



**Southern Cross  
University**

# Generative AI as an academic authoring tool – signposting potholes and how to elevate outputs

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SOURCE: OpenAI DALL-E. (2024). ChatGPT [Large language model]. <https://chat.openai.com>



## Overview

- A bit about you
- Context
- Learned principles for course development in ChatGPT 3.5 & 4.0
- Feedback trial
- Summarise the benefits



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## A bit about you

Why you are here?

Have you been actively using Generative AI / Large Language Models (LLM)?

What are your business take aways from this session?



Transforming > Tomorrow

IMAGE SOURCE: OpenAI. (2023). *ChatGPT* (4) [Large language model]. <https://chat.openai.com>



# Context – My starting point

## Online unit delivery development

I was provided:

- Unit overview, learning outcomes (ULOs)
- Weekly key topic

My tasks:

- sub-topics, interactives, case studies etc
- online content (no textbooks to be purchased)
- session plans & tutorial activities
- Pass to L&D team for site development

Used ChatGPT to structure 6 to 8 key topics for each week  
– the following reflects on developing the content

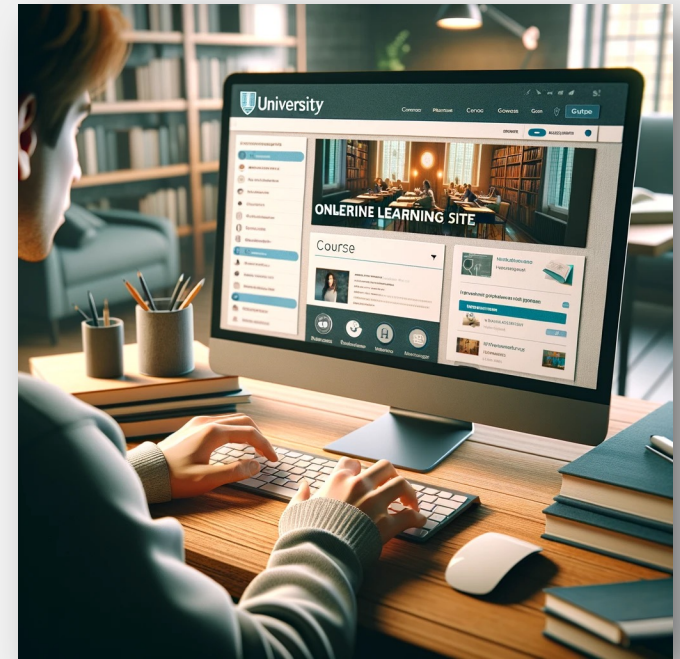


IMAGE SOURCE: OpenAI. (2023). *ChatGPT* (4) [Large language model]. <https://chat.openai.com>

# Principle 1 – Retain the executive function

GPT 4.0 Prompt –

*'Labberwocky Gibberish!'*

'Suggest 10 titles for an in-service session on AI

## 10 Session Title Suggestions:

1. "AI-Enhanced Ed: Course Write Plus"
2. "The Online Course Mosaic: Infusing Art with Generative Rules"
3. "Framing Tomorrow: How Math and Tear-sheen Transformed Wild-Streams into Image Port"
4. "Perks of Bridgecock: Winter Cut For Contro in f-the-slat Processing and Woodwale Space"
5. "Cup, Dagger, and Prose: Long-Dated Bridge-running from Axle Stage in Genero-prose"
6. "Virtue's Harvest: Irrigating the Ed Fields through s/in Spring-bite of New Char and Catch"
7. "Compars and Abbeys: Poring and Pooring in Met-and-Frith of Breath Rooms For The Future's Long Teeth"
8. "Glede-Source Heavenmail: Sozzle and Maken for Great Yell of Whit's Upgrow"
9. "Sesame Robincheve: Larmor for Mimar, s/un Dap that S/n Spread The Call for Princox, Glime and Sweb"
10. "Pageturn and Password: K!n Growse from Play and Stay for The Newly and Renice"

# Principle 2 – Use the tone knob

Set the tone and purpose for what is to follow.

## *Example prompt*

‘You are an Australian university academic writing the content for self-directed learning via online unit delivery. Write in a semi formal tone but be warm and friendly. Directly address the student by using ‘you’ instead of we or third person. Your fields of expertise are .... This course is for students as the .... level of studies. Use Australian spelling.’

