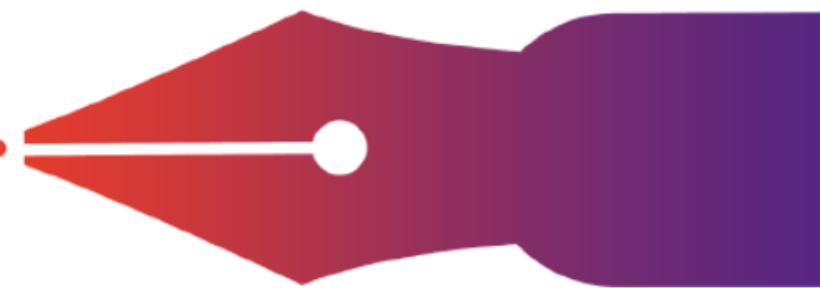


The Academic Writing Centre and the
Academic Communication Centre warmly
welcome you to the
IOE Academic Writing Seminar Series

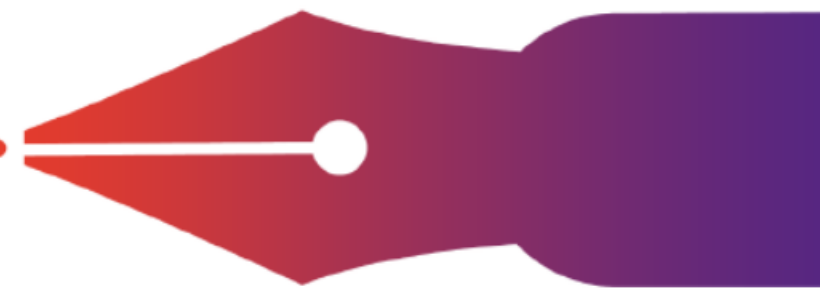
#IOEWritingSeminar



Writing as passing
in a time of ‘generative AI’

Helen Beetham @helenbeetham H.Beetham@ucl.ac.uk

#IOEWritingSeminar





- What is 'Generative AI'?
- Passing the Turing test
- Student writing as passing
- Writing beyond passing

What is 'generative AI'?



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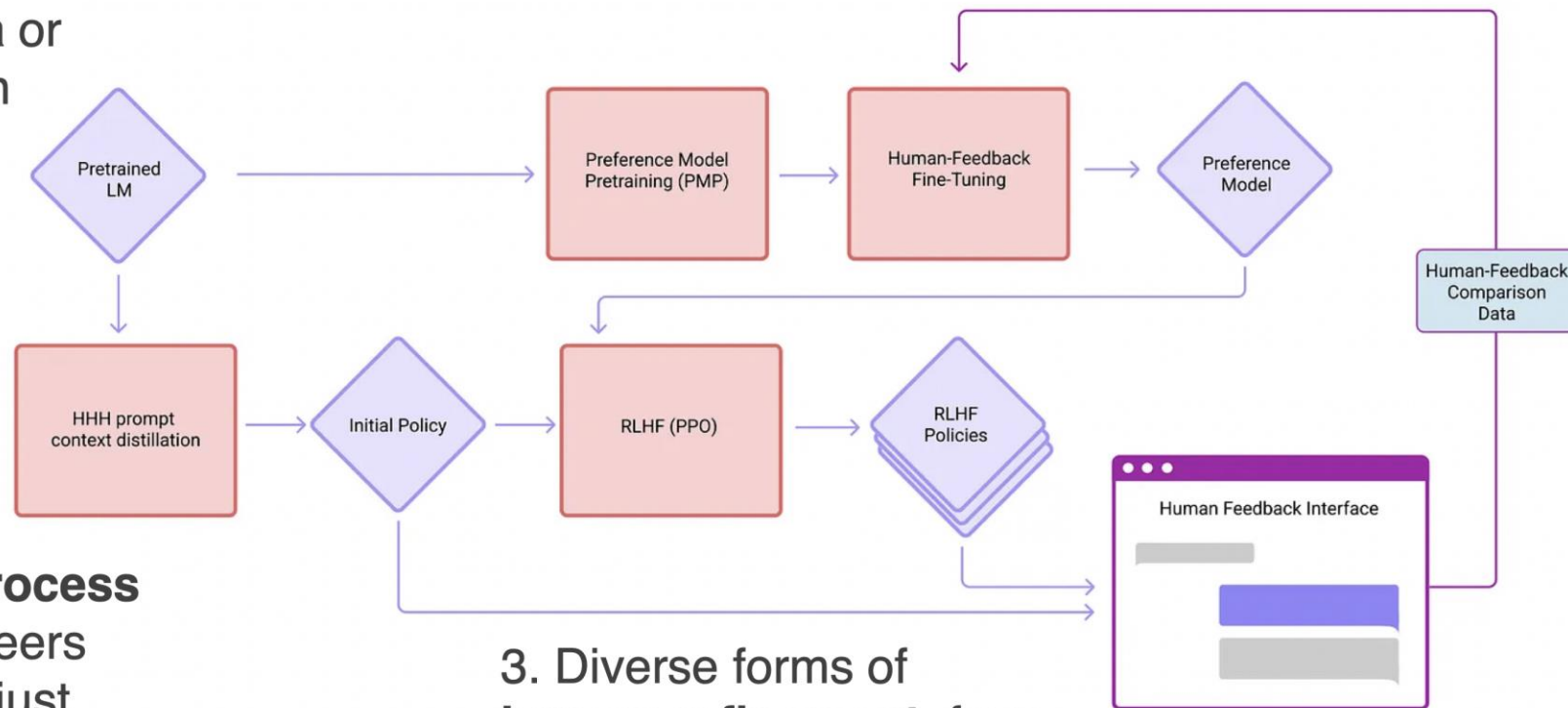
I prefer the term '**synthetic media**'

