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Examining illegitimate use of Chat GPT in unsupervised evaluation tasks

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Abstract

The arrival of chat GPT in November 2023 has unleashed a revolution with far-reaching consequences for teaching and evaluation practices in higher education. In the long-run this breakthrough will require an entire rethinking of the content of this education. However, the more pressing issue in the short-run involves the need for a reconsideration of evaluation methods. As a first step, attention should be given to determining the extent of this threat. Recent work has focused on determining the true ability of Chat GPT to perform in tasks designed to be unproctored (Farazouly et al, 2023; Chaudhry et al, 2023). However, not much attention has been devoted to establish the actual effective use that students make of such technology in the same evaluation context. This contribution tries to fill this gap by relying on a large sample of data containing students' answers to identical unproctored and proctored evaluation tasks in a large first-year undergraduate Finance course. Our results reveal an effective use of Chat GPT in unproctored tasks equivalent to an (illegitimate) advantage of 0.3 points on a 0-10 evaluation scale.

References

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