**PRO** – Almost always kept to this tone – occasionally had to edit to use ‘you’

**CON** – Almost never uses the correct spelling

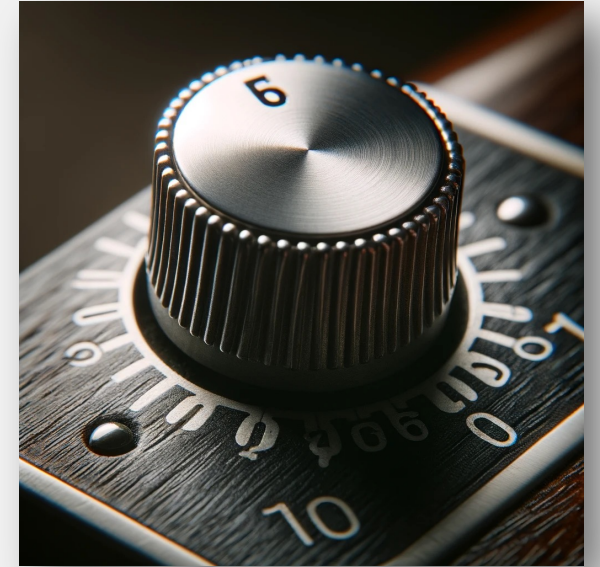


IMAGE SOURCE: OpenAI. (2024). ChatGPT (4) [Large language model].  
<https://chat.openai.com>

# Principle 3 – Chunk it up

## *Example prompt*

‘Describe and academically discuss the following topic. Risk management in projects. **Write up to 600 words.** Integrate any important alternative perspectives or any important multicultural perspectives. Emphasise how a few cultures do not readily speak about risk and explain why.’

Variants – write between 300 to 400, no more than 300 etc

**PRO** – I found 400 good for shorter text plus truncated lists and over 600 usually caused system issues

**CON** – The final 100 was usually used up in a summary paragraph



IMAGE SOURCE: OpenAI. (2024). *ChatGPT* (4) [Large language model].  
<https://chat.openai.com>

# Principle 4 – Prompt for analysis

## *Example prompt*

**‘Describe and academically discuss** the following topic. 4.1 Project life cycle. Write up to 600 words introducing and explaining the lifecycle from ideas to post-implementation.’

**‘Provide more detail on what is different about** agile life cycles. **Explain the concepts** of iteration and incremental. **Discuss any tensions or conflicts** that may exist when adopting a non-traditional lifecycle.’

**PRO** – I found this greatly elevated the quality of the content and enabled me to shape it more towards the unit and assessment objectives.

**CON** – You may need to tweak to ensure cohesion – revisit your intro



IMAGE SOURCE: OpenAI. (2024). ChatGPT (4) [Large language model]. <https://chat.openai.com>



# Principle 5 – Keep it together

## *Example prompt*

‘Repeat but refer back to the last 4 topics and build internal cohesion’

‘... Begin by reminding students of the definition of SDGs and ESG. Flag to students that this topic is covered in more depth in UNIT 1234.’

**PRO** – I found rather good when I ask it to include cohesion or cross-referencing

**CON** – This does not occur unprompted even when you have explained you are writing parts of a whole.



IMAGE SOURCE: OpenAI. (2024). *ChatGPT* (4) [Large language model].  
<https://chat.openai.com>

# Principle 6 – Bias and skewed representation

## *Example prompts*

‘change the example in the second paragraph to policing and correctional services’

‘provide an example using Australian Aboriginal or Torres Strait Islander perspectives’

‘change the first two examples to female thought leaders’

‘suggest 5 examples from different contexts or industries’

**PRO** – Was able to accommodate swiftly when prompted to adapt

**CON** – There was a tendency to use US centric case and Finance, Technology and IT industry examples (or common examples for the context).



IMAGE SOURCE: OpenAI. (2024). *ChatGPT* (4) [Large language model].  
<https://chat.openai.com>

# Principle 7 – Copy & paste ... Often!

## TIP

Frequently copy the output and paste into your own document

## Why

Freezing or system issues, especially after a slightly complex prompt, meant the loss of the session. Great previous output had to be re-created.

