

## Scholarship Learning Community (SLC)

**Title: ChatGPT and Text Generative AI in Research**

**Facilitator: Ignacio Luri, Driehaus College of Business**

### **Description:**

This learning community will focus on discussing and learning about ChatGPT and other Text Generative AI (TextGenAI) tools for research. The topics to be discussed include: authorship, peer review in the TextGenAI age; TextGenAI in the writing process; TextGenAI for data analysis; synthetic (AI-generated) participant data, and more.

Text Generative AI is having a huge impact on just about every aspect of our lives. DePaul University is still navigating the nuances of teaching in the age of AI. However, the academic community in general and DePaul research-active faculty in particular have much to learn about the implications of this new technology in the research process. AI-powered methodologies evolve, the writing process is being transformed, and academic journals continue to take stances on the use of AI tools. DePaul scholars should stay ahead of the conversation and learn about TextGenAI regardless of their discipline.

The cycle of this learning community will be: individual learning based on assigned readings and each participant's research, followed by group or pair cooperation, and ending with online meetings for discussion before assigning individual readings for next time and so on. The list of readings has some initial items, but will be created mostly collaboratively by the participants month by month. Each month we will have 90-minute Zoom meetings to discuss the readings and engage in a discussion lead by a subset of the participants. The final three meetings will be devoted to reflecting on everything learned and preparing for the output of the learning community.

### **Calendar of Activities**

We will hold monthly 90-minute Zoom meetings. At each of these meetings, with the exception of the first and the last three, we will discuss a subtopic within the topic of TextGenAI in research: challenges, applications, different tools... The discussion in these meetings will be led by a subset of participants, assigned in the month prior to be discussion leaders. They will bring a presentation with a few key concepts, questions, conversation-starters, etc. At the end of the meeting, we will decide on the list of assigned readings for next month, based on participant submissions.

Between meetings, everyone will have two tasks: 1) read the assigned readings, 2) find readings to suggest for the next month's topic. A subset of participants, rotating each month, will additionally be responsible for leading the next discussion, which will involve preparing a very informal script with questions, conversation starters, to ensure a lively discussion.

Tentative schedule follows:

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| September | Introductions; first reading discussion; assign teams |
| October   | Set of readings 1, Discussion, Decide next readings   |
| November  | Set of readings 2, Discussion, Decide next readings   |

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| December | Set of readings 3, Discussion, Decide next readings       |
| January  | Set of readings 4, Discussion, Decide next readings       |
| February | Set of reading 5, Discussion, Decide next readings        |
| March    | Skip this month due to quarter end/start and spring break |
| April    | Set of readings 6; begin preparing outcome                |
| May      | Planning for learning community outcome                   |
| June     | Final meeting; lessons learned                            |

### **Learning Community Outcome**

Each participant will draft a research plan describing how they could apply one or more of the tools we've investigated to their work. This and the lessons learned will be the basis for a roundtable where participants will share their experiences at the learning community with the full DePaul community.