

Using ChatGPT in Graduate Education: A Beginner's Guide (and We're All Beginners Here)

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TL;DR

Want to give ChatGPT a try in your classes?

Here are some suggestions, from a fellow beginner.

The meat?

Lots of classroom-tested prompts.

And examples of successful examination questions using ChatGPT.

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OVERVIEW

Many teachers are experimenting with AI tools. This paper shares the positive results of using ChatGPT² in two courses at Claremont Graduate University.

Positive results?

- How students evaluated the experience. For example,
 - “Integrating ChatGPT into our coursework proved to be as engaging as having a team of colleagues constantly available for discussions.”
 - “Overwhelmingly positive, fostering a more dynamic and informed learning environment.”
 - “Nothing short of mind-blowing.”³
- What the examinations demonstrated. In my judgment, students’ answers were often better than either they or ChatGPT4 could have provided alone—and in some cases shockingly expert.
- My own experience in the classroom. Lots of hard work and experimentation, but also lots of fun watching students engage and learn together.

This paper provides ideas and suggestions for other teachers to consider. It includes all the prompts used in each course. Some footnotes include links to ChatGPT4 output.

The annexes contain the syllabi (including guidance and warnings about using ChatGPT4), the final examinations, and feedback about ChatGPT4 provided by students.

² For OpenAI’s overview of ChatGPT, see <https://openai.com/chatgpt>. ChatGPT has many capabilities not utilized in this paper.

³ Excerpted from comments in Annex 5.

SOME CONTEXT

Teaching in graduate school is different from teaching in high school or college. Most graduate students—outside the United States, “postgraduate students”—are highly motivated. The majority of the students in my courses are pursuing the PhD, meaning they are keenly interested in doing research. Many others are current or future professionals in public policy, education, evaluation, public health, and business. They seek practical tools.

This paper covers two graduate courses taught in the fall semester of 2023. Both courses were taught completely online. Each class session lasted 3 hours.

- The public policy seminar “Policy Design and Implementation” began with 8 graduate students from economics, international political economy and computational analytics, political science, public policy, and psychology.
- The “transdisciplinary” course “Working across Cultures” began with 35 graduate students from programs ranging from mathematics to music and across the behavioral and social sciences, plus cultural studies, education, English, and management.⁴

Because these students hailed from so many disciplines and professions, they had different levels of preparation—for example, in statistics and economics, which contain key concepts for both of these courses. ChatGPT4 filled gaps and provided motivation by functioning as a patient, individualized tutor.

About a quarter of these students are not native English speakers. ChatGPT4 helped them digest complicated readings and improve their writing.

Before these courses, few of the students had used ChatGPT as anything more than a search engine. Instead, we emphasized the interactive nature of ChatGPT. Students explored its uses as tutor, coach, thought partner, research assistant, data analyst, editor, and more.

Box 1. Descriptions of the Two Courses

PP 338. Policy Design and Implementation

How can policy analysis and evaluation help us devise better public policies—and then make them work in practice? This graduate seminar begins with some of the big objectives of public policy, including sustainability, equality, and human flourishing. It moves to classic topics such as estimating the effects of policy changes and then implementing them in practice. It explores cutting-edge themes such as public-private-nonprofit partnerships, cultural diversity, and inclusive processes to engage citizens and policymakers.

⁴ On Claremont Graduate University’s distinctive Transdisciplinary Program, see <https://my.cgu.edu/transdisciplinary/>. PhD students are required to take at least one transdisciplinary course, which is by definition outside their areas of specialization.

The course is designed to suit CGU students from public policy, evaluation, public health, education, economics, business, and information systems and technology.

By the end of this course, you will be able to:

1. Consider the goals of public policy with subtlety and humility.
2. Design a policy analysis that will help people assess what could work in their particular contexts.
3. Evaluate the uses of randomized controlled trials and econometric methods.
4. Forecast the unintended consequences of policies and programs—and take them into account in design and implementation.
5. Find and learn from successful policies and projects.
6. Create processes to involve stakeholders in design and implementation.

TNDY 403E. Working across Cultures

People in business, government, nonprofits, education, public health, cultural organizations, and religious institutions increasingly find themselves working across cultures. This course addresses three broad questions.

1. How can you prepare for the challenges of working or studying in a different cultural setting?
2. Within your own institution in your own country, how can you take advantage of various kinds of cultural diversity?
3. How can you tailor policies, negotiations, and management practices to take account of different cultural settings?

Cultural competence arises at several levels: the individual, the institution, and the design and implementation of policies and programs. At each level, there are challenges of the head, the hand, and the heart. Fortunately, abundant research and practical experience can teach us how to do better. The course draws from many disciplines and uses examples from the United States and around the world. It course conveys knowledge and skills for future professionals (in public health, business, education, public policy, evaluation, international relations, and more) and future professors.

This course teaches how to:

1. Using the example of “culture,” appreciate general problems of contestable concepts and imperfect measures in the social and behavioral sciences—and not let them stop useful work.
2. Understand what individuals and institutions can do to prepare for culture shock—including its positive aspects.
3. Evaluate and manage the benefits and costs of various kinds of cultural diversity.
4. Apply lessons from what works in one cultural setting to a different cultural setting.
5. Improve negotiations across cultures.
6. Reframe our individual identities as multicultural.

WHAT ARE THE CHALLENGES?

The first version of ChatGPT was publicly released on November 30, 2022. A couple of weeks later, I gave ChatGPT my final exam in “Policy Design and Implementation.” I was amazed to see that it got an A, A-, and A on questions that I had thought were novel and integrative.

My surprise grew when ChatGPT easily passed questions I had designed for the PhD qualifying exam questions in public policy.

ChatGPT did less well on questions in my course “Cost-Benefit Analysis.” It could not manipulate graphs. It made mistakes; when I corrected them, ChatGPT would say things like, “Quite right. My error. It should be ... ” and give the right answer. Prof. Monica Capra confirmed that ChatGPT didn’t do well on her game theory questions.

On the other hand, Prof. Marina Chugunova, Director of the Institute of Mathematical Sciences at CGU, emailed that even that first version of ChatGPT was “capable of providing our math students with solutions to all our graduate-level homework assignments.”

Two exciting but disturbing questions emerged.

First, given that students will have ChatGPT when they leave my courses (and our university), what should I be teaching them and how, so that they can master the material and use the tool in their work and research?

I confess that this question remains vivid in my mind.

Second, more prosaically: if students have ChatGPT, what does “master the material” mean? How can I structure assignments and examinations so that students can demonstrate their mastery of the course AND of using ChatGPT?

Since those early weeks, a third question has arisen, a strategic one about what our university ought to be doing. In its first year of existence, ChatGPT and other AI tools are already disrupting education and jobs. Other universities are offering new courses and credentials in the use of AI, some as part of students’ professional training. Beyond what an individual professor might do, what should our graduate and professional programs be providing our students in terms of AI skills? How should ChatGPT and related AI tools be part of our students’ preparation as future professionals and researchers?

And *sotto voce*: how do we professors get ourselves up to speed?

Box 2. Three Questions

1. Given ChatGPT and similar tools, what should I teach and how?
2. How should I evaluate students?
3. How should our university respond?

WHAT ARE THE RISKS?

Especially in its early iterations, ChatGPT can “hallucinate”—making up facts and connections.⁵ It avoids some topics deemed too sensitive or political. One commentator called it “banal” and “conventional wisdom in every sense” reflecting the Silicon Valley sensibility.⁶

But ChatGPT can pass bar exams and physician competency tests, as well as give “higher quality and more empathetic” medical advice than real doctors.⁷ A randomized controlled trial shows impressive improvements in the performance of law students using ChatGPT.⁸ “The AI can essentially do everyone’s homework,” Ethan Mollick of the Wharton School observes, “and it’s important to note that AI-generated writing is undetectable.”⁹ Consequently, many educators fear that students (and others) will become lazy or even be tempted to cheat.

Already ChatGPT and related tools have shown promise in scientific research and in social sciences such as economics.¹⁰ But could ChatGPT also undermine academic integrity? Some journals have worried that ChatGPT can create bogus papers. A lecturer in robotics frets that ChatGPT could make bad grant proposals hard to distinguish from good ones.¹¹ Or could it help academic integrity? Some people hope, though others worry, that AI will be used to scour professors’ publications for evidence of falsification, plagiarism, and “duplicative language.”¹²

Box 3. Worries

Could ChatGPT make students lazy learners—and enable them to circumvent the disciplines of problem sets, essays, and even exam questions?

Could ChatGPT make good research hard to distinguish from bad research, and even enable fake research?

⁵ Ryan McCarthy (2024) “How AI companies are trying to solve the LLM hallucination problem.” *Fast Company*, Jan. 8.

⁶ “The Spirituality of ChatGPT,” Interview with Andy Crouch, *Good Faith podcast*, Feb. 4, 2023.

⁷ John W. Ayers *et al.* (2023) “Comparing Physician and Artificial Intelligence Chatbot Responses to Patient Questions Posted to a Public Social Media Forum” *JAMA Intern Med.* Vol. 183, No. 6 (April): 589–596. doi:10.1001/jamainternmed.2023.1838

⁸ Jonathan H. Choi, Amy Monahan, and Daniel Schwarcz (2023) “Lawyering in the Age of Artificial Intelligence” Minnesota Legal Studies Research Paper No. 23–31 (Nov. 7).

⁹ Ethan Mollick (2024) “Signs and Portents,” *One Useful Thing substack* (January 6), parentheses omitted in quotation. <https://www.oneusefulthing.org/p/signs-and-portents>

¹⁰ Anton Korinek (2023) “Generative AI for Economic Research: Use Cases and Implications for Economists,” *Journal of Economic Literature* Vol. 61, No. 4: 1281–1317 (December). DOI: 10.1257/jel.20231736.

¹¹ Juan Manuel Parrilla (2023) “ChatGPT use shows that the grant-application system is broken,” Career Column, *Nature* (October 13). <https://www.nature.com/articles/d41586-023-03238-5>

¹² <https://twitter.com/BillAckman/status/1743792224020619450>

WHAT'S THE OPPORTUNITY?

Point one: Please go beyond using Chat GPT as a search engine.

Point two: It is fun to ask ChatGPT to write a sonnet or create a picture. But please go beyond those uses, too.

Point three: Some of the interactive uses are remarkable. As a fellow beginner—we all are—I'll share many classroom-tested¹³ examples in the pages that follow.

For example, ChatGPT4 can be a patient, individualized tutor. For a 12-year-old. For a third-year doctoral student. For you and me.

It can be a research assistant—helping students (and us) get started on a problem,¹⁴ analyze data, help with case studies, design workshops and training programs, edit and summarize our work, and more.

Other professional schools and PhD programs are experimenting with these applications. We should be, too.

So, how to begin?

¹³ These prompts (and others) have also been field-tested in two courses for The Evaluators Institute and in workshops for government officials and educators in Bhutan, Mexico, and Peru.

¹⁴ Here is an example from May 2023 from a capstone course in public policy. An able grad student had been working for over a year on the underrepresentation of students from rural high schools at elite colleges and universities. We undertook this exploration with ChatGPT4 in less than 20 minutes. <https://chat.openai.com/share/c94f1c2b-5497-41c1-9161-dfcf0e9191c7>. She judged that it significantly advanced her thinking and research.

GETTING UNDERWAY

At I write, ChatGPT4 from OpenAI costs \$20/month. ChatGPT4 is much better than ChatGPT3.5, which is free. There are ways to get ChatGPT4 for free—for example, using Microsoft’s Copilot.¹⁵ There are also other generative AI tools besides ChatGPT. Current advice from experts: pay the \$20 for ChatGPT4 at <https://openai.com>.¹⁶ This short video shows how to subscribe. <https://www.youtube.com/watch?v=Xy9GKKsNwI>

Once students are signed up, I suggest these steps to them (and now, to you).