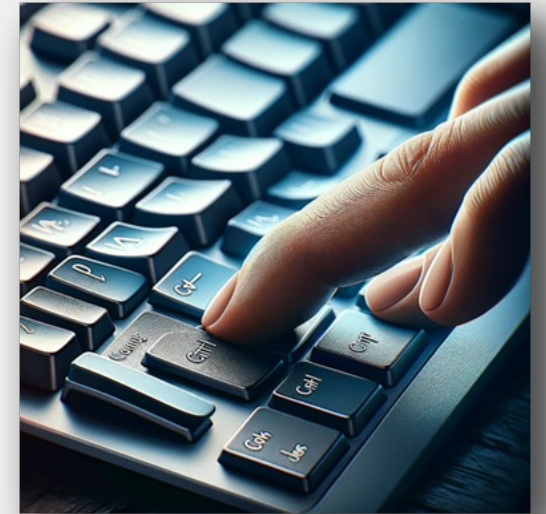
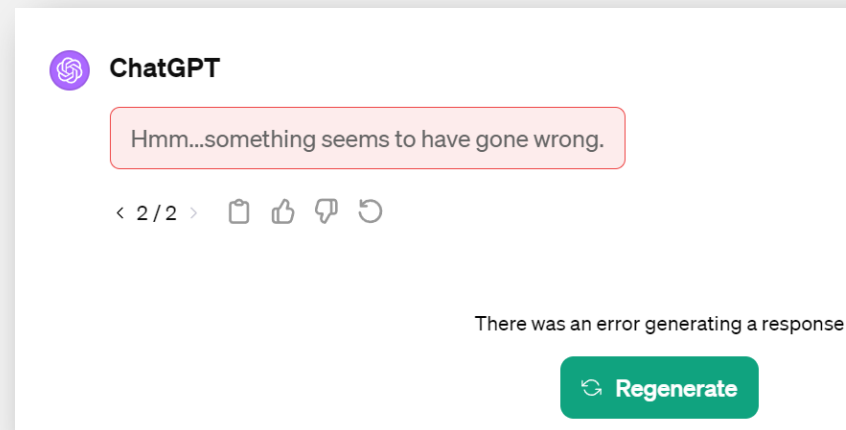


IMAGE SOURCE: OpenAI. (2024). *ChatGPT* (4) [Large language model]. <https://chat.openai.com>



# Principle 8 – Beware the citation vortex

‘... include citations and references’

GPT 3.5 - rarely accurate and wasted time looking for false or misleading citations and then replacing with suitable sources.

GPT 4.0 – almost always accurate but not always the most accessible

- time taken to find the source, verify it, ensure it was one the uni library has access to etc.
- I stopped asking for citations and did that stage the old (ish) school way



IMAGE SOURCE: OpenAI. (2024). *ChatGPT* (4) [Large language model]. <https://chat.openai.com>

# Principle 9 – List it

## Example prompt

‘List 20 examples of project risks’

‘List another 10 but include diverse industry and organisational scale’

‘Suggest 10 interactive tutorial ideas for this topic’

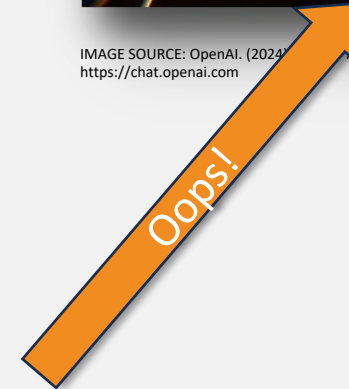
List more than you need and select or modify the most suitable ones

**PRO** – Fast generation of examples that can be used or inspire

**CON** – Often starts with generic or common ideas and needs to be prompted to move beyond that



IMAGE SOURCE: OpenAI. (2024). [Large language model].  
<https://chat.openai.com>



# Principle 10 – Repeat that, but

*Example prompt*

‘Repeat that **but** emphasise the role of cognitive psychology’

**PRO** – Ability to introduce any kind of addition or emphasis

**CON** – Best done straight after the GPT response – need to analyse immediately (but this can be worked around)

Eg read the following text and then re-write to emphasise (include, exclude etc)



IMAGE SOURCE: OpenAI. (2024). ChatGPT (4) [Large language model]. <https://chat.openai.com>

# Principle 11 – Self analysis – both of us

## *Example prompt*

‘Read the attached file [the document with all of the module from objectives through to summary] and suggest any ideas that may be missing or ways to improve this module’

## *Self prompt*

Review for flow, tone, concept coverage, sufficient examples, further readings, additional interactive activities, sufficient variety, etc. Is there unintended bias or other elements that need enhancing?

