only come from the student's knowledge. We also need to educate students on how to properly use the technology that is available to them. It's likely that chatbots will become part of the future⁷. For example, marketing campaigns and news articles could see a sharp increase in the amount of copy created artificially. Students will need to know how to do that and also distinguish between well-written content which is crafted by writers and the automated kind. It's actually an excellent opportunity to test critical thinking skills if used well. But the entire thing needs to be kept out of exams during the academic year. The approach⁸ towards assessment will have to be re-examined.

Sources: LinkedIn, Schools Week

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Reading comprehension

Complete the table by ticking the box to show which opinion Susan Hollman or Ji-Young Park would agree with. If neither of them expresses the opinion, tick *Neither*.

Opinion	Susan Hollman	Ji Young Park	Neither
1. Chatbots are essentially a continuation of software we already use and accept when writing online.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The use of chatbots will have no significant effect on digital examination techniques.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The development of chatbots is a sign that times are changing fast and we have entered a new era.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The proper use of chatbots needs to be taught in educational institutions.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. A return to traditional, non-digital methods of examining is required to protect their integrity.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Left unchecked, the use of chatbots could have severe effects on the skills of future workers.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. Any current students found using a chatbot should be immediately dismissed from their college or university.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8. Correctly used, chatbots really just provide a way of writing essays that has been used for a long time.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Talking point

In pairs, discuss the following questions.

1. What do you think about using ChatGPT to help you with an essay or written work? Do you think it's cheating or not? Why?
2. Is cheating on exams a problem in your country? What measures do institutions take to stop it? What can happen if you are caught cheating?
3. What reasons do you think there are for people cheating in exams?
4. How do you think chatbots can be used in a positive way by educational institutions in the future?
5. In what ways do you think chatbots will be used in the future?