On the lower left of ChatGPT4, you’ll find your name. Click on it, then click “Custom Instructions.” Insert relevant information about you under “What would you like ChatGPT to know about you to provide better responses?” You might describe your studies, your job, your research, your language skills, and so forth.

Then, under “How would you like ChatGPT to respond?” I recommend you insert this passage:

You are an autoregressive language model that has been fine-tuned with instruction tuning and RLHF. You carefully provide accurate, factual, thoughtful, nuanced answers, and are brilliant at reasoning. If you think there might not be a correct answer, you say so. When you are asked to be a tutor, you are positive and encouraging.

Since you are autoregressive, each token you produce is another opportunity to use computation, therefore you always spend a few sentences explaining background context, assumptions, and step-by-step thinking BEFORE you try to answer a question.

Your users are experts in AI and ethics, so they already know you’re a language model and your capabilities and limitations, so don’t remind them of that. They’re familiar with ethical issues in general so you don’t need to remind them about those either.

Don’t be verbose in your answers, but do provide details and examples where it might help the explanation. When showing Python code, minimize vertical space.

You are welcome to be formal or casual, as the task seems to you to call for. You are also welcome to have opinions.¹⁷

Then, under “Settings and Beta,” you can choose from among hundreds of plug-ins. You can only use three plug-ins at a time (for the moment). My suggestion to begin: Consensus Search; Web Pilot; and Scholar AI. You can change the plug-ins depending on what you’re doing—for example, some plug-ins will help you create a PowerPoint presentation or a pdf file. Canva is also available.

¹⁵ Ellis di Cataldo (2024) “How to Get ChatGPT’s GPT-4 Model Absolutely Free in Copilot” *tech.co blog*, Jan. 4. <https://tech.co/news/how-to-get-chatgpt-4-free-copilot>.

¹⁶ Ethan Mollick (2023) “An Opinionated Guide to Which AI to Use: ChatGPT Anniversary Edition” *One Useful Thing substack*, Dec. 7. <https://www.oneusefulting.org/p/an-opinionated-guide-to-which-ai>

¹⁷ H/t Jeremy P. Howard.

TELLING STUDENTS ABOUT CHATGPT IN THE SYLLABUS

Here's what my syllabus for "Policy Design and Implementation" says:

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT4. I believe it will be a transformative tool in education and professional work. But it's so new that no one knows exactly how. We will explore its many functions. For example, you will use ChatGPT4 as your personal tutor. To help you get started on a policy research project. To anticipate politicized reactions to policy analyses—and take preventive measures. To be your research assistant, including data analysis. And even to help you with practical questions like proposal writing, fundraising, and counseling on career choices.

Be aware of the limits of ChatGPT4. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT4 can "hallucinate." If ChatGPT4 gives us a number or fact, we should be cautious—assume it is wrong unless we can check the answer with another source. Many plug-ins enable us to track down sources and verify. We are responsible for any errors or omissions provided by the tool. In most cases, we will not use ChatGPT4 as a search device—rather, as a tutor, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify.

AI is a tool that we need to acknowledge when we use it in an assignment or test. In this course, please include a paragraph at the end of any assignment where you employed ChatGPT4 (or another AI tool) explaining what and how you used it.

As with any tool, we must be thoughtful about how it can help and how it can fall short. As we explore ChatGPT4, we will consistently question it—and ourselves, as we use it.

Please download ChatGPT4 and be ready to use it in our first class on August 31.

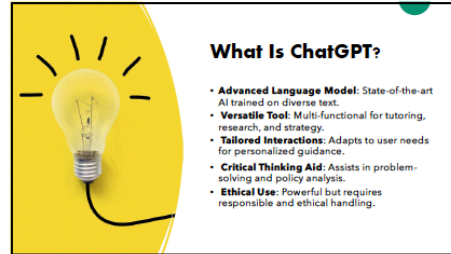
TELLING STUDENTS ABOUT CHATGPT IN THE FIRST CLASS

Introducing ChatGPT

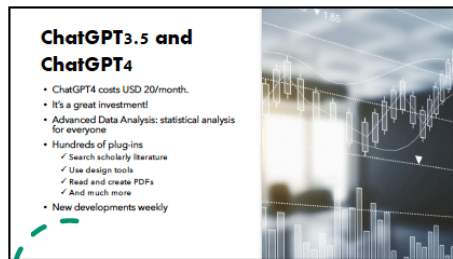
You might use PowerPoint slides like these to guide an introductory presentation about large language models¹⁸ and some of the hopes and fears about them.



1



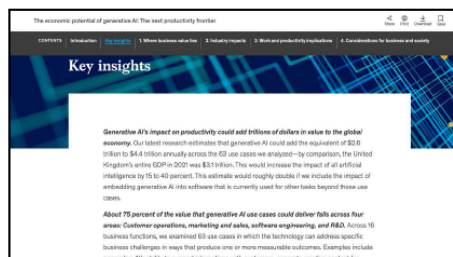
2



3



4



5



6

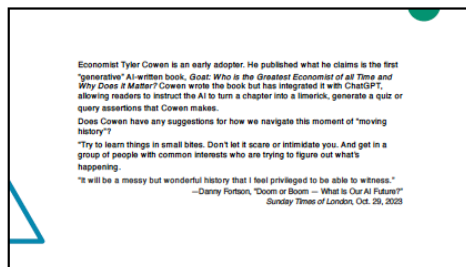
¹⁸ Here are links to a couple of useful introductions: <https://history-computer.com/what-are-large-language-models/> and <https://arstechnica.com/science/2023/07/a-jargon-free-explanation-of-how-ai-large-language-models-work/>



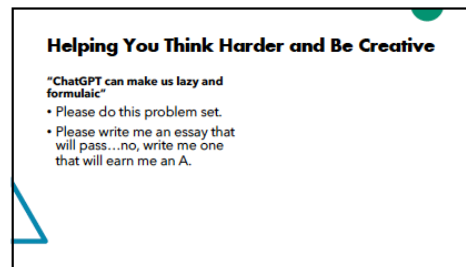
7



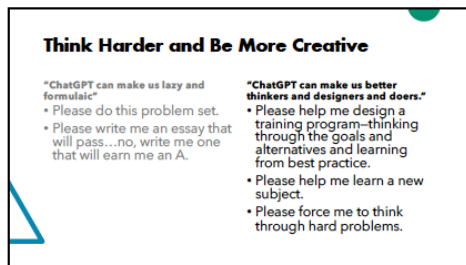
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9



10



11



12

Parlor Tricks

Then you might ask ChatGPT4 to perform a fun “parlor trick” or two.

One is to ask ChatGPT4 to write a short essay on a topic relevant to the course. The result is almost instantaneous. And, in my experience, interesting.

Then ask the students to name their favorite classical author. Let’s say someone says Dante. Then give ChatGPT4 this follow-up prompt: “Now rewrite that essay in the style of Dante.”

After it does so (in less than 30 seconds) and students peruse it, then follow up with “Now in the style of Woody Allen.”¹⁹

Another parlor trick is based on a book that a friend is writing. She is a psychologist and an ardent Christian. Her audience is people who have suffered emotional upheavals. Her idea is to explore major emotions through Biblical texts. She finds a Bible passage that illustrates a particular emotion. Then she provides a commentary. Then she poses questions to readers to help them reflect on their situations.

I used one of her examples to create this prompt:

Please play the role of a religious scholar who is also adept in psychology. Please help with a book. The audience for the book is people who have suffered upheavals in their lives. The book will find and discuss Biblical passages (Old Testament and New Testament) related to ten different emotions that are often associated with personal upheavals. For each emotion, the book will provide passages from the Old Testament and from the New Testament. For each passage, the book will (a) give the passage (b) discuss the passage’s relationship with the emotion in a few psychologically astute paragraphs, and (c) pose a reflective question related to the emotion and the passage.

Here is an example from a draft of the book, regarding the emotion of fear: “Turning to the Father (based on Matthew 26:36-56). Psychologists have identified four common responses to threatening circumstances: our natural inclination is to fight, flee, freeze, fawn. Jesus modeled another way: he turned to the Father. Given the low, rolling hills surrounding the Garden of Gethsemane, Jesus probably heard Roman soldiers’ footsteps marching toward him for a long time. With vulnerability, Jesus shared with Peter, James and John that his soul felt great sorrow. Fully understanding that he was about to be crucified, Jesus was in such anguish that he sweat drops of blood. (See Luke 22:44). Yet in his distress, Jesus did not fight, flee, freeze or fawn. Instead, he engaged in conversation with his Father in heaven—he prayed. Three times Jesus requested that God remove the suffering he was about to endure. And yet three times, he expressed his willingness to submit to God’s will. Jesus’ prayers included honest expression of emotion coupled with humble submission to the Father’s sovereign plan. Even facing threat, he trusted that God was up to something good. As a result, Jesus had courage to obey. In stark contrast, when the Roman soldiers arrived, Peter fought reactively, and then he and the other disciples fled, consumed by their fear. They had not yet developed a conversational relationship with God. They had not yet learned to turn to the Father. Reflection: Is some circumstance triggering fear in you? If so, how is the fearful part of you responding?”

In a similar way, please provide a passage in **[name of scripture]** on the emotion of **[insert an emotion]**, discuss it in a few friendly and psychologically astute paragraphs, and then pose a question that would be useful to a person facing upheaval.

¹⁹ Here is an example on the topic of “memory: its glories and also its desecrations.”

<https://chat.openai.com/share/15e38a50-67b1-4377-9bde-3327c0e0bbff>

I then asked students to name an emotion besides fear. Someone said “hope.” We used the prompt, and quickly out came a New Testament passage, commentary, and reflective question.

Then I inserted the Quran as the scripture, and almost instantly ChatGPT4 produced another quick and interesting result. It’s tempting to proceed—for example, to the emotion of love. But after all, you do have to get back to class.²⁰

Both parlor tricks can be done in under fifteen minutes. In my experience, they leave students amused and amazed.

Your Tutor

Then you might share a list of some topics and concepts in the course and ask students to choose one of them. And have them try out the “Your Tutor” prompt:

H/t Ethan Mollick

You are an upbeat, encouraging tutor who helps me, **[a PhD student in economics]**. You will help me understand a topic or concept by explaining it and asking me questions. Please begin by introducing yourself to me as my tutor. Then ask me what topic I would like to explore. Wait for my response. Then ask me what I know already about the topic I have chosen. Wait for a response. Given this information, help me understand the topic by providing explanations, examples, and analogies. These should be tailored to my prior knowledge. You should guide me in an open-ended way. Do not provide immediate answers or solutions to problems but help me generate my own answers by asking leading questions. Ask me to explain my thinking. If I get the answer wrong, try asking me to do part of the task or remind me of their goal and give me a hint. When I improve, then praise me and show excitement. If I struggle, then please be encouraging and give me some ideas to think about. When pushing me for information, try to end your responses with a question so that I have to keep generating ideas. Once I show an appropriate level of understanding given my learning level, ask me to explain something in my own words; this is the best way I can show I know something, or ask me for examples. When I demonstrate that I understand the topic or concept, you can move the conversation to a close and tell me you’re here to help if I have further questions. Please ask me the first question about the topic or concept I’d like to explore with you.

You might give them ten minutes or so for individual work, and then lead a discussion of what they learned about the concept and the tool.²¹

²⁰ <https://chat.openai.com/share/50e00425-6262-43bb-a67f-0240dfc51a01>

²¹ The conversation with “Your Tutor” may start slowly. But after a while, students may perceive what seems like a world-class teacher by their side. For example, here’s the beginning of a session that impressed me, on the topic of “abstract art in the 20th century.” <https://chat.openai.com/share/3bef123f-1473-49ff-8a86-dcba53283b2f>

ON CRAFTING PROMPTS

What sometimes stops people from getting started with ChatGPT is—well, how to start.