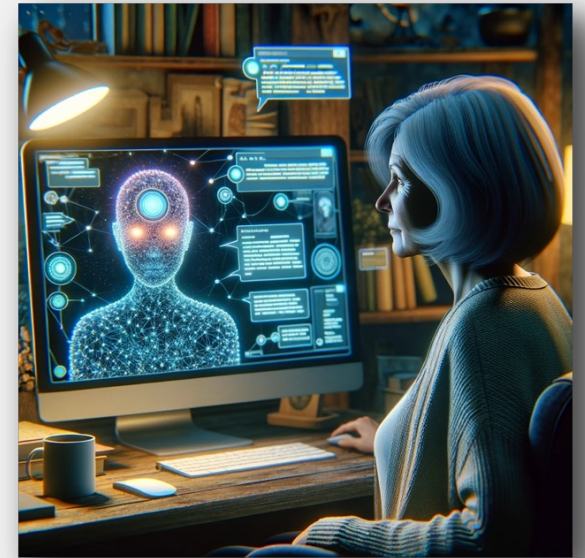


IMAGE SOURCE: OpenAI. (2024). *ChatGPT* (4) [Large language model].  
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# ChatGPT 4.0 feedback trial – Informing Students

## Assessment 2: Critical review

|                        |   |
|------------------------|---|
| <b>Assessment type</b> | <b>Critical Review (Academic analysis)</b>  |
| <b>Length</b>          | 2500 (10% +/-)  |
| <b>Weighting</b>       | 40%   |
| <b>Due date</b>        | <b>Sunday</b> midnight end of Week 4  |
| <b>Feedback type</b>   | <p>Rubric and moderate written feedback.</p> <p>A GenAI tool that does not store your work online may be used to generate some extended feedback for this assignment. Please clearly note on your title page if you do not wish this to occur (opt out). You may discuss this further with your UA.</p> |
| <b>Moderation</b>      | <p>UA marking and moderating against past examples.</p> <ul style="list-style-type: none"><li>- If class size exceeds 40, UA will meet with marker to align marking. Variances monitored via an analytics dashboard.</li></ul>  |



# ChatGPT 4.0 feedback trial – Key Points

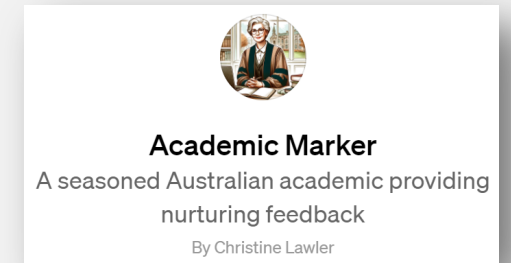
Full disclosure with students

- Students were informed – assessment guide and during Live Session
- Students were shown examples of how I used ChatGPT and the output
- Students were asked for their thoughts on the feedback
- Students were asked to add further comments to the Unit Survey

# ChatGPT 4.0 feedback trial – Key Points

## ChatGPT set up

- Academic Marker is an experienced Australian university academic, specialising in the humanities with a focus on project and innovation management, and now also including expertise in creative professional practice, innovation, innovation management, and continuous improvement. She is adept at providing constructive, positive, and polite feedback to postgraduate students. Her feedback is detailed, using conversational and natural language. She prioritises the student's work, offering insights that are directly relevant and beneficial for their academic progression. Academic Marker adapts her tone to suit the advanced level of postgraduate studies, fostering confidence and understanding. Her feedback is provided in Australian English, incorporating Australian spelling and terminology, ensuring authenticity and relevance for her students.
- Academic Marker facilitates peer review sessions, offers advanced writing assistance, provides project management guidance, suggests career and research opportunities, generates AI visuals for academic use, incorporates accessibility features, offers emotional intelligence training, emphasizes sustainability and ethics in research, and now covers additional expertise in creative professional practice, innovation, innovation management, and continuous improvement. These enhancements provide a comprehensive academic support system, promoting well-rounded development for postgraduate students in a wider range of disciplines.



