

# THE WRITING WARS!

## CAN TEACHERS AND STUDENTS TELL THE DIFFERENCE BETWEEN STUDENT'S WRITING AND CHATGPT?

### HYPOTHESIS

We hypothesise that if a teacher or student comes from the same year group as the student who produced the writing, they will be more likely to get the answer correct and be able to differentiate between Chat GPT and student writing. We believe teachers will be more likely to differentiate between the two in comparison to students, as it is their job to mark student writing and check if writing is original. Finally, we believe that because AI can be made to do such specific things, the results will be very different between questions and many people will be left confused.

### PROBLEMS

We faced many problems with our Data Poster and how we gathered data. Firstly, we wanted to see results and opinions from teachers only, yet we believed that a student outlook on this issue is vital as they were the producers of the writing and accustomed to the writing style and talent - meaning their answers would really show how powerful AI and its capability to mimic student writing. Therefore, we looked at the issue from a different perspective and created a main focus on students.

### HOW WE TESTED

For writing samples we gathered 3 different pieces of student writing - two pieces of Year 6 fictional student writing and one piece of Year 4 fictional student writing. For our AI samples we asked Chat GPT to write a similar piece of writing with similar themes, similar beginning, similar end, and similar length - in order to keep our samples similar and fair. Finally, we put all these samples into Google Forms and made a survey of 3 questions to be sent out to teachers and students. Overall, we surveyed 170 people - students from Years 3-6 and teachers of all ages, level of experience and teaching different year groups.

### RESULTS

The results from our form showed that, overall, teachers were better at figuring out the difference between AI generated writing and student produced writing. This is most likely due to their ability and that they read student writing every day in their job. We found that writing produced by the Year 4 student - which has the start of it shown as an example on our form, was the hardest for teachers and students to pick.

### STUDENT WRITING & CHAT GPT SAMPLE

These are the writing samples given in question 1 for our form. The first one is a Year 4 student's writing and the second was developed by AI.

#### STUDENT WRITING

CRASH! Lightning arced through the billowing storm, illuminating a cloaked silhouette. The shadowy figure trudged toward the ramshackled house, or what was left of it. "Masssssster" a serpentine voice hissed from across the open plain "Why mussssst we meet here."

#### CHAT GPT WRITING

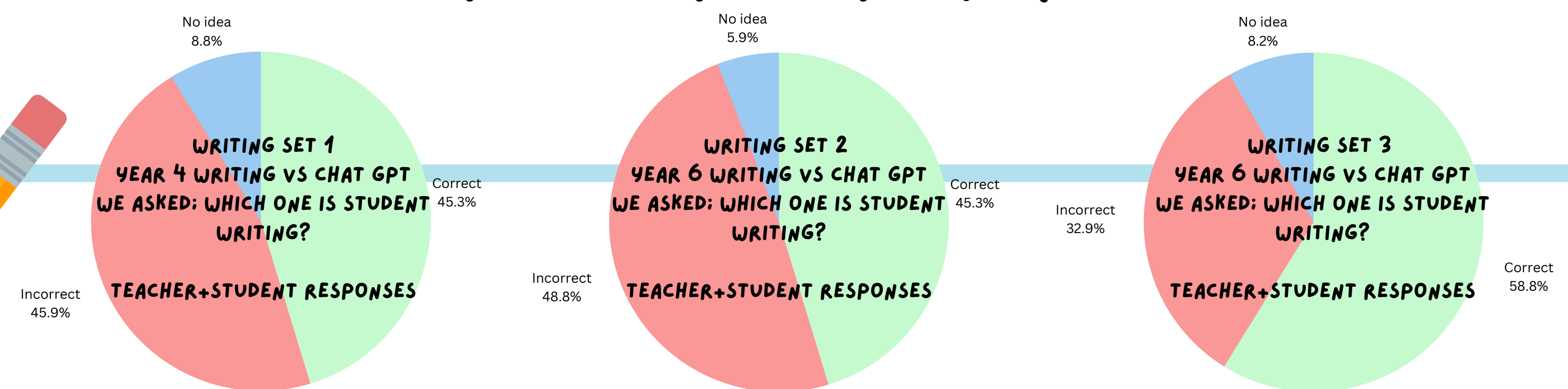
CRACK! Lightning split the stormy night, casting a chilling glow on a cloaked figure. They trudged towards a rundown house. "Master," hissed a serpentine voice from the open plain, "Why are we here?" "It's vital for our plan," rasped the hooded figure.

### CONCLUSION

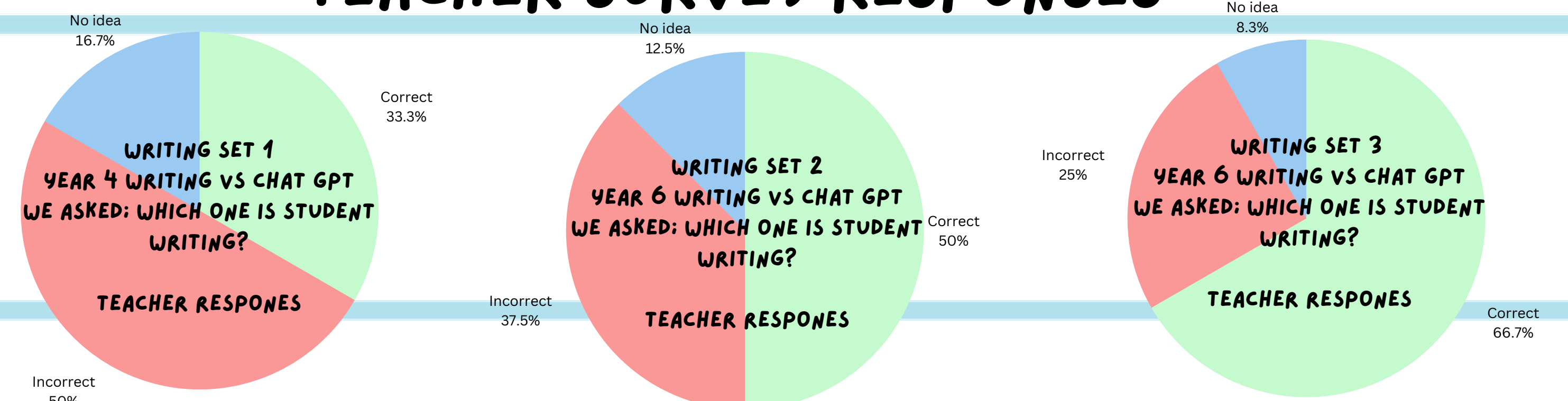
We discovered that only around half of the overall group was able to pick the correct answer - therefore meaning that these questions were difficult and the samples from Chat GPT and student writing were very similar. We found out (that despite our hypothesis) teachers teaching the same age group as the student writing sample still got the answer wrong and it didn't differentiate them from other teachers. This is most likely because teachers (in their careers) teach all different age groups.

All in all, we are concerned with how powerful AI is and the inevitable growth of it. We believe something has to be done to stop cheating and AI's growing power. This small poster has left a big impact and poses the question, how easy it is to ask AI to write or do something! That AI could write and follow such specific guidelines and write in such a specific style makes it almost impossible if camouflaged and unmentioned. We believe that AI is a growing problem and this survey does prove (on a small scale) that the risk of students and even adults alike cheating on things such as tests is a real issue and a posing threat.

## OVERALL SURVEY RESPONSES



## TEACHER SURVEY RESPONSES



## STUDENT SURVEY RESPONSES