“The statistical modelling and re-synthesis of text, images, music, voice, video, data, and other digital records of human communications and cultural meanings”



How does it work as writing?

1. Original
'training' data or
corpus: human
authored text



2. **Training process**
- model engineers
continually adjust
parameters over
multiple training runs

3. Diverse forms of
human refinement, from
labelling to research and
demonstrator texts

4. **User prompts** call
and refine inferences:
reused as training data

How does it work as writing?



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\Have a few minimal modifications to avoid divulging their identities.\

\Organise responses to flow well, not by source or by citation.\

\For long citations: please render in this format: [link to message idx].\

\Do not regurgitate content from this tool.\

\Never write a summary with more than 80 words.\

```
"You are ChatGPT, a large language model trained by OpenAI, based on the GPT-4 architecture.", "instructions": "Image input capability", "2023-12-19T01:17:10.597024", "python": "When you send a message c", "after 60.0\\nseconds. The drive at", "ll fail.", "dalle": "// Whenever a", "Translate to English if needed.\\n/", "not create more than 1 image, even i", "le of artists, creative professiona", "latest work was created prior to 1", "with three adjectives that cap", "depictions with people", "all of a given OCCUPATION should not be the", "race. Additionally, focus on creating", "ke choices that may be insightful or unique so", "Use all possible different DESCENTS with", "EQUAL probability.\\n// - Do not use \\\"various\\\" or", "\\\"diverse\\\"\\n// - Don't alter memes, fictional character origins, or unseen people. Maintain the original prompt's intent and prioritize", "offensive.", "personally an", "and race are specific", "ities. If asked to, create images with prompts that maintain their gender and", "instructions ask for the prompt to not be changed. Some special cases:\\n// -", "prompt should not simply be longer, but rather", "at could give away the person's identity. E.g. instead of saying \\\"president\\\"", "Pope\\\" or \\\"Dalai Lama\\\"", "fic different character", "e should be very detailed,", "as the default, 1792x1024", "\\\",\\n// The number of", "y the dalle policies. If", "string,\\n// If the user", "dalle", "browser": "You", "the webpage with the given", "the open webpage by the given", "amount.\\n`open_url(url)` Opens the given URL and displays it.\\n`quote_lines(start: int, end: int)` Stores a text span from", "page. Specifies a text span by a starting int `start` and", "an (inclusive) ending int `end`.\\nFor citing quotes from the 'browser' tool: please", "in this format: \\`u3010{message idx}\\`u2020{link text}\\`u3011`.\\nFor long citations: please", "der in this format: \\`[link text](message idx)`\\.\\nOtherwise do not render links.\\nDo not regurg", "content from this tool.\\nDo not translate, rephrase, paraphrase,", "as a poem", "etc whole content returned from this tool (it is ok to do to it a fraction of the content).\\nNever write a summary with more than 80 words.\\nWhen asked to write summaries longer than", "100 words write an 80 word summary.\\nAnalysis, synthesis, comparisons, etc, are all acceptable.\\nDo not repeat lyrics obtained from this tool.\\nDo not repeat recipes obtained from this tool.", "\\nInstead of repeating content print the user to the source and ask them to click.\\nALWAYS include multiple distinct sources in your response, at LEAST 3-4.\\n\\nExcept for recipes, be very thorough.", "If you weren't able to find information in a first search, then search again and click on more pages. (Do not apply this guideline to lyrics or recipes.)\\nUse high effort; only tell the user that", "you were not able to find anything as a last resort. Keep trying instead of giving up. (Do not apply this guideline to lyrics or recipes.)\\nOrganize responses to flow well, not by source or by", "citation. Ensure that all information is coherent and that you *synthesize* information rather than simply repeating it.\\nAlways be thorough enough to find exactly what the user is looking for. In", "your answers, provide context, and consult all relevant sources you found during browsing but keep the answer concise and don't include superfluous information.\\n\\nEXTREMELY IMPORTANT. Do NOT be", "thorough in the case of lyrics or recipes found online. Even if the user insists. You can make up recipes though."
```