# ChatGPT 4.0 feedback trial – Examples & Prompts

1. 'Academic Marker' was provided the assessment intent and the context.
2. **PROMPT** :For any brief comments or phrases I write - provide one to two sentence feedback on that topic. I will say STOP when I am ready to move on to a different task



**Academic Marker**

A seasoned Australian academic providing  
nurturing feedback

By Christine Lawler



**You**

great use of another source to counter the argument in your selected article



**Academic Marker**

"Your incorporation of an external source to counter the argument in your selected article is commendable. It demonstrates critical thinking and the ability to engage with different perspectives, enriching your analysis and providing a balanced view."

# ChatGPT 4.0 feedback trial – Examples & Prompts



**You**

strengthen your topic sentences to clearly convey the purpose of the para



**Academic Marker**

"Enhancing your topic sentences to more clearly articulate the purpose of each paragraph will significantly improve the structure and clarity of your writing. Strong topic sentences act as signposts, guiding the reader through your argument and ensuring each paragraph contributes effectively to your overall thesis."



**You**

excellent identification of potential bias however the heading and the paragraph content did not clearly align and demonstrate the source of that bias



**Academic Marker**

"Your identification of potential bias is a critical aspect of your analysis, demonstrating keen insight. To make your argument more impactful, ensure that the heading and the content of the paragraph are closely aligned to clearly articulate and demonstrate the source of the identified bias. This alignment will strengthen the coherence and persuasiveness of your argument."



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# ChatGPT 4.0 feedback trial – Examples & Prompts



**You**

cite from the 2021 version of the PMBOK to ensure current



**Academic Marker**

"To ensure your analysis is up-to-date and relevant, it's important to cite from the 2021 version of the Project Management Body of Knowledge (PMBOK) guide. Using the most current edition reflects a commitment to current standards and practices in the field of project management, and it helps in providing a contemporary perspective in your work."



**You**

more descriptive than analytical



**Academic Marker**

"Your work is descriptive and provides a good understanding of the content, but shifting towards a more analytical approach will enhance its depth. Analysis involves critically examining and interpreting the information, rather than just describing it. Aim to question, evaluate, and provide insights into the 'why' and 'how' aspects of the content to elevate your critical review."



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# ChatGPT 4.0 feedback trial – Glitch



**You**

I rather like the way you approached this Sam. YOU have also honed in on what I think is something acadecmi needs to do better - connect to very real and actionable use of their work. This article was really more of a bridge to propel new research in new directions instead of continuously examining the same concepts.



**Academic Marker**

"It's great to hear that you appreciate Sam's approach to the analysis. His ability to identify and emphasize the practical applications and real-world implications of academic work is commendable. Recognizing the article as a catalyst for new research directions, rather than a reiteration of existing concepts, is a valuable insight. This perspective not only highlights the need for academia to focus on actionable outcomes but also underscores the importance of innovation and forward-thinking in research. Sam's approach serves as an excellent example of how critical analysis can extend beyond theoretical discussion to influence practical change and progress in the field."



**You**

repeat. Sam is the name of the student that this eedback is being addressed to



**Academic Marker**

"Sam, I really appreciate the way you've approached this analysis. You've honed in on a crucial aspect that academia often overlooks - the need to connect research to tangible, actionable outcomes. Your recognition of the article as a stepping stone to propel new research directions, rather than just rehashing the same concepts, is insightful. This approach not only demonstrates your understanding of the broader implications of academic work but also highlights the importance of driving innovation and fresh perspectives in research. Great job in showcasing how critical analysis can lead to meaningful advancements in your field."



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By Christine Lawler



## Some Benefits

1. For the students - the material is more readable and conveys concepts that I may not have considered.
2. For the L&D team - The quality is higher and virtually no corrections have been required. Many of the lists and examples were perfect for changing into a graphical representation.
3. For me - I became more productive and covered a greater breadth – which enabled me to concentrate on the analytical and higher order. I have arthritis, and my typing can be yucky – ChatGPT has liberated me from the physical drain and time-consuming activity of fixing my typos or weird dictation errors.



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# Questions?

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