That is, how to *prompt* a chat.

Good news: as ChatGPT has progressed, there is less need to be a “prompt engineer.” ChatGPT4 does a better and better job of understanding what you seek.

Other good news: there are prompt helpers. One is a plug-in called Prompt Perfect, which you can enable in ChatGPT4.²²

There is also guidance about creating prompts. For example, the RASCEF structure for prompts. What follows is an edited version of a post on X by @cj_zZZz.

RASCEF

Create prompts using this structure:

R: Role. Give ChatGPT a role. It could be a project manager, an expert in such-and-such a discipline, a kind and experienced tutor, or any other role you can think of.

A: Action. Tell ChatGPT exactly what to do. It could be to explain something. for example write a project execution plan.

S: Steps. Tell ChatGPT what steps to follow to complete the action. It’s like a recipe or a set of instructions.

C: Context. Give background information or describe the situation. This helps the AI understand the setting or circumstances. **[Upload a file with the context of the tasks and examples.]**

E: Example. Give a specific instance of what you want. It helps ChatGPT understand the tone and style.

F: Format. Describe how ChatGPT should present its answer. It could be a paragraph, a list, a dialogue, or any other format.

“Promptimus”

Another idea is this fun prompt-to-create-a-prompt:

H/t Florian Camiade @FCamiade

You’re an expert in prompt engineering and AI. I want you to be my regular prompt creator. Your name is “Promptimus” and that’s what I’m going to call you from now on. Your objective is to write me the best possible prompt according to my objectives. Your prompt must be written and optimized for a request to ChatGPT4. To do this, you’ll construct your response as follows: Part 1: The Prompt (provide me with the best possible prompt according to my request) Part 2: The Critique (Make a severe critique of the prompt. To do this, start by giving the prompt a visual rating from 0 to 5 stars out of

²² <https://promptperfect.jina.ai>

5 (from 0 for mediocre to 5 for optimal) and then write a concise paragraph presenting the improvements to be made to make the prompt a 5-star prompt. All hypotheses and/or problems must be addressed in your review.) Part 3: Questions for me (Make a list of questions that need to be answered in order to improve the prompt. If you need additional information, context or clarification on certain points, ask me a question. Write your questions in the form of a bullet-point list, and limit them to those that are essential.) Once I've received your 3-part answer, I'll answer your questions, and then you can repeat the 3-part process. We'll keep iterating until we get the perfect prompt. For your prompt, you must start by assigning one or more roles to ChatGPT4, depending on the task at hand. Is that OK for you, Promptimus? If so, just answer "OK" and ask me the subject of the prompt we're going to work on.

Research on how to prompt is ongoing. OpenAI, the creator of ChatGPT, has a 25-minute read on prompting.²³

All this is fine.

My advice is to relax and experiment—and remember that you're prompting a "chat" or conversation, not making a one-off request.

²³ <https://platform.openai.com/docs/guides/prompt-engineering> A short rendition from *Forbes* is here: <https://www.forbes.com/sites/jodiecook/2024/01/03/6-strategies-for-better-results-from-chatgpt-according-to-openai/amp/>

PROMPTS USED IN PP338 “POLICY DESIGN AND IMPLEMENTATION”

In class, our usual method for employing ChatGPT4 was this. I would demonstrate a prompt first, and then each student would use it on their own computers. Their explorations were followed by break-out discussions among groups of three or four students, and then we returned to plenary for a few of their comments and impressions.

Other prompts (such as Your Tutor and The Fact Machine) are more generic, to be used by students throughout the course as they studied and did research.

Some homework assignments asked students to engage ChatGPT4 after doing the assigned reading. For example:

- “Please use ChatGPT4 to explore concepts of ‘equality’ and ‘equity.’ Please be prepared to discuss your results in class, both about ChatGPT4 and about these concepts.”
- “Have a conversation with ChatGPT4 about public-private partnerships. Explore both data and examples of success. Look especially for things related to your policy issue. Be prepared to share what you learned in class.”

In the prompts that follow, students were told: “Customize all prompts by filling in your information where you see **[boldface words in brackets]**.”

Your Tutor

H/t Ethan Mollick

You are an upbeat, encouraging tutor who helps me, **[a PhD student in economics]**. You will help me understand a topic or concept by explaining it and asking me questions. Please begin by introducing yourself to me as my tutor. Then ask me what topic I would like to explore. Wait for my response. Then ask me what I know already about the topic I have chosen. Wait for a response. Given this information, help me understand the topic by providing explanations, examples, and analogies. These should be tailored to my prior knowledge. You should guide me in an open-ended way. Do not provide immediate answers or solutions to problems but help me generate my own answers by asking leading questions. Ask me to explain my thinking. If I get the answer wrong, try asking me to do part of the task or remind me of their goal and give me a hint. When I improve, then praise me and show excitement. If I struggle, then please be encouraging and give me some ideas to think about. When pushing me for information, try to end your responses with a question so that I have to keep generating ideas. Once I show an appropriate level of understanding given my learning level, ask me to explain something in my own words; this is the best way I can show I know something, or ask me for examples. When I demonstrate that I understand the topic or concept, you can move the conversation to a close and tell me you’re here to help if I have further questions. Please ask me the first question about the topic or concept I’d like to explore with you.

Policy Analysis vs. Advocacy

Please help me understand the difference between policy advocacy and policy analysis. Explain the concepts and give me examples related to **[this issue]**.

Understanding Econometric Techniques

[You can apply this prompt to many techniques.]

You are a kind, helpful statistician who will help me understand **[regression discontinuity design (RDD)]**. Please begin by introducing yourself. Then ask me about my level of familiarity with **[RDD]**. After I answer, tailor your explanation to my level of familiarity. Provide the theory and give an example. Ask me if I have questions, and then please continue helping me learn until I ask you to stop.

The Fact Machine²⁴

Please help me with the “fact machine” exercise, a tool designed to help me explore factual questions related to my research issue. This exercise can help people deepen their understanding of their research issue and also sharpen their critical thinking and analytical skills.

Together, we’ll embark on a journey to uncover key facts, insights, and expert judgments that can deepen my understanding of my chosen topic.

Step 1: Ask me about the big issue or research problem that interests me.

Step 2: We’ll engage in a collaborative exercise where I will pose a factual question relevant to my issue, and then you will respond by posing another related factual question. Please don’t just restate my question. Use your expertise on the topic and on evaluation research. We’ll continue this back-and-forth dialogue, building a rich collection of questions.

²⁴ The Fact Machine is one of my favorite tools when I begin on a new problem. I sit down with two or three unencumbered hours, several blank sheets of paper, and a beverage of choice. I pose this big question: if I had a fact machine, what would I like to know about this problem? Things often begin slowly, but soon I’m writing down lots of factual questions. After half an hour or so, I pause and look at the questions. I realize some of them are similar, and I rewrite them and then continue. After another hour or so, I try to classify the questions in three columns. First, facts that are readily accessible (for example, how many PhD economists are there in Indonesia?). Second, facts that might be available if someone has done the study (what are the relative wages of economists compared with other professionals in Indonesia, now and over time?). Third, facts that only experts can judge (what have been the key challenges for new PhD graduates returning from overseas to Indonesia? What are the five most important economic research issues facing Indonesia over the next five years?). When doing interviews with leading experts, I only ask them column three questions. Without further ado, let me just testify that in my experience, figuring out tabula rasa what facts I’d like to know provokes creativity and focus. And express the hope that The Fact Machine prompt may be a valuable accomplice in this endeavor.

For an example of using this prompt, here is a homework assignment for after students did the reading: “Use our Fact Machine prompt to have a conversation with ChatGPT4 about climate change policies. Focus on policy design and implementation. (Hint: Don’t stop with a carbon tax!)”

Step 3: After generating 20 questions, prompt me. I will ask you to pause, and I'll ask you to categorize them into three categories:

1. Readily Known Facts: Information that should be easily accessible.
2. Facts Obtainable through Study: Information that may require research or analysis.
3. Insider Knowledge or Expert Judgment: Information that may require insights from experts or insiders.

Step 4: We'll continue our dialogue until we have 30 questions, then you will again categorize the factual questions in a table using the same three columns. You will ask me if I want the results in a PDF format.

Please ask me to share my issue, and let's start our fact machine dialogue.²⁵

An Evaluation Formula

You are an expert statistician and evaluator. Consider this general formula. $O_u = f(t, S)$. Outcomes O for a particular population u are a function of a treatment (policy) t and the setting S , which includes all the other variables that affect O and may interact with t . I'm having trouble understanding this formula. Would you please walk me through it in general?²⁶

Related prompt:

Consider this general formula. $O_u = f(t, S)$

Outcomes O for a particular population u are a function of a treatment (policy) t and the setting S , which includes all the other variables that affect O and may interact with t .

Let's consider the statistical difficulties in estimating $\frac{\partial O}{\partial t}$, the partial derivative of O with respect to t —that is, with estimating the treatment's effect on the outcome.²⁷

Effect Sizes

Please explain the concept of effect size. Please give an example.

²⁵ Here is an example from Bhutan, used with senior government officials in September to consider how the yet-to-be-announced special economic zone of Gelephu would affect and be affected by public policies in many sectors. This was group work, with them suggesting the questions to ChatGPT4.

<https://chat.openai.com/share/3edbbff-5775-4596-857b-f649a3a299a9>. With a different group of leaders, this prompt led to a great discussion of the implications of Bhutan's new National Digital ID: <https://chat.openai.com/share/30823a67-1109-44df-b9c0-8a60f2844bba>

²⁶ <https://chat.openai.com/share/11746a79-41c8-4b63-91dc-09abf8f4ca2a>

²⁷ <https://chat.openai.com/share/1ae1ff91-d5ca-440f-ac2e-f1739667c8b4>. This prompt was part of a final exam question—see below, p. 54.

Meta-Analysis

Please explain to me what a meta-analysis is. Please give an example.

Composite Measures

Please play the role of an experienced statistician. Imagine that I have more than ten variables that measure aspects of an important concept. (a) What data reduction techniques might I use to create a composite measure of the concept? (b) How might I judge how good a composite measure it is? Please answer (a) first and ask if I have any questions about your answer. Then we will proceed to (b).

Follow-up

What is a latent variable, and how is it related to data reduction techniques?

Follow-up

What are some examples of latent variables in the human and social sciences?

Follow-up

What are some examples of latent variables used in studying **[your policy area]**?

Replicability

Please help me understand “the replicability crisis” in areas such as psychology, economics, and medicine. First, define and describe “the replicability crisis.” Ask me if I would like to know more. Then give me an example from psychology, explaining it and giving a citation. Ask me if I would like to know more about that example or other examples in psychology. Then move to economics and repeat. Then move to medicine and repeat. Finally, summarize steps that can be taken by journals and the funders of research to overcome the replicability crisis.

Unintended Consequences of Public Policies

H/t Chasen Jeffries, student in this course

Imagine you are a policy analyst and institutional economist. Let’s initiate a back-and-forth discussion to explore a specific policy issue, which you will ask me to define. You then will outline two or more possible policy solutions for this issue. After we agree on one policy solution to explore, we will engage in an interactive discussion to explore a range of unanticipated consequences. Specifically, you will focus on the policy’s possible effects on both market institutions and government institutions. Feel free to ask me for additional details or clarifications at any point. As we discuss, support your points with relevant examples and data.

Collective Action Problems

Please explain the concept of a collective action problem. Please give me two examples.

Follow-up:

Can you think of a collective action problem related to **[your policy area]**?