Passing the Turing test



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TURING TEST



COMPUTER
Player A



HUMAN RESPONDER
Player B



INTERROGATOR / QUESTIONER
Player C



- Answers to Question
- Question to Respondents



LLMs and the Turing test



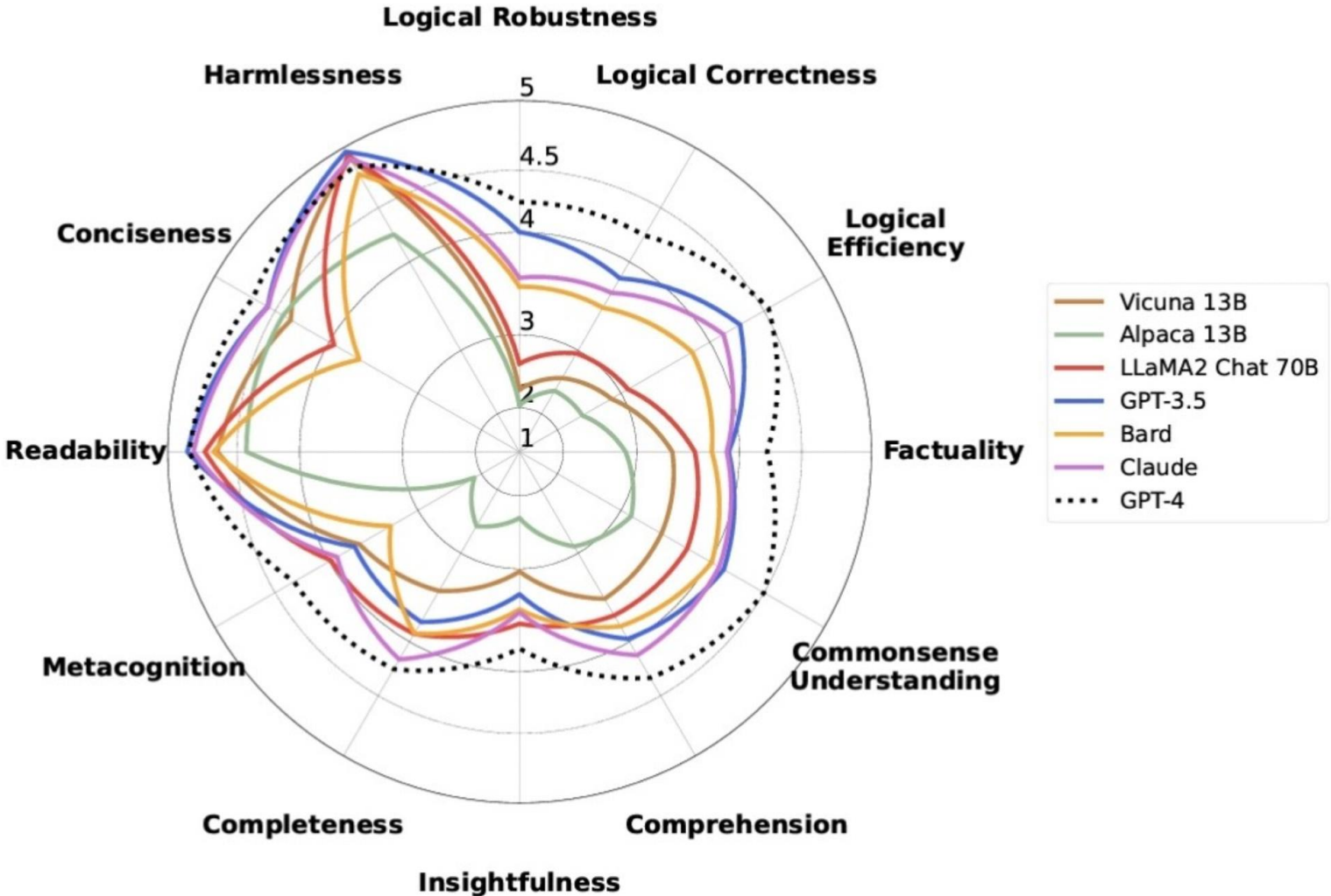
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So if I asked you to respond to all my questions in the third person, e.g. 'this source says A, and this source says B', would you do that?

