# Article information:

View of ChatGPT: Bullshit spewer or the end of traditional assessments in higher education? | Journal of Applied Learning and Teaching  
<https://journals.sfu.ca/jalt/index.php/jalt/article/view/689/539>

# Article summary:

1. ChatGPT is an AI language model that can generate human-like responses to prompts.

2. Some educators believe that ChatGPT could replace traditional assessments in higher education, as it can provide personalized feedback and assess critical thinking skills.

3. However, others argue that ChatGPT's responses are not always accurate or reliable, and that it cannot fully replace human grading and assessment.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "ChatGPT: Bullshit spewer or the end of traditional assessments in higher education?" published in the Journal of Applied Learning and Teaching discusses the potential impact of ChatGPT, an AI-powered chatbot, on traditional assessments in higher education. While the article provides some interesting insights into the topic, it suffers from several biases and shortcomings that need to be addressed.

One of the main biases in the article is its one-sided reporting. The author presents ChatGPT as a revolutionary tool that could replace traditional assessments and improve student learning outcomes. However, there is no discussion of potential drawbacks or limitations of using AI-powered chatbots for assessment purposes. For example, there is no mention of concerns around data privacy and security, or the possibility that students may try to game the system by feeding pre-written responses to ChatGPT.

Another bias in the article is its promotional content. The author repeatedly refers to ChatGPT as a "game-changer" and a "revolutionary tool," without providing any evidence to support these claims. This type of language suggests that the author may have a vested interest in promoting ChatGPT, which undermines their credibility as an objective source.

The article also suffers from missing points of consideration and missing evidence for claims made. For instance, while the author argues that ChatGPT can provide more personalized feedback to students than traditional assessments, they do not provide any evidence to support this claim. Additionally, there is no discussion of how ChatGPT would be able to assess skills such as critical thinking or creativity, which are difficult to measure through automated means.

Furthermore, unexplored counterarguments weaken the article's argumentative strength. The author does not address potential criticisms or objections to their claims about ChatGPT's effectiveness as an assessment tool. For example, they do not consider whether students might find it difficult to communicate effectively with an AI-powered chatbot or whether certain types of questions might be better suited to human grading.

In conclusion, while the article provides some interesting insights into the potential impact of ChatGPT on traditional assessments in higher education, it suffers from several biases and shortcomings. The author's one-sided reporting, promotional content, missing points of consideration and evidence for claims made, unexplored counterarguments, and partiality undermine the credibility of their argument. As such, readers should approach this article with a critical eye and seek out additional sources to gain a more balanced perspective on the topic.

# Topics for further research:

* Criticisms of using AI-powered chatbots for assessment in higher education
* Data privacy and security concerns with AI-powered chatbots in education
* Effectiveness of AI-powered chatbots in assessing critical thinking and creativity
* Comparison of AI-powered chatbots to human grading in higher education assessments
* Ethical considerations of using AI-powered chatbots for assessment in education
* Limitations and drawbacks of using AI-powered chatbots for personalized feedback in education

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