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Dummying of Students? From the Internet to ChatGPT

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Dummying of Students? From the Internet to ChatGPT

TREO Talk Paper

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Abstract

As technology advances, more and more AI-based products are emerging, creating both opportunities and havoc in academia. In the early 90s, when the internet became more accepted, it was providing useful but static information to its users. In the second stage, communities/social groups started to build, and it became a friendly place for people to exchange ideas, mingle and coordinate and cooperate. Somewhere during this phase dark side started to appear. Exam buyouts, solutions, and for-hire exam takers started to appear. Instead of learning, some students started to look for “third-party” solutions. In this stage, challenges started to overtake benefits. Instead of using logic, students started to search the internet for answers. Many times, students submitted similar solutions without knowing each other. This happened because students hired the same third party to solve their problems. In the next internet stage, AI-based applications will make it even harder for students to use their own creativity, logic, and brain power. Students can get essays and solutions based on “on-demand” services. The only thing they need is the app and some app working knowledge. We have drawn the three stages with made-up benefit and misuse numbers to stress our point, as Figure 1 shows.

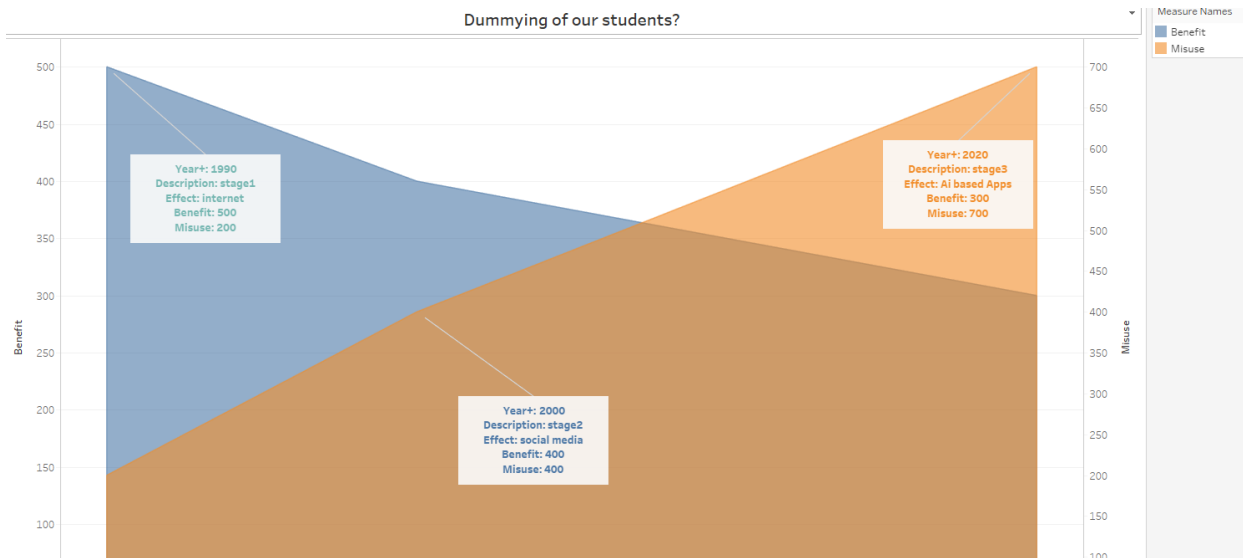


Figure 1. The Three Stages of Benefit and Misuse Numbers

This creates a dangerous environment where students, instead of learning, get their answers from apps, robots, and/or machines.

The question, of course, is to discuss how to distinguish between AI vs. human-generated outputs. And, can we use AI-generated technology for students' learning?