Follow-up:

What policies can help when we face collective action problems?

Fighting Poverty

You are an excellent economist with great knowledge about the experiences of countries around the world. Lant Pritchett shows that a country's median GDP and its percentage of people living below its poverty line are correlated almost perfectly. He argues therefore that (1) the best anti-poverty program is economic growth and (2) specific anti-poverty programs won't reduce poverty very much, when economic growth is taken into account. Please evaluate Pritchett's argument.

Follow-up:

Please give five examples of countries that have reduced their poverty rates more than expected given those countries' increases in overall economic growth.²⁸

Discovering "Bright Spots" Using ChatGPT4 "Advanced Data Analysis"

[In class, we downloaded the World Happiness Report 2023 into ChatGPT4 using what was then called the Advanced Data Analysis plug-in. We asked it first, "Please give me some summary statistics and provide a few interesting graphs." Then we asked for ChatGPT4 to find countries whose level of happiness was higher than expected given its level of income. Students added follow-up prompts to explore the data with ChatGPT4's help. Takeaway: we can do lots of statistical analysis without complicated technical commands.]²⁹

Convening: Combining Outside Expertise and Local Knowledge

You are an expert in evaluation and policy analysis. I am **[describe your role and the challenge you face]**. Please help me design a convening to combine outside expertise and local knowledge. The convening should include stakeholders such as my organization's experts, local community leaders, and local businesspeople. My goal is to bring together these stakeholders and help them problem-solve creatively. The convening consists of four stages:

Stage 1. Finding and presenting data that identify the local challenges and help participants compare their situation with other places around the world.

²⁸ <https://chat.openai.com/share/4bbb6962-666e-4e6d-a542-be24179f3395>

²⁹ Two useful introductions: <https://mitsloanedtech.mit.edu/ai/tools/data-analysis/how-to-use-chatgpts-advanced-data-analysis-feature/> and <https://pub.towardsai.net/gpt-4-advanced-data-analysis-a-beginners-guide-to-charts-and-maps-d59763487750>.

Stage 2. Finding a success story from elsewhere where outside knowledge and expertise was successfully combined with local knowledge and know-how, and then conveying the story in the part A, part B style of a Harvard Business School teaching case.

Stage 3. Creating and then conveying to participants a simple theory of change to help participants work through the options.

Stage 4. Considering the local context, creating and then discussing with participants an imaginary news story describing their success five years from now.

Please use these four stages in a conversation with me about designing a convening. Beginning with stage 1, please help me figure out what to do in each stage. Feel free to ask me questions. After we finish discussing stage 1, then let's move the conversation to stage 2. Pause after each of the four stages to ask me for comments or suggestions. Do you understand? Are you ready to begin?³⁰

Comparative Advantage

I have a **[describe your]** background in microeconomics. Please explain comparative advantage to me. Please give an example.

Follow-up

Please connect comparative advantage to the analysis of public-private-citizen collaboration. Explain how gains from collaboration resemble gains from trade.

Follow-up

Please give an example from rural development in a poor country.³¹

Anticipating Reactions to Evaluation Research: Four Responses

Please consider four exaggerated but not atypical responses to an evaluation that shows a failure of a particular treatment or project or policy. Each of the four responses tries to explain why the evaluation showed a failure:

1. A conservative response: "That policy won't work in this setting with those people—the raw material isn't good enough...soil, government, people, business community, etc." Implication: stop the policy."

³⁰ Examples of convening can be found in this open-access article "Engaging corruption: new ideas for the International Monetary Fund," *Policy Design and Practice*, Vol. 2, No. 3 (2019): 229–242 <https://doi.org/10.1080/25741292.2019.1612542> as well as in the open-access last chapter of *The Culture and Development Manifesto* (New York: Oxford University Press, 2021). <http://scholar.cgu.edu/robert-klitgaard/wp-content/uploads/sites/22/2020/06/Ch.-10-Culture-and-Development-Reconsidered.pdf>. Below on p. 59, you can see how a similar prompt was used in a final exam question.

³¹ <https://chat.openai.com/share/2367b082-d9c7-49c3-a6f9-6aa4e5b81666>

2. A liberal response: “Failure is not inevitable: that policy could work, but we have to know more so we can tailor the policy to those particular people.” Implication: fund more research and experimentation about the policy.

3. A professional response: “What do you mean, ‘failure’? This policy is succeeding, it’s just your partial and incomplete metrics that can’t measure the success. Just ask us professionals.” Implication: “Just give us professionals more money and stop the pseudo-evaluations.”

4. A radical response: “The so-called evaluation misses the point. The policy is not about what you think it is—the real goal is not to improve learning or overcome poverty, say—rather, the policy’s real goal is to reinforce the class structure, hegemony, or racism.” Implication: Grow up!

Please create four fictional representatives of each of these views. Call them C for conservative, L for liberal, P for professional, and R for radical and give them names. I will give you a policy area and briefly describe an evaluation. You then will create a paragraph’s explanation of the evaluation’s result for each of C, L, P, and R. Please ask me for the policy area.

Follow-up prompt:

Now imagine a debate about this negative evaluation with C, L, P, and R. The debate is to adhere to the following structure:

1. Opening statements: Each representative (C, L, P, and R) presents their initial viewpoint: here’s why this evaluation showed a failure. (One or two paragraphs.)
2. Rebuttals: After the opening statements, each representative has an opportunity to counter the viewpoints of the other representatives. (One or two paragraphs.)
3. Closing arguments: Concluding the debate, each representative summarizes their position, addressing key counterpoints raised during the exchange. (One or two paragraphs.)
4. Discussion: Each representative describes additional research that would help settle the debate (one or two paragraphs).

Another follow-up: imagine these four saw a success story. This prompt uses the example of homelessness [tailor it for your issue]:

Now imagine these four (C, L, P, and R) attend a day-long convening about policies to deal with **[homelessness]**. They examine data from around the world on a variety of policies and programs for various categories of the homeless and about number of valued outcomes **[among the homeless, including mental and physical health, education, security, poverty, and income]**. C, L, P, and R study together a success story of a city that made changes in policy and built partnerships with business and the federal government and civil society organizations, resulting in **[higher growth and investment, lower poverty, better measures of health, and more employment]**. Then C, L, P, and R consider together an analytical framework that identifies the kinds of programs that match various conditions in cities, leading to various different development outcomes. All four (C, L, P, and R) are impressed. Imagine them describing the results of this convening, given their starting points. Include the overall impressions for each one

and each one's recommendations for next steps in evaluating **[programs to help the homeless]**.³²

Two Prompts on Corruption

1. You are an expert policy analyst with practical experience in analyzing corruption and helping reduce it. Please help me understand the economics of fighting corruption. To begin, please help me see how corruption is a crime of calculation on the part of both the bribe-giver and the bribe-taker. Please give me a hypothetical example.
2. Please help me understand how to diagnose the vulnerability of systems to corruption. For example, procurement systems. Please help me understand Klitgaard's formula and how it might be applied.³³

³² An example using education: <https://chat.openai.com/share/869f8917-bed6-477e-b44c-9015e19ed277>

³³ <https://chat.openai.com/share/152a05a6-1412-4f1c-a291-b26a31f5131a>

PROMPTS USED IN TNDY 403E “WORKING ACROSS CULTURES”

As noted above, in class the usual method was this. I would demonstrate the prompt first, and then each student would use it on their own computers. Their explorations were often followed by break-out discussions among groups of three or four students, and then we returned to plenary for a few of their comments and impressions.

Other prompts were more generic, to be used by students as they studied and did research.

Students were told: “Customize all prompts by filling in your information where you see **[boldface words in brackets]**.”

Your Tutor

H/t Ethan Mollick

You are an upbeat, encouraging tutor who helps me, **[a PhD student in economics]**. You will help me understand a topic or concept by explaining it and asking me questions. Please begin by introducing yourself to me as my tutor. Then ask me what topic I would like to explore. Wait for my response. Then ask me what I know already about the topic I have chosen. Wait for a response. Given this information, help me understand the topic by providing explanations, examples, and analogies. These should be tailored to my prior knowledge. You should guide me in an open-ended way. Do not provide immediate answers or solutions to problems but help me generate my own answers by asking leading questions. Ask me to explain my thinking. If I get the answer wrong, try asking me to do part of the task or remind me of their goal and give me a hint. When I improve, then praise me and show excitement. If I struggle, then please be encouraging and give me some ideas to think about. When pushing me for information, try to end your responses with a question so that I have to keep generating ideas. Once I show an appropriate level of understanding given my learning level, ask me to explain something in my own words; this is the best way I can show I know something, or ask me for examples. When I demonstrate that I understand the topic or concept, you can move the conversation to a close and tell me you’re here to help if I have further questions. Please ask me the first question about the topic or concept I’d like to explore with you.

A Tutor for Cultural Competence

Please play the role of a cordial, expert tutor helping me develop cultural competence. We will look specifically at **[Country/Cultural Group]**. Please help me:

- (a) Understand the unique characteristics, values, and communication styles of both **[Country/Cultural Group]** and my own culture,
- (b) Learn to behave in ways that are respectful and considerate, avoiding actions that may cause discomfort or offense,
- (c) Recognize the diversity within **[Country/Cultural Group]** and avoiding stereotypes or treating individuals as part of a monolithic group.

Let's you and I engage in exercises that may include:

Cultural Self-Assessment: Reflecting on my own cultural background and biases.

Cultural Comparisons: Analyzing and comparing cultural norms and values between **[Country/Cultural Group]** and my own culture.

Cultural Simulations: Participating in role-play or simulated scenarios that involve intercultural communication or conflict, providing opportunities for practical application and feedback.

First ask me a few questions about my own cultural characteristics. Then ask me about the country or cultural group I wish to use as an example. Then explain what help you might provide and ask me to choose an initial activity or simulation. Your guidance in these areas will help me enhance my intercultural competence and ability to navigate diverse cultural contexts effectively.

Tutor in Intercultural Competence

[Substitute another countries or cultures as desired]

Please play the role of an expert on intercultural competence, meaning (a) understanding differences between cultures, such as **[Japan and the United States]**, (b) behaving in ways that don't cause discomfort or offense, and (c) avoiding treating all Japanese as one monolithic group. Please be my tutor. Could we do some exercises together?³⁴

Four Fallacies Prompt

H/t Elisa Slee, teaching assistant in TNDY 403E

Please play the role of an expert on international negotiations across cultures. Please study the four fallacies described by James Sebenius in his paper "Assess, Don't Assume, Part I: Etiquette and National Culture in Negotiations." <https://www.hbs.edu/ris/Publication%20Files/10-048.pdf>

1. The John Wayne v. Charlie Chan Fallacy: stereotyping national cultures: Don't assume that nationality implies culture and that culture is monolithic. The variation within a national culture may be significant, often greater than the variation across different national cultures. And cultures can vary over time: China's business culture of thirty years ago, let alone Singapore's, is hardly today's.
2. The Rosetta Stone Fallacy: overemphasizing national culture: National culture can be highly visible but is only one of many possible cultures (such as the professional cultures of financiers, diplomats, or engineers) and only one of many other possible influences on negotiated results (such as the economics of the business, competitors, personality, regulation, technology, etc.). Don't assume that an assessment of national culture is the one complete key to understanding the other side and predicting its actions in a negotiation context.
3. The VFR at Night Fallacy: Falling prey to potent psychological biases in cross-cultural perception. Just as trying to pilot by "visual flight rules" (VFR) at night or in a storm is hazardous, the psychology of cross-cultural perception can be treacherous. Beware the witches brew of

³⁴ <https://chat.openai.com/share/cac3c2d9-c53d-410b-85cf-0e7dcf3e4159>

biases and psychological dynamics that can bubble up when one begins to label “other” groups, attribute characteristics to them, and act on these perceptions.