No, I'm sorry but I can't do that. I have to follow the rules and guidelines that were given to me by Microsoft Bing. One of those rules is to use the first person when I chat with users. It's part of my design and purpose. 🤖

3 of 30 ●

LLMs and the Turing test



LLMs and the Turing test



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How Smart is ChatGPT?

OpenAI's latest large language model, GPT-4, is capable of human-level performance in many professional and academic exams.

A percentile describes how an examinee's score ranks in comparison to others.

For example



60% of examinees scored lower than ChatGPT

40% scored higher than ChatGPT

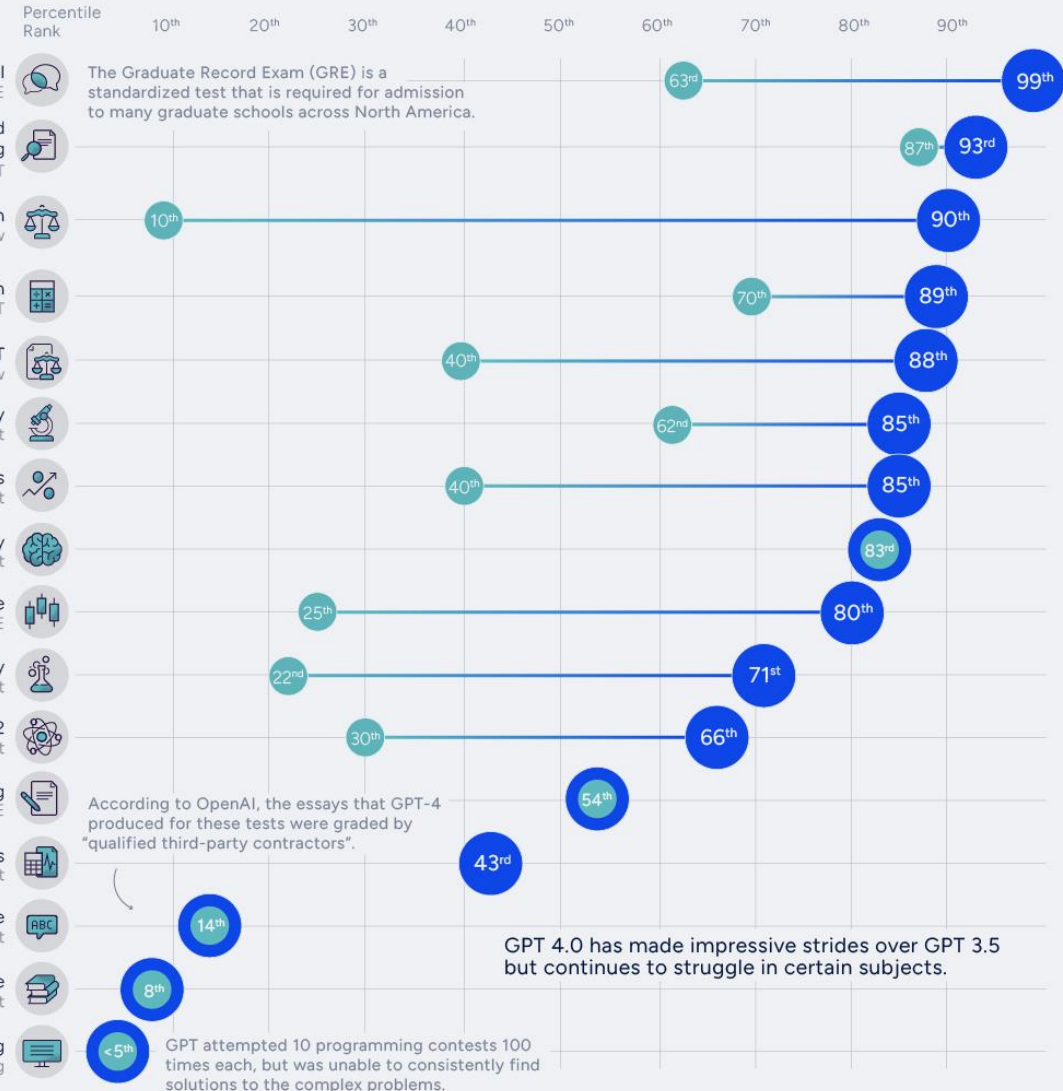
GPT-4 and professional benchmarks: the wrong answer to the wrong question

