Student Briefing: Artificial Intelligence (AI) Content Generation Technology in Summative Assessments

Introduction

Auto content-generation software capable of producing content in a variety of forms is becoming more common and embedded into everyday activities. The most widely publicised current example of this is OpenAI's system ChatGPT, however many more exist such as Bing Chat, DALL.E and Google Bard, and new products are appearing on a regular basis. ChatGPT, and tools like it that are based on the same or similar technology, and are capable of automatically generating material using minimal prompts. They are also capable of contextual generation, can use different 'voices' and create working programs using multiple coding languages.

The University of Liverpool's Response

Staff at the University of Liverpool are exploring the implications of AI-based auto content generators; both in terms of the benefits and pitfalls they might present in educational settings. Some apps or pieces of software can be used legitimately by students to help them complete assessments, and some might even be essential. At the same time, some apps lend themselves easily to cheating and plagiarism, particularly by automatically generating seemingly original content with minimal prompting. The University has therefore set up a working group to explore these apps and the educational benefits and limitations they may provide. Many students have contributed to the discussion about the use of these tools via focus groups and an online survey. The results from these are helping to inform the University's position on the use of these tools in terms of policy and practice.

Complying with university expectations of academic integrity

The Code of Practice on Assessment (COPA) at the University of Liverpool states that:

> A student submitting work for assessment is expected to adhere to the conventions of academic integrity by producing their own work, acknowledging explicitly any material that has been included from other sources or legitimate collaboration and presenting their own findings, conclusions or data based on appropriate and ethical practice (Section 9.1).

Content generated through artificial intelligence tools such as (but not limited to) ChatGPT does not constitute a students' own work. Therefore if you submit content

generated by these tools **as your own work,** you would be in **breach of the academic integrity policy.**

If you **cite content** generated by such tools within your work in the referencing format used within your programme of study (Harvard, APA, Vancouver etc.) **this would not constitute a breach of academic integrity. Guidance on referencing ChatGPT and other auto content generator tools is available from the major referencing style websites**, for example: How to cite ChatGPT (apa.org); How do I cite generative AI in MLA style? | MLA Style Center

However, you should be aware that auto content generator tools do not fact check the information generated, therefore you cannot rely on the accuracy of such tools.

To make sure your work complies with the standards expected by the university, you may find it helpful to use the table provided below:

Question	Logical Route
1. Did you create the content yourself?	If Yes: Go to Question 2. If No: Go to Question 6.
2. Did you use technology to check spelling/grammar?	If Yes: Go to Question 3. If No: Acceptable practice.
3. Did you do anything else?	If Yes: Go to Question 4. If No: Acceptable practice.
4. Did you ask someone/use technology to proofread your work?	If Yes: Go to Question 5. If No: Acceptable practice.
5. Other than correcting spelling/grammar errors, did someone else/the technology you used edit your work?	If Yes: Academic misconduct. If No: Acceptable practice.
6. Did a piece of technology write aspects of your assignment?	If Yes: Go to Question 7. If No: Go to Question 8.
7. Have you cited any content generated by technology within your assignment appropriately?	If Yes: Acceptable practice. If No: Academic misconduct.

8. Did a person/essay writing service complete your assignment for you?	If Yes: Academic misconduct. If No: Acceptable practice.

What should I know about Artificial Intelligence auto content generator tools?

There are some things you should be wary of regarding tools such as ChatGPT:

- If you use such a tool to generate an assignment for you, you may not understand the assignment you hand in. This could lead to an academic integrity investigation and have implications for your studies. It may also mean not developing the skills you need for your subject, making future assessments more difficult. Later you may be unable to carry out the tasks expected of you in an employment context.
- If you do not complete the assessments within your programme of study yourself, you are wasting the investment you are making in your education, which is not good value for money.
- Content created by auto content generators may be incorrect. Much like Wikipedia, which is famous for being community-created and openly editable, AI auto content generators do not fact-check themselves and there is no guarantee that the information produced is accurate.
- Similarly, AI auto content generators may reference material correctly. Whilst a tool such as ChatGPT will produce a list of references for you, those references may be fabricated. In some cases, a reference may be made to a text or source that does actually exist, but may not be linked to the content generated. Markers are likely to be able to spot such errors.

However, there are some positive uses of AI auto content generators for learning that you may find beneficial:

- These tools can be used to help you understand more about a person, topic or idea. Ask the tool to provide you with an overview of the thing/s you now need to know more about, using the parameters you give it (in so many words, in bullet points, in a numbered list, etc.) and it will do so.
- Auto content generators can be used to summarise longer texts.
- Auto content generators can also be used to check your understanding of concepts or theories if you are unsure whether you grasp the main points. By asking the generator to summarise a concept you can check your own learning progress.
    - Remember the point about accuracy of information, however. Contextualise what the tool gives you with another source.
- Technologies such as ChatGPT could be used in a similar way to other technologies, for example asking ChatGPT to change the style of references, similar to programs like EndNote.

Further Information/Contact

For further information or advice, please contact:

- Your School, department or the Library in the first instance. These will have the most relevant, useful and up-to-date information for you.