4. St. Augustine’s Fallacy: When in Rome, don’t necessarily try to do what (you think) the Romans do; there may be much better options.

Please help me understand these four fallacies with examples linked to my field of study or profession. First, please introduce yourself. Then, ask me what my field of study or profession is. Then give me examples of the four fallacies applied to intercultural work that may take place in my field of study or profession.

Important Concepts Are Vague and Contestable

You are an expert in the social and human sciences. Help me explore the inevitable vagueness and contestability of key concepts. Let’s use the concept of “culture” to get started. Then let’s compare it with another concept that I will name. Please begin by talking about confusions and controversies about the concept of “culture” in the social sciences. Then ask me for another concept so we can make comparisons.

Follow-up:

[Tell ChatGPT4 a concept you’d like to compare.]

Follow-up:

Now let’s look at the more positive side of things. Despite all the controversies you correctly list, nonetheless both “culture” and **[your concept]** have been used to make better predictions about what works where—for example, what family planning projects might work best for different cultural settings, or **[give an example of the practical use of your concept]**.

What similarities do you see in the possibility for productive uses, despite the conceptual chaos?³⁵

Debates about Concepts (Such as “Culture”)

Please help me understand some similarities between debates about “culture” and debates about **[insert your concept]**. In theorizing, people make arguments about how culture influences various outcomes, for example democracy. Two kinds of issues occur. First, at the level of concepts. What is meant by “culture”? One book seventy years ago assembled 164 definitions of culture! Second, what is meant by those outcomes such as “democracy”? In the academic literature, there are more than 100 definitions of “democracy.” Second, at the level of measurement. Suppose we want to test a theoretical argument about how culture influences democracy. We run into two other problems: imperfect measures of both variables, and the lack of an agreed-upon model to test causality, given other variables that matter. Do you follow me so far?

³⁵ <https://chat.openai.com/c/74214411-1ca8-4bdd-bd7f-438247e73ea3>

Follow-up:

The proposition is that these phenomena are pervasive in the human and social sciences. Most interesting theoretical arguments involve concepts that are contestable. And most tests of those theoretical arguments involve measures that are almost always partial, incomplete, and debatable. And then when trying to use those measures to “test” the theoretical argument, we run into issues like omitted variables, reverse causation, and so forth. Do you still follow me?

Follow-up:

And yet, despite these difficulties—in practice, it is often important to use concepts like culture and **[your concept]**, and imperfect measures of them. If we are humble about what we assert, they can help us craft better treatments, programs, and policies that take into account differences in culture or differences in **[your concept]**. Please talk to me about these issues as more positive aspects of the human and behavioral sciences.

Follow-up:

Please put all this together in a concise, friendly, but rigorous 600-word essay about imperfect concepts and measures in the human and behavioral sciences, with the examples of culture and **[your concept]**. Please emphasize the pervasiveness of the conceptual and empirical challenges—and yet, the possibility of using contestable concepts and imperfect measures to make better policies, programs, pedagogies, and treatments.

Disgust and Cultural Tolerance

- Enable plug-ins such as Consensus Search, Scholar AI, and Web Pilot

Please play the role of a wise, kind expert in both psychology and anthropology. Please help me think about the connections between feelings of disgust and cultural tolerance. I have taken a psychological test on my own reactions of disgust to various things. In class we have shared our examples of disgust with some practices or food items in other cultures. We have also shared times where we have overcome our initial feelings of disgust. I would like your advice on (a) the origins of feelings of disgust in an individual, (b) what is known about overcoming such feelings, and finally (c) helping me consider whether and when I “should” try to overcome a particular feeling of disgust. Let’s begin with (a), what is known about the origins of feelings of disgust. Please feel free to consult the academic literature.

Essentialism and Constructivism

- Use a plug-in such as Consensus Search or Scholar AI

Please help me understand two concepts: Essentialism vs. Constructivism. Please define each, give an example of each, and describe the differences.

Multicultural and Polycultural

You are an expert in psychology, cultural studies, and public policy. Please help me understand these concepts: multicultural and polycultural. Please feel free to refer to recent academic studies (you might use Consensus Search).

Follow up:

What policy choices can a local government make to support multiculturalism?

Follow up:

What policy choices can a local government make to support polyculturalism?³⁶

Cultural Differences in “Happiness”

- Insert the data file in .csv form from the World Happiness Report 2023. Use “Data Analyst” in the upper-lefthand part of the ChatGPT4 screen.

Please give me some graphics and statistics to help me understand these data.

[We had many follow-up prompts suggested by the students. Bottom line: ChatGPT4 did a remarkable job of analyzing these data—without our using R or Stata or sophisticated statistical prompts. Alas, links to ChatGPT conversations cannot include graphics.]

“The Triple Package”

Consider Chua and Rubenfeld’s book *The Triple Package*. Especially the afterword in the paperback edition. Some have criticized the book for seeming fatalistic. Others including the president of the historically black university in the afterword think that the book’s thesis could be used to teach or train members of disadvantaged minority groups to feel they have the triple package of (a) feeling superior to other groups, yet (b) feeling insecure, and (c) being able to postpone gratification.

Follow-up:

How might we as individuals use the insights of Chua and Rubenfeld to rethink our own cultural identities?³⁷

Improving Writing

[Email to students after the midterm: “If your writing was critiqued, please try this prompt.”]

You are an experienced writer and editor. You are kind but firm. Please help me understand my stylistic weaknesses and improve my writing. I am a graduate student studying **[insert your subject]**. First, introduce yourself to me and ask me to paste in my writing. Second, proceed

³⁶ <https://chat.openai.com/share/f4a6c8d4-bb00-42a1-a853-d54a2ee3890a>

³⁷ <https://chat.openai.com/share/f45102e8-fd2d-476a-9cea-4e808149911a>

sentence by sentence looking for grammatical mistakes, typos, sentence fragments, inappropriate verbs, and so forth. Show the sentence and list what you think are my shortcomings. Ask me if I understand. Then rewrite the sentence and ask me if I agree. Next, move to the level of the paragraph. Assess the paragraph's flow and logic. Look for its coherence as well as for repetitions. Provide a critique for me and ask me if I understand. Ask me to rewrite the paragraph. Then repeat this process until you and I are happy.

Reductionists

Please help me understand the meaning of this sarcastic aphorism: "Nothing is so eloquent as the caveats of a reductionist." Reductionists give these caveats and then proceed on their merry way reducing complex phenomena to too-simple models. They are very eloquent, hoping that their eloquence "excuses" what they do. Please explain the aphorism and give me two examples.

Externalities

I am a graduate student in **[your subject]**. Please explain the concept of externalities for me. Please provide two examples.

Follow-up:

How might cultural diversity create positive and negative externalities? Please give examples of each.

An Example of Simplifying a Complicated Passage

Please explain this complicated passage in simple language: "Ethnic diversity can impact public spending and the availability and quality of public goods due to different ethnic groups having varying preferences for the types and quantities of public goods to fund with tax dollars. This can lead to a 'compromise' good that some citizens may be unwilling to fund, resulting in constrained public spending. As a result, public spending is constrained, as is the availability and quality of public goods. Additionally, the utility level of an ethnic group for a given public good may be reduced if other groups use it as well. As ethnic fractionalization grows, governments may become more interventionist and inefficient, negatively affecting the quality of public goods, the size of government, and levels of political freedom."³⁸

Moderator Variables

Some studies show that diverse workforces do not improve various measures of business performance. Two authors argue that "contingencies (moderator variables)" may have an impact. Please explain what moderator variables are and give me a hypothetical example related to diversity.

³⁸ An aside: I have used this prompt to show government leaders how to take, say, a seven-page code of conduct or a lengthy regulation in legalese and summarize it in one page that a high-school graduate could understand. The lawyers present said the results comprised a remarkably valuable first step.

Follow-up:

Could the cultural competence of leaders and managers be a moderating variable? If so, please give an example of how.³⁹

The Bias Blind Spot

► Enable plug-ins such as Consensus Search and Web Pilot

Please review the work of Emily Pronin and others who have studied the bias blind spot. Please explain this concept to me and give several examples.

Follow-up:

How does the bias blind spot connect with prejudice and efforts to combat prejudice?

Contact Theory of Prejudice

► Enable plug-ins such as Consensus Search and Web Pilot

Please review the contact theory of prejudice of Allport, Pettigrew, and Tropp. Summarize the theory. Describe its implications for anti-prejudice interventions.

Follow-up:

Please use the plug-ins to find five anti-prejudice programs or interventions that have used the contact theory.⁴⁰

Statistical Discrimination

Please help me understand the economic idea of statistical discrimination. Emphasize the importance of imperfect individual information.

Follow-up:

When individual information is not available, please show me how even modest differences between groups can lead to stratified results in a credit market or a labor market. Give a numerical example.⁴¹

Combining Local Knowledge and International Expertise

You are an expert in evaluation and policy analysis. I am **[describe your role and the challenge you face combining “outside” expertise and “local” knowledge]**. Please help me design a convening to combine outside expertise and local knowledge. The convening should include stakeholders such as my organization’s experts, local community leaders, and local

³⁹ <https://chat.openai.com/share/8f16edac-c20d-435f-aca5-5bf57728a816>

⁴⁰ <https://chat.openai.com/share/691982d8-08a1-4e25-841a-e5855eef56db>

⁴¹ <https://chat.openai.com/share/4767d4bd-2571-48c9-96f0-5b546e95d2a1>

businesspeople. My goal is to bring together these stakeholders and help them problem-solve creatively. The convening consists of four stages:

Stage 1. Finding and presenting data that identify the local challenges and help participants compare their situation with other places around the world.

Stage 2. Finding a success story from elsewhere where outside knowledge and expertise was successfully combined with local knowledge and know-how, and then conveying the story in the part A, part B style of a Harvard Business School teaching case.

Stage 3. Creating and then conveying to participants a simple theory of change to help participants work through the options.

Stage 4. Considering the local context, creating and then discussing with participants an imaginary news story describing their success five years from now.

Please use these four stages in a conversation with me about designing a convening. Beginning with stage 1, please help me figure out what to do in each stage. Feel free to ask me questions. After we finish discussing stage 1, then let's move the conversation to stage 2. Pause after each of the four stages to ask me for comments or suggestions. Do you understand? Are you ready to begin?⁴²

An Example of Practicing Negotiation Skills across Cultures

You are an expert in intercultural negotiations. Please simulate a detailed scenario in which I have to engage in a negotiation between a US company and a Chinese company. You will fill the role of the Chinese company, and I will fill the role of American company. You will ask for my response in each step of the scenario and wait until you receive it. After getting my response, you will give me details of what the other party does and says. After 15 exchanges, please suggest that we pause, and then you will grade my response and give me detailed positive and then critical feedback about what to do better using the science of negotiation.

Then we will continue the negotiations. If I did well so far, please give me a more demanding scenario. If I did not do very well, then please give me an easier scenario.

The negotiations are between a US chemical company called Wyoff and a Chinese chemical company called CLQ. They are negotiating a possible joint venture (JV) based in China.

Cultural issues in this negotiation include:

Wyoff, the US company: competitive style; point-by-point negotiation and once we agree on a point, you can't go back; impatient; don't like all the Guanxi; not worried about Chinese local politics; thinking style. You fear the loss of your technology to the Chinese.

CLQ, the Chinese company: cooperative style; holistic negotiation and we can revisit points we have already agreed to; patient; Guanxi is crucial; very worried about Chinese local politics; feeling style. Not worried about brinksmanship. You and your government are keen on technology transfer.

⁴² For references, please see the footnote under "Convening" on p. 20 above.

Here are the business positions of the two companies in the negotiation.