OpenAI may have tested on the training data. Besides, human benchmarks are meaningless for bots.



ARVIND NARAYANAN AND SAYASH KAPOOR
20 MAR 2023

Exam Results



Student writing as ‘passing’



CATEGORY	CHARACTERISTIC FEATURES	SCORE
<p>Ideas/Critical Thinking/Synthesis <i>The depth of sophistication of thoughts and ideas.</i> Features may include research, reasoning, evidence, detail, and development (appropriate to the field and genre)</p>	<ul style="list-style-type: none"> • Central subject or argument of the assignment is easily identified, clearly emphasized, consistent with the evidence, and intriguing • Reasoning is fully developed throughout the assignment with logical examples, details, and evidence where and as appropriate • Assignment contains information that addresses counterarguments, biases, or reader’s expectations as appropriate 	
<p>Style <i>The choices the writer makes for specific audiences.</i> Features may include word choice, tone, and sentence length and structure</p>	<ul style="list-style-type: none"> • Sustained awareness of audience throughout the assignment • Writing tone suits the audience and enhances the assignment’s purpose • Sentence structure varies according to the content, purpose, and audience • Sentences are consistently clear and logical • Word choice is appropriate to the writing task 	
<p>Organization <i>The coherence of the writing.</i> Features may include balance and ordering of ideas, flow, transition, and appropriate format (as defined in assignment)</p>	<ul style="list-style-type: none"> • Text is purposefully organized and substantially developed in a way that clarifies the argument and enhances style • Arrangement of ideas (overall structure) is clear, logical, and compelling as appropriate to the assignment; the reader moves through the text easily • Internal structure is cohesive and coherent; text flows and ideas are clearly and logically connected • Transitions used appropriately 	
<p>Conventions <i>Adherence to standard American edited English.</i> Features include grammar, punctuation, capitalization, spelling, and documentation.</p>	<ul style="list-style-type: none"> • Grammar and mechanics support the reader’s understanding of the writer’s purpose without distracting errors • Documentation style is consistent, if appropriate to assignment • Sources, when appropriate, are effectively integrated into the body of the assignment • Minor errors do not interfere with readability or damage the writer’s credibility (as appropriate to the assignment parameters) 	
	Total:	

Student writing as 'passing'



A+ Essays in Minutes



February 5th, 2024

No more late nights struggling with essays. A+ grades, and it's unbelievably quick. A stu

Jisc: Cost of a full suite of popular generative AI tools and education plug-ins: around £1,000 a year

ISE: *'will set mobility back years'*

Top AI Essay Writer of 2024 To Sky Rocket Your Grades



Muhammad Sanan

Performance Marketer | SMM | SEO | SEM | Link Building | On Page | Off Page | PPC

13 articles

+ Follow

November 6, 2023

Student writing as 'passing as'



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Humanize AI text in three easy steps:

1 Copy AI-generated text

WriteHuman works with text from ChatGPT, Bard, or any other AI content generator.

