

Cheating Better with ChatGPT: A Framework for Teaching Students When to Use ChatGPT and other Generative AI Bots

David R. Firth
david.firth@umontana.edu

Mason Derendinger
mason.derendinger@umontana.edu

Jason Triche
jason.triche@umontana.edu

Management Information Systems
University of Montana
Missoula, MT 59812, USA

Abstract

In this paper we describe a framework for teaching students when they should, or should not use generative AI such as ChatGPT. Generative AI has created a fundamental shift in how students can complete their class assignments, and other tasks such as building resumes and creating cover letters, and we believe it is imperative that we teach students when the use of generative AI is appropriate, and when it is not appropriate (e.g., cheating). Our initial pass at the framework was piloted with colleagues, and then followed with a focus group of students to refine the framework. We then used the framework in an MBA class to test its efficacy and gather qualitative feedback. Using the results, we further refined the framework, and then used it to teach two general undergraduate business classes as a rudimentary test of generalizability across students. The qualitative feedback was very positive. The framework helps educators understand when to use, or not use ChatGPT, and provides a way to teach students about the same. We have found that using the framework in class generates interesting discussions about the use of generative AI.

Keywords: Generative AI, ChatGPT, Teaching, Framework, Flowchart

An updated and full version of this abstract may be found at <https://isedj.org>