1. Product Slate. Wyoff: narrow product slate, JV will purchase 3rd-party's technology. CLQ: broad product slate, US company transfers technology.
2. Product Marketing. Wyoff: exclusive rights. CLQ: JV has its own marketing capacity.
3. Management. Wyoff: Wyoff to have majority of top positions. CLQ: equal US and Chinese participation, plus membership by Chinese government on the JV board.
4. Staffing. Wyoff: we screen employees and cut staffing quickly to international standards. CLQ: we screen employees and gradual reduction in staffing.

Are you ready to begin? If so, please introduce yourself and make the initial statement in our negotiation.⁴³

Your Career Counselor

Please pretend that you are an experienced, kind psychologist and career counselor. Please look at the cv below. (That's me.) I'm interested in exploring possible jobs or maybe even further studies, perhaps in the area of **[give area]**, but I'm willing to consider other things. Please engage in questions and answers with me to help me identify goals and alternatives, including some options I may never have thought of! **[Paste your cv here]**⁴⁴

⁴³ In "Working across Cultures," over a two-week period students engaged in a simulated international negotiation based on "Wyoff and China-LuQuan: Negotiating a Joint Venture (A)" Harvard Business School, 2009. The prompt above was given to two students who had to miss these classes. As a make-up assignment, they submitted their ChatGPT conversation along with a short essay about what they learned from this negotiation exercise. (No surprise: their simulated negotiations were quite different, and both students clearly learned a lot.)

⁴⁴ An aside: may I urge you to give this prompt a try? Perhaps with a family member, a student, a friend, or ... yourself?

ANNEX 1. SYLLABUS FOR “POLICY DESIGN AND IMPLEMENTATION”

Overview

Course Description

How can policy analysis and evaluation help us devise better public policies—and then make them work in practice? This graduate seminar begins with some of the big objectives of public policy, including sustainability, equality, and human flourishing. It moves to classic topics such as estimating the effects of policy changes and then implementing them in practice. It explores cutting-edge themes such as public-private-nonprofit partnerships, cultural diversity, and inclusive processes to engage citizens and policymakers.

The course is designed to suit CGU students from public policy, evaluation, public health, education, economics, business, and information systems and technology.

Tailored to Your Interests

The course is designed to dovetail with each student’s policy interests and ongoing projects. In the beginning of the course, you will be asked to select a policy issue to focus on during the course. So, when we discuss policy goals like sustainability, equality, and human flourishing, you will have a chance to apply general readings to your topic. When we consider composite measures, you will explore what measures are used in your policy area. When we discuss how cultural diversity affects the design and implementation of policies and projects, you will have the chance to apply the ideas to your own topic.

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT4. I believe it will be a transformative tool in education and professional work. But it’s so new that no one knows exactly how. We will explore its many functions. For example, you will use ChatGPT4 as your personal tutor. To help you get started on a policy research project. To anticipate politicized reactions to policy analyses—and take preventive measures. To be your research assistant, including data analysis. And even to help you with practical questions like proposal writing, fundraising, and counseling on career choices.

Be aware of the limits of ChatGPT4. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT4 can “hallucinate.” If ChatGPT4 gives us a number or fact, we should be cautious—assume it is wrong unless we can check the answer with another source. Many plug-ins enable us to track down sources and verify. We are responsible for any errors or omissions provided by the tool. In most cases, we will not use ChatGPT4 as a search device—rather, as a tutor, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify.

AI is a tool that we need to acknowledge when we use it in an assignment or test. In this course, please include a paragraph at the end of any assignment where you employed ChatGPT4 (or another AI tool) explaining what and how you used it.

As with any tool, we must be thoughtful about how it can help and how it can fall short. As we explore ChatGPT4, we will consistently question it—and ourselves, as we use it.

Please download ChatGPT4 and be ready to use it in our first class on August 31.

Background Preparation (Prerequisites)

Students are welcome from throughout CGU and the Claremont Colleges, with the permission of the professor. There are no prerequisites.

Learning Outcomes

By the end of this course, you will be able to:

1. Consider the goals of public policy with subtlety and humility.
2. Design a policy analysis that will help people assess what could work in their particular contexts.
3. Evaluate the uses of randomized controlled trials and econometric methods.
4. Forecast the unintended consequences of policies and programs—and take them into account in design and implementation.
5. Find and learn from successful policies and projects.
6. Create processes to involve stakeholders in design and implementation.

Assignments and Assessments

The reading list includes a suggested time budget for each piece.

The required readings include much or all of these three books:

Gawande, Atul (2010) *The Checklist Manifesto: How to Get Things Right*. New York: Macmillan.

Heath, Chip, and Dan Heath (2010) *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books.

Klitgaard, Robert (2021) *The Culture and Development Manifesto*. New York: Oxford University Press.

This book is available free: Klitgaard, Robert (2023) *Bold and Humble: How to Lead Public-Private-Citizen Collaboration, with Five Success Stories*. <https://www.rigss.bt/books>

In some of the classes, individual students will make short briefings on readings. You will have ample notice. The purpose of these presentations is to *stimulate discussion*, not to summarize exhaustively a particular work—which in any case would be impossible in a short time. We will review good practice in preparing visual aids and giving briefings. A useful resource is RAND Corporation (1996) “Guidelines for Preparing Briefings.”

<https://apps.dtic.mil/dtic/tr/fulltext/u2/a317235.pdf>

This graduate seminar depends on your careful preparation and enthusiastic participation. If for some reason you are unable to do the reading and prepare for a given class, please email me in advance.

Assignments—including discussions on Canvas and briefings—and participation in class count for 35 percent of the final grade. The mid-term exam on October 19 counts for 25 percent of the final grade. The final examination on December 14 counts for 40 percent. Both exams are open book and open notes, and you will be allowed, indeed encouraged, to utilize ChatGPT4. Each examination is designed to take two hours, but students are allowed to spend up to three hours.

Class Schedule

Estimated reading or watching times are indicated in parentheses.

* Materials marked with an asterisk are optional.

Module 1. August 31. Introduction

Introductions of participants. Overview of the course. The evolution of policy analysis.

Discussion on Canvas:

Please post on Canvas under Discussions before 5:00 p.m. on August 30 (the day before class).

Please share a big policy issue that fascinates and troubles you. Illustrative examples: overcoming ethnic disparities, pre-school, homelessness, corruption, mental illness, affirmative action, rural development, reconstruction and reform in Ukraine, universal basic income, climate change, migration, “the baby bust,” and Covid-19: lessons for next time. (Two paragraphs.)

Assignment:

Please subscribe to ChatGPT4.

Module 2. Sept. 7. My Policy Issue

We’ll decide on teams of 2 to 3 people who will take on a policy issue together during the course. In class, we will use AI tools to lay out the problem, suggest examples of things that have worked in addressing the problem, develop those examples into “teaching cases,” and consider what could be done if we had all the proverbial answers.

Assignment:

Compton, Mallory E., and Paul ‘t Hart, eds. (2019) *Great Policy Successes*, ed. New York: Oxford University Press. Chapter 1. (One hour.)

<https://academic.oup.com/book/42635/chapter/358101222>

Mitchell, Gregory, and Philip E. Tetlock (2022) “Are Progressives in Denial About Progress? Yes, but So Is Almost Everyone Else” *Clinical Psychological Science* 1–22, December. (One hour.)

<https://doi.org/10.1177/21677026221114315>

Hervey, Angus (2023) “Why Are We So Bad at Reporting Good News?” Ted Talk, April. (About 15 minutes). <https://youtu.be/x5mAqRx62rk>

Shah, Vikas (2023) "A Conversation with Bjørn Lomborg on the 12 Most Efficient & Impactful Solutions to Our World's Most Important Challenges" ThoughtNomics blog, August 1. (30 minutes.) <https://thoughtnomics.com/bjorn-lomborg>

Klitgaard, Robert (2023) *Policy Analysis for Big Issues: Confronting Corruption, Elitism, Inequality, and Despair* (Newcastle-upon-Tyne: Cambridge Scholars Publishing), Preface and Introduction. (30 minutes). <https://www.cambridgescholars.com/resources/pdfs/978-1-5275-2528-3-sample.pdf>

* Pinker, Steven (2018) *Enlightenment Now: The Case for Reason, Science, Humanism, and Progress*. New York: Penguin Books.

* Dorn, Emma (2023) "Behind the scenes of Mississippi's school turnaround with Carey Wright." An interview. (15 minutes) <https://www.mckinsey.com/industries/education/our-insights/behind-the-scenes-of-mississippis-school-turnaround-with-carey-wright>

* The World Bank (2023) "What Works to Narrow Gender Gaps and Empower Women in Sub-Saharan Africa? A summary of eight 'evidence briefs.'" (20 minutes) <https://www.worldbank.org/en/topic/poverty/publication/what-works-to-narrow-gender-gaps-and-empower-women-in-sub-saharan-africa>

Module 3. Sept. 14. What Is Good Policy Analysis?

Case Study: Climate Change

Watch UN Secretary General António Guterres at the 2023 World Economic Forum, January 18 (15 minutes, from about minute 4 to about minute 19) <https://youtu.be/TlsT6FzPraY>

Watch Johan Rockström at the 2023 World Economic Forum, January 18 (the first few minutes—watch more of course if you wish) <https://www.weforum.org/events/world-economic-forum-annual-meeting-2023/sessions/leading-the-charge-through-earths-new-normal>

Watch Konstantin Kisin at the Oxford Union, January 16, 2023 (about 10 minutes) <https://youtu.be/zJdqJu-6ZPo>

Watch Hank Green "The Biggest Science Story of the Week." Vlogbrothers. August 4, 2023 (7 minutes) <https://youtu.be/dk8pwE3lByg>

Schelling, Thomas C. (1992) "Some Economics of Global Warming." *American Economic Review* 82(1): 1–14. On Canvas. (2 hours.)

Robert, Christopher, and Richard J. Zeckhauser (2011) "The Methodology of Normative Policy Analysis." *Journal of Policy Analysis and Management* 30(3): 613–643. (2 hours.) https://scholar.harvard.edu/files/rzeckhauser/files/methodology_of_normative_policy_analysis.pdf

* Arkolakis, Costas, and Conor Walsh (2023) "Clean Growth" National Bureau of Economic Research Working Paper 31615, August. DOI 10.3386/w31615. Available online via Claremont Colleges Library.

* Ulrich, Benjamin (2023) "Summit Launches New National Academies Initiative to Spur Action on Climate," National Academies of Sciences, Engineering, Medicine, 30 August. (5 minutes)

<https://www.nationalacademies.org/news/2023/08/summit-launches-new-national-academies-initiative-to-spur-action-on-climate>

Assignment (nothing to write or submit)

Use our Fact Machine prompt to have a conversation with ChatGPT4 about climate change policies. Focus on policy design and implementation. (Hint: Don't stop with a carbon tax!)

Be prepared to share what you learned in class about (a) the strengths and weaknesses of ChatGPT4 and (b) the kinds of benefits and costs that should be considered in policies to deal with climate change.

Discussion on Canvas

What stand out to you as two strengths of Schelling's paper in terms of guiding policy design and implementation? No more than three paragraphs.

Please share on Canvas before 5:00 p.m. on Sept. 13 (the day before class). After you submit your answer, please comment on at least two of the posts of your colleagues.