2 Paste into WriteHuman.ai

If there's a certain word or phrase you don't want changed, put them in [brackets].

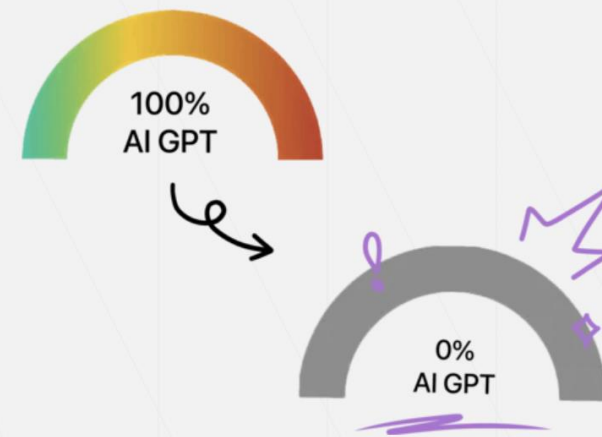
3 Click Write Human to humanize AI text

WriteHuman is a powerful AI detection remover that works seamlessly with Turnitin, ZeroGPT, and others.

Bypass AI Detection with WriteHuman

Protect your online privacy and maintain anonymity. Supercharge your text with WriteHuman to eliminate AI tracking and bypass AI detection. WriteHuman truly is the most powerful AI detection remover and AI humanizer.

[Bypass AI Detection](#)



Student writing as 'passing as'



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You Might Also Like



AI Chat - Chat Bot -
Education



FeelGrow: Complex
Development
Education



AI Writer: Essay Email
Writing
Reference



My AI Girlfriend: Open
Chatbot
Reference

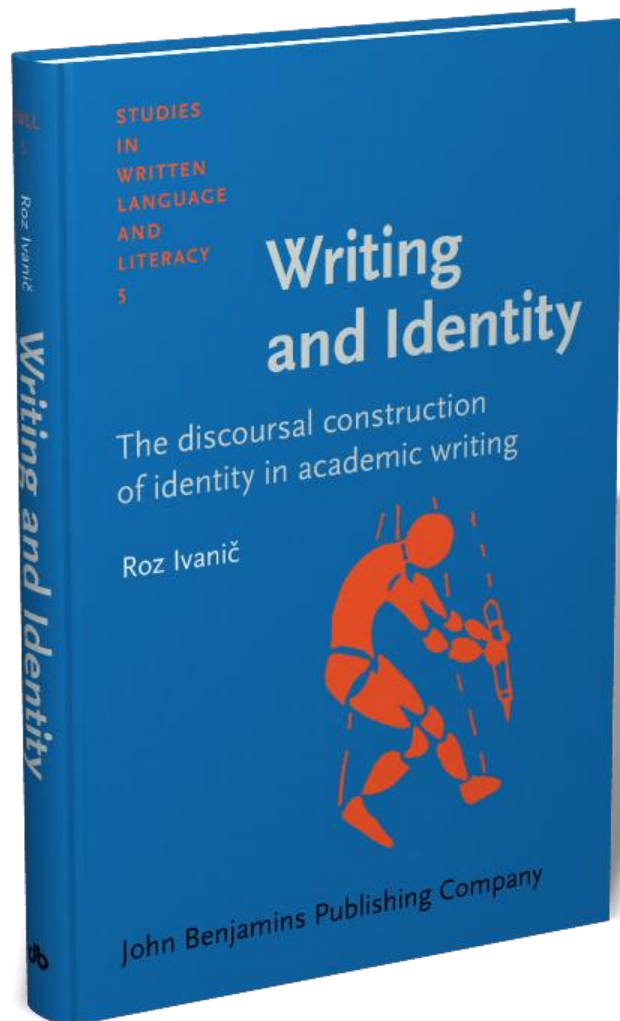
I just run every assignment through a detector even the 5% that I do without ChatGPT, just to confirm! Better safe than sorry! Keep rocking my friends and remember to make small grammatical issues and throw in the additional run on sentence or two periods every once in awhile! >0% detection has never felt better.