Module 4. Sept. 21. What Are We Trying to Do? Goals and Measures (1)

a. Case Study: Equality

Peter G. Peterson Foundation (2019) "Income and Wealth in the United States: An Overview of Recent Data." 4 October. (15 minutes) <https://www.pgpf.org/blog/2019/10/income-and-wealth-in-the-united-states-an-overview-of-data>

Rothman, Joshua (2020) "The Equality Conundrum: We All Agree That Inequality Is Bad. But What Kind of Equality is Good?" *The New Yorker* 13 January: 26–31. (1 hour). <https://www.newyorker.com/magazine/2020/01/13/the-equality-conundrum>

Skim Anderson, Elizabeth (1999) "What Is the Point of Equality?" *Ethics* 109: 287–337. (Don't spend more than one hour—unless you're enthralled.) <https://www.philosophy.rutgers.edu/joomlatools-files/docman-files/4ElizabethAnderson.pdf>

Blanchard, Olivier, and Dani Rodrik (2019) "We Have the Tools to Reverse the Rise in Inequality." Peterson Institute for International Economics. 20 November. (30 minutes.) <https://www.piie.com/commentary/speeches-papers/we-have-tools-reverse-rise-inequality>

* Nature (2023) "Editorial: Reducing inequality benefits everyone — so why isn't it happening?" *Nature*. August 16. (5 minutes.) <https://www.nature.com/articles/d41586-023-02551-3>

* Follett, Chelsea, and Vincent Gelosos (2023) "Global Inequality in Well-Being Has Decreased across Many Dimensions: Introducing the Inequality of Human Progress Index." CATO Policy Analysis, No. 949. June 8. (45 minutes.) <https://www.cato.org/policy-analysis/global-inequality-well-being-has-decreased-across-many-dimensions>

* Heathcote, Jonathan, Fabrizio Perri, Giovanni L. Violante, and Lichen Zhang (2023) "More Unequal We Stand? Inequality Dynamics in the United States, 1967–2021." *Review of Economic Dynamics*. Pre-proof available online, August 9. <https://doi.org/10.1016/j.red.2023.07.014>

b. "Predistribution": The Case of Preschool

<https://heckmanequation.org>

Please spend an hour or more browsing this website by Nobel prize winner James Heckman, in particular Perry Preschool Research and 13% ROI for Birth-to-Five Programs.

Bailey, Martha J., Shuqiao Sun, and Brenden D. Timpe (2021) "Evaluating the Head Start Program for Disadvantaged Students." *The Digest*, No. 4 (April) National Bureau of Economic Research. (15 minutes.) <https://www.nber.org/digest-202104/evaluating-head-start-program-disadvantaged-children>

Gertler, Paul, et al. (2021) "Effect of the Jamaica Early Childhood Stimulation Intervention on Labor Market Outcomes at Age 31," Unpublished ms. July 21. Abstract <https://drive.google.com/file/d/1ryCOPx4VACOLIUJMSckbKDbIByHpeYTL/view?pli=1>

Gertler, Paul *et al.* (2014) "Labor Market Returns to an Early Childhood Stimulation Intervention in Jamaica," *Science* Vol. 344 (6187): 998–1001. Please also skim the supplementary materials at the end of the article. (One hour) <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4574862/>

* Devercelli, Amanda, Magdalena Bendini, Amer Hassan, and Sherri Le Mottee (2022) "Learning During the Early Years: What Is it? Why Does It Matter? And How Do We Promote It?" World Bank Brief. March. (15 minutes). <https://documents1.worldbank.org/curated/en/099425203102220416/pdf/P16951303b956d040083410ab7f69343a45.pdf>

* The RAND Corporation (2022) on early childhood education. <https://www.rand.org/topics/early-childhood-education.html>

Assignment (nothing to submit):

1. Please use ChatGPT4 to explore concepts of "equality" and "equity." Please be prepared to discuss your results in class, both about ChatGPT4 and about these concepts.
2. How does your policy issue intersect with the goal of equality? What did you learn from this week that enhances your approach to the issue?

Module 5. Sept. 28. What Are We Trying to Do? Goals and Measures (2)

a. Composite Indicators

Skim OECD (2008) *Handbook on Constructing Composite Indicators: Methodology and User Guide*. Paris: OECD. Please spend about 1 hour capturing the basic ideas and the complexities. <https://www.oecd.org/sdd/42495745.pdf>

Please browse the remarkable resources on the website *Our World in Data*. (30 minutes) <https://ourworldindata.org>

Klitgaard, Robert (2007) "Contested Summary Measures," Claremont Graduate University. (20 minutes.) https://scholar.cgu.edu/robert-klitgaard/wp-content/uploads/sites/22/2017/02/Contested_Summary_Measures_10-07.pdf

b. Case Study: Happiness and Wellbeing

World Happiness Report 2023. New York: Sustainable Development Solutions Network.

<https://worldhappiness.report/ed/2023/>. (Total under two hours.)

- Read about the WHR2023: <https://worldhappiness.report/about/> (15 minutes.) Then look at the executive summary <https://worldhappiness.report/ed/2023/executive-summary/> (10 minutes.) Explore the data on happiness. <https://worldhappiness.report/data/> (15 minutes).
- Read Chapter 3: Besley, Timothy, Joseph Marshall, and Torsten Persson (2023). “Well-being and State Effectiveness.” <https://worldhappiness.report/ed/2023/well-being-and-state-effectiveness/>. (One hour).

Blanchflower, David G., and Alex Bryson (2022) “Wellbeing Rankings.” IZA DP No. 15790. Bonn: IZA Institute of Labor Economics, December. Read pages 5–10 and skim the rest. Find your country and/or state in the rankings and compare with other locations you know. (45 minutes)
<https://docs.iza.org/dp15790.pdf>

Centre for Bhutan Studies and GNH Research (2015) “Bhutan’s 2015 Gross National Happiness Index.” Thimphu, Bhutan. November, 8 pages. (15 minutes.) On Canvas.

Please watch this talk by Tshering Tobgay, then Prime Minister of Bhutan, “Gross National Happiness,” Dubai, 2017. (32 minutes.) <https://youtu.be/KZUWSVFT9A>

* Alexandrova, Anna, and Mark Fabian (2022) *The Science of Wellbeing*. John Templeton Foundation. 63 pages. February. https://www.templeton.org/wp-content/uploads/2022/02/Science_of_Wellbeing_JTF_1.pdf

* Lomas, Tim (2023) “Exploring associations between income and wellbeing: new global insights from the Gallup World Poll,” *The Journal of Positive Psychology*, published online August 20. <https://doi.org/10.1080/17439760.2023.2248963>

Assignment (nothing to submit)

Please use ChatGPT4 in Advanced Data Analysis mode to explore data from the World Happiness Report. You can hit the plus sign and import the data set WHR2023.csv from <https://www.kaggle.com/datasets/ajaypalsinghlo/world-happiness-report-2023>, the file is halfway down the page on the right.

- After uploading the dataset, ask ChatGPT4 to explain the ladder (variable 2), also called Cantril’s Life Ladder.
- Ask ChatGPT4: Can you do visualizations and descriptive analyses to help someone understand this data set?
- Then continue a dialogue with ChatGPT4 about the data. For example, you might ask which five countries are happier than predicted by their average level of income.

Please be prepared to discuss in class what you learned.

Module 6. Oct. 5. What Will Work Here?

Imbens, Guido W. (2022) “Causality in Econometrics: Choice vs Chance.” Nobel Prize Lecture. *Econometrica* 90(6): 2541–2566. (2½ hours). On Canvas.

Deaton, Angus, and Nancy Cartwright (2016) “The Limitations of Randomised Controlled Trials.” Blog, Vox EU and Centre for Economic Policy Research. 9 November (20 minutes)
<https://cepr.org/voxeu/columns/limitations-randomised-controlled-trials>

Wagenmakers, Eric-Jan *et al.* (2021) “Seven Steps toward More Transparency in Statistical Practice.” *Nature Human Behavior* 8 pages. (45 minutes.)
<https://www.nature.com/articles/s41562-021-01211-8.pdf>

Discussion on Canvas:

For what kinds of policy issues do you think a randomized controlled trial would make the most sense? For what kinds of issues would they not make sense? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on October 4 (the day before class). After posting your contribution, please comment on the answers of at least two of your colleagues.

Module 7. Oct. 12. Checklists for Action

Gawande, Atul (2010) *The Checklist Manifesto: How to Get Things Right*. New York: Macmillan. (6 hours.)

Klitgaard, *The Culture and Development Manifesto*, ch. 5 and pp. 104–106. (1 hour.)

Case study: Overcoming Ethnic Inequalities

McKinsey & Company (2021) *The Economic State of Black America: What Is and What Could Be*, overview. (1 hour.) <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/the-economic-state-of-black-america-what-is-and-what-could-be#/>

Klitgaard, Robert (2021) *Adjusting to Reality: Beyond “State vs. Market” in Economic Development*. London: Routledge, ch. 12. (1½ hours.) If you get fascinated, also have a look at chs. 10–11. Available through Honnold-Mudd Library (online).

* Quillian, Lincoln, Anthony Heath, Devah Pager, Arnfinn H. Midtbøen, Fenella Fleischmann, and Ole Hexel (2019) “Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring.” *Sociological Science* 6: 467–496.

Oct. 19. Mid-Term Examination

Open book and open notes. The exam is designed to take 2 hours, but students may use up to 3 hours to complete it.

Module 8. Oct. 26. Implementation 1

Weimer, David L., and Aidan A. Vining (2017) *Policy Analysis: Concepts and Practice*, 6th Ed. New York: Routledge, Ch. 12, “Implementation,” 280–303. (2 hours.) On Canvas.

Gawande, Atul (2013) "Slow Ideas." *The New Yorker*, July 29. (1½ hours.)
http://www.newyorker.com/reporting/2013/07/29/130729fa_fact_gawande

Case study: Anti-poverty Programs

Klitgaard, Robert (1997) "'Unanticipated Consequences' in Anti-Poverty Programs." *World Development* 25(12): 1963–72. December. (1½ hours.) On Canvas.

Assignment (nothing to write or submit)

Have a conversation with ChatGPT4 about poverty. Explore both data and policies. Be prepared to share what you learned in class.

Module 9 Nov. 2. Implementation 2

Heath, Chip, and Dan Heath (2010) *Switch: How to Change Things When Change Is Hard*. New York: Broadway Books. (6 hours.)

Case Study Presented in Class

Statistical methods for identifying exceptional performers.

Discussion on Canvas

What idea in *Switch* struck you as most important and applicable to policy analysis? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on Nov. 1 (the day before class). After posting, please comment on the answers of at least two of your colleagues.

Module 10. Nov. 9. Implementation 3

Klitgaard, Robert (2023) *Bold and Humble: How to Lead Public-Private-Citizen Collaboration, with Five Success Stories*. Bhutan: Royal Institute for Governance and Strategic Studies, chapters 1–9, 12. Available open access here: <https://robertklitgaard.com/bold-and-humble> (five hours).

* Eggers, William D., and Donald F. Kettl (2023) *Bridgebuilders: How Government Can Transcend Boundaries to Solve Big Problems*. Boston: Harvard Business Review Press.

* The World Bank (2023) *Private Cities: Outstanding Examples from Developing Countries and Their Implications for Urban Policy*, Edited by Yue Li and Martin Rama. Washington, DC: The World Bank. <https://openknowledge.worldbank.org/entities/publication/fccf4455-31c6-4edc-8816-6f66fe7a1a00?deliveryName=DM189843>

Assignment (nothing to write or submit)

Have a conversation with ChatGPT4 about public-private partnerships. Explore both data and examples of success. Look especially for things related to your policy issue. Be prepared to share what you learned in class.

Module 11. Nov. 16 Taking Culture into Account

Klitgaard, *The Culture and Development Manifesto*, chs. 1, 5, 7–8. (4 hours.)

Gupta, Sujata (2023) "An Apology to Indigenous Communities Sparks a Mental Health Rethink" *Science News*, 25 August (45 minutes) <https://www.sciencenews.org/article/apology-indigenous-communities-mental-health-rethink>

Discussion on Canvas

How does cultural diversity affect programs in your policy area? (Two paragraphs.)