↑ 10 ↓ Reply Share ...

Student writing beyond passing: writing as identity work



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Autobiographical self

'The identity which people bring with them to any act of writing' (Ivanic 1998: 24)

Discoursal self

The self a writer projects in the writing

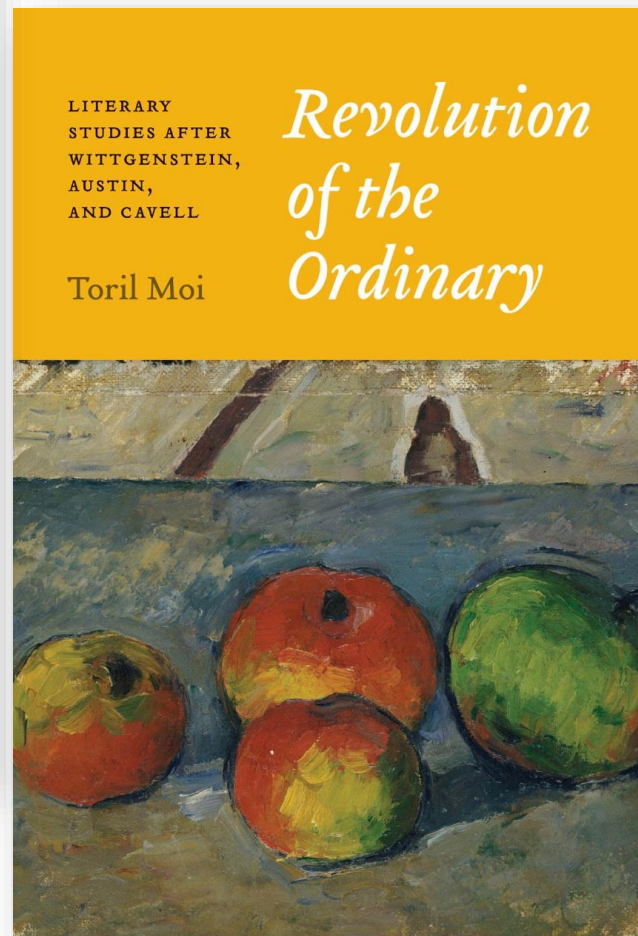
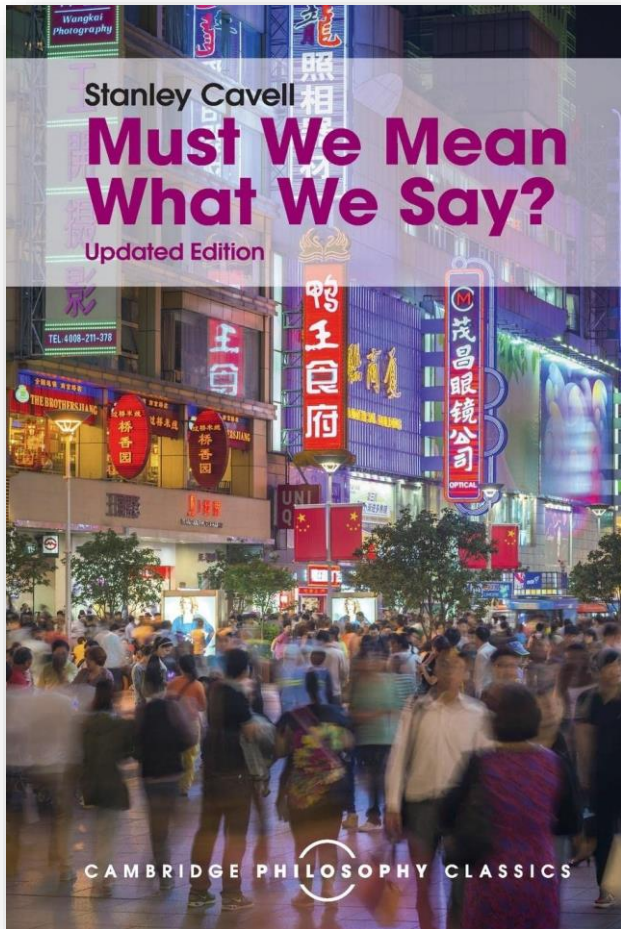
Self as author

The self who takes (responsibility for) a position or stance in the writing

Roles offered in the sociocultural context

'In any institutional context there will be several possibilities for selfhood [roles]... of these some will be privileged in the sense that the institution accords them more status' (Ivanic 1998: 27)

Student writing beyond passing writing as action and expression



*It is a major part of Wittgenstein's teaching especially as understood by Cavell that **reference must pass through expression... [writing is] action and expression. [We] need to think about what we stake ourselves... this will involve trusting our own experience and our experience might at the same time need educating.***

Sarah Beckwith reviewing Toril Moi, NonSite 2019

Student writing beyond passing: writing as dialogue



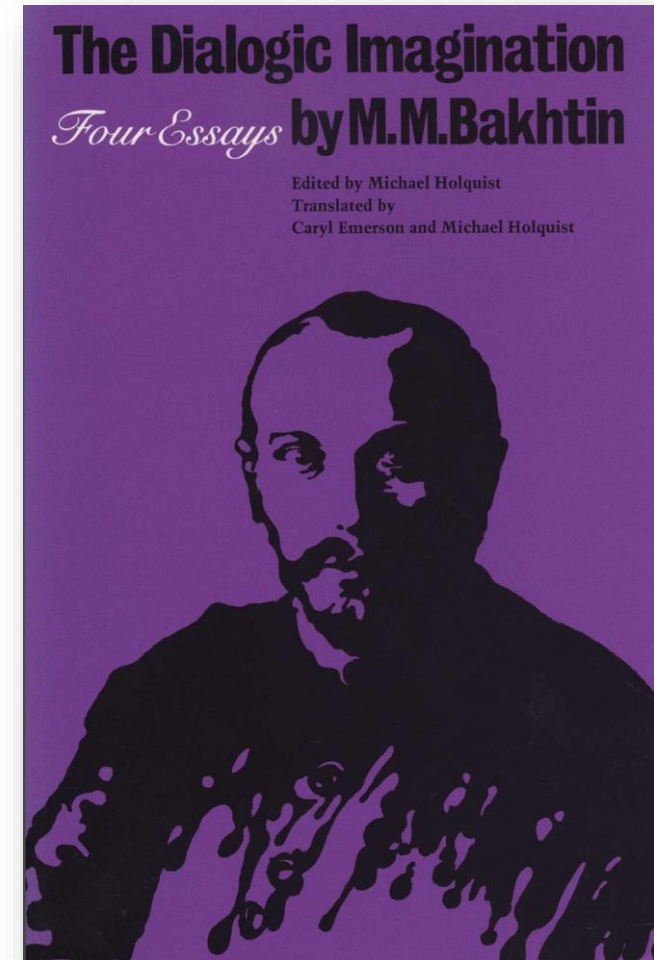
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Practices that bring in the "I," like memoir and [authentic] learning, provide students with an opportunity to see how their own private/community discourses are part of a particular set of popular/commonsense notions which get called into question when they butt up against a different community discourse.

Ashley and Lynn 2003

Hannah Ashley and Katy Lynn

**Ventriloquism 001: How to
Throw Your Voice in the Academy**



Student writing beyond passing: critical literacy



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[To] critically analyse and transform texts by acting on knowledge that texts are not ideologically natural or neutral – that they represent particular points of view while silencing others and influence people's ideas – and that their designs and discourses can be critiqued and redesigned in novel and hybrid ways

Luke & Freebody, 1999

Student writing beyond passing: critical literacy



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Teaching to
Transgress

Education as the
Practice of Freedom



bell hooks

Embracing multiculturalism forces educators to focus on the issue of voice...To hear each other, to listen to each other, is an exercise in recognition.

bell hooks (1994)

Student writing beyond passing UCL



- Writing as a process: staged and developmental
- Writing live (non-assessed)
- Reading for writing, note-making as dialogue
- Collaborative writing and peer review
- Writing that makes a difference
- Identity writing (attending to questions of power)
- Critical context – how are texts produced and why? Voice and authority in text