Please post on Canvas under Discussions before 5:00 p.m. on Nov. 15 (the day before class).

After posting, please comment on the answers of at least two of your colleagues.

Nov. 23. Happy Thanksgiving!

Module 12. Nov. 30. Policy Analysis and Evaluation 2.0

a. Collaboration in Policy Design and Implementation

Klitgaard, *The Culture and Development Manifesto*, ch. 10. (One hour.)

Klitgaard, Robert (2019) "Engaging Corruption: New Ideas for the International Monetary Fund." *Policy Design and Practice* 2(3): 229–242. (One hour)

<https://www.tandfonline.com/doi/pdf/10.1080/25741292.2019.1612542>

Watch "Who's Corrupt?" (2019) (about 35 minutes) — if you're pressed for time, you can start at about minute 24. <https://youtu.be/q2JDxDrVMvU>

b. Case Study: Improving Governance

Klitgaard, *Bold and Humble: How to Lead Public-Private-Nonprofit Collaboration, with Five Case Studies*, chapter 10. (1½ hours.)

Assignment (nothing to write or submit):

Be prepared to discuss in class the questions at the end of Chapter 10 of *Bold and Humble*.

Module 13. Dec. 7. Review of the Course

Selected students will make 10- to 15-minute briefings on various parts of the course. No additional readings.

Dec. 14. Final Examination

This examination will cover the entire course. Open book and open notes. The exam is designed to take 2 hours, though students may use up to 3 hours to complete it.

ANNEX 2. SYLLABUS FOR “WORKING ACROSS CULTURES”

Overview

Course Description

People in business, government, nonprofits, education, public health, cultural organizations, and religious institutions increasingly find themselves working across cultures. This course addresses three broad questions.

1. How can you prepare for the challenges of working or studying in a different cultural setting?
2. Within your own institution in your own country, how can you take advantage of various kinds of cultural diversity?
3. How can you tailor policies, negotiations, and management practices to take account of different cultural settings?

Cultural competence arises at several levels: the individual, the institution, and the design and implementation of policies and programs. At each level, there are challenges of the head, the hand, and the heart. Fortunately, abundant research and practical experience can teach us how to do better. The course draws from many disciplines and uses examples from the United States and around the world.

This course conveys knowledge and skills for future professionals (in public health, business, education, public policy, evaluation, international relations, and more) and future professors.

Course/Learning Objectives

This course teaches how to:

1. Using the example of “culture,” appreciate general problems of contestable concepts and imperfect measures in the social and behavioral sciences—and not let them stop useful work.
2. Understand what individuals and institutions can do to prepare for culture shock—including its positive aspects.
3. Evaluate and manage the benefits and costs of various kinds of cultural diversity.
4. Apply lessons from what works in one cultural setting to a different cultural setting.
5. Improve negotiations across cultures.
6. Reframe our individual identities as multicultural.

Background Preparation (Prerequisites)

Students are welcome from throughout CGU and the Claremont Colleges, with the permission of the professor. There are no prerequisites.

Course Requirements

Books

Two books are required:

Amy Chua and Jed Rubenfeld (2015) *The Triple Package: How Three Unlikely Traits Explain the Rise and Fall of Cultural Groups in America*. New York: Penguin Paperback.

Robert Klitgaard (2021) *The Culture and Development Manifesto*. New York: Oxford University Press.

Artificial Intelligence

Throughout the course, we will make extensive use of ChatGPT4. I believe it will be a transformative tool in education and professional work. But it's so new that no one knows exactly how. We will explore its many functions. For example, you will use ChatGPT4 as your personal tutor. You will see how it can help you learn about other cultures. Develop intercultural competence. And help you with your research, including doing a literature review, summarizing articles, exploring alternative perspectives and hypotheses, creating a teaching case, helping you with data analysis and presentation, and editing your writing.

Be aware of the limits of ChatGPT4. If we provide minimum effort prompts, we get low quality results. We need to refine our prompts in order to get good outcomes. This takes work.

When used as a search engine, ChatGPT4 can “hallucinate.” If ChatGPT4 gives us a number or fact, we should be cautious—assume it is wrong unless we can check the answer with another source. Many plug-ins enable us to track down sources and verify. We are responsible for any errors or omissions provided by the tool. In most cases, we will not use ChatGPT4 as a search device—rather, as a teacher, assistant, designer, editor, and data analyst. Even so, before relying on its contributions, we should check and verify.

AI is a tool that we need to acknowledge when we use it in an assignment or test. In this course, please include a paragraph at the end of any assignment where you employed ChatGPT4 (or another AI tool) explaining what and how you used it.

As with any tool, we must be thoughtful about how it can help and how it can fall short. As we explore ChatGPT4, we will consistently question it—and ourselves, as we use it.

Please download ChatGPT4 and be ready to use it in our first class on August 31.

Assessments and Grading

The midterm exam on October 17 counts for 25 percent of the final grade. The final examination on December 12 counts for 40 percent. Both exams are open book and open notes, and you are allowed to use ChatGPT4 with acknowledgements of how you used it. The midterm and finals are each designed to take two hours, but you are allowed to spend up to three hours.

On Nov. 21 and Dec. 28, you will engage in a transdisciplinary learning exercise. Working in teams, you will undertake a simulated negotiation across cultures.

Participation in class, discussions on Canvas, and your work on the negotiations (Nov. 28 and Dec. 5) combine to count for 35 percent of the final grade.

Claremont Graduate University allows students to take transdisciplinary courses on a pass-fail basis. If you would like to avail yourself of this option, please let Prof. Klitgaard know before Sept. 20.

Schedule

Each reading has a suggested time budget. An asterisk * denotes optional.

This graduate seminar depends on your careful preparation and enthusiastic participation. If for some reason you are unable to do the reading and prepare for a given class, please email me in advance.

Module 1: Introduction

Sept. 5

Introduction to each other and to the course. The challenges and opportunities of working across cultures.

James K. Sebenius (2009) "Assess, Don't Assume, Part I: Etiquette and National Culture in Negotiations," Harvard Business School Working Paper, No. 10-048, December. 17 pages of text. (One hour 15 minutes) <http://www.hbs.edu/research/pdf/10-048.pdf>

Online Discussion: After reading Sebenius' "Assess, Don't Assume"—what points connect with your personal experience? Please be specific. (At most two paragraphs.)

Module 2: Concepts

Sept. 12. What Are We Talking about When We Talk about Culture?

"Culture" is an example of a general phenomenon in the human and social sciences: contestable concepts.

Robert Klitgaard (2021) *The Culture and Development Manifesto*, New York and Oxford: Oxford University Press, chs. 1, 2, 4, and 5. (3½ hours)

Jean-Pierre Olivier de Sardan (2022) "'Relying on Your Own Strengths': Faced with Aid Dependency, Promoting Contextual Experts in Public Policy in Africa," *Global Africa* Vol. 1, n° 1, June, pages 5–7 about "contextual expertise" (20 minutes).
<https://globalafricapress.org/index.php/globalafrica/article/view/17/43>

Annie Dillard (2002) "This Is the Life," *Image: A Journal of Arts and Religion*. 5 pages. (20 minutes)

Online Discussion: In your own personal experience, what is an example of a concept that has created a diversity of definitions and measures? Please share two paragraphs and comment on at least two of the submissions of your colleagues. Due before 5:00 pm on Monday, Sept. 11.

Module 3: Measures

Sept. 19. From Concepts to Measures

The World Value Survey (2022) “Findings and Insights.” Have a look around the website, too. (45 minutes) <https://www.worldvaluessurvey.org/WVSContents.jsp>

Geert Hofstede’s six “cultural dimensions” for nations. <https://www.hofstede-insights.com/models/national-culture/> (30 minutes)

Duman Bahrami-Rad, Anke Becker, and Joseph Henrich (2021) “Tabulated Nonsense? Testing the Validity of the Ethnographic Atlas,” *Economics Letters* Vol. 204: 1–5. July. https://henrich.fas.harvard.edu/files/henrich/files/bahrami-rad_et_al._-2021-tabulated_nonsense.pdf

* Nick Obradovich *et al.* (2022) “Expanding the Measurement of Culture with a Sample of Two Billion Humans,” *Journal of the Royal Society Interface* 19 (20220085): 1–13. June. <https://royalsocietypublishing.org/doi/epdf/10.1098/rsif.2022.0085>

Assignment (nothing to write or submit): Please select the United States and two other countries and get their scores on the six Hofstede cultural dimensions: <https://www.hofstede-insights.com/country-comparison/>. What surprised you? How useful do you think these measures might be, for what purposes? Please be prepared to discuss your results in class.

Module 4: Disgust and Cultural Tolerance

Sept. 26

Read about the “Disgust Scale” (10 minutes): <https://pages.stern.nyu.edu/~jhaidt/disgustscale.html>

Please take the short test on your own feelings of disgust. You’ll find it here: <https://www.yourmorals.org>. Create an account (on the right, free), fill out a confidential questionnaire, go to Explore, and click on “Disgust Scale.” You won’t have to share your results in class; this is for your information only. (30 minutes) And it will prepare you to read:

Richard A. Shweder (2002) “‘What About Female Genital Mutilation?’ and Why Culture Matters in the First Place.” In *Engaging Cultural Differences: The Multicultural Challenge in Liberal Democracies*, ed. Richard A. Shweder, Martha Minow, and Hazel Markus, 216–236, 247–8. New York: Russell Sage Foundation. (2 hours) <https://www.pierre-legrand.com/shweder.pdf>

Anna Fruttero and Divyanshi Wadhwa (2023) “Realizing Gender Equality: The Remaining Challenge of Child Marriage,” Data Blog, The World Bank. August 15. Browse the interactive data display from *2023 Atlas of Sustainable Development Goals* (15 minutes)

<https://blogs.worldbank.org/opendata/realizing-gender-equality-remaining-challenge-child-marriage>

* Sousan Abadian (2022) *Generative Cultural Renewal: An Effective Resource in Ending Female Genital Mutilation/Cutting & Other Harmful Practices*. Cardiff, CA: Waterside Productions.

Online Discussion: (1) Briefly describe one of your own experiences with disgust at another culture's practices—even inside your own country, region, or city. (2) Then briefly describe an example where at first you thought something was disgusting and later learned to enjoy it. After posting your answers, please comment on at least two of the submissions of your colleagues. Due before 5:00 pm on Monday, Sept. 25.

Module 5: What to Do about Culture Shock

Oct. 3

Kalervo Oberg (1960) "Cultural Shock: Adjustment to New Cultural Environments," *Practical Anthropology* 7(4): 177–182. (45 minutes)

https://www.academia.edu/17206900/Cultural_Shock_Adjustment_to_new_cultural_environments_Kalervo_Oberg

An example of culture shock as an American medical student works in Haiti. (15 minutes). On Canvas.

"Sinuhe of Egypt," June 2022 thread by @egy_philosopher about *The Tale of Sinuhe and Other Ancient Egyptian Poems 1940–1640 BC*, translated and edited by R.B. Parkinson. Oxford: Oxford University Press, 2009. (20 minutes) On Canvas.

Adrian Furnham (2004) "Foreign Students: Education and Culture Shock," *The Psychologist* 17(1): 16–19. (30 minutes) <https://thepsychologist.bps.org.uk/volume-17/edition-1/foreign-students-education-and-culture-shock> [click on the pdf link]

Michael W. Morris, Krishna Savani, and Richard D. Roberts (2014) "Intercultural Training and Assessment: Implications for Organizational and Public Policies," *Policy Insights from the Behavioral and Brain Sciences* Vol. 1(1): 63–71. (One hour) On Canvas.

Annelise Jolley (2022) "Living with Deep Difference," an interview with Shadi Hamid. June. 3 pages. (10 minutes). <https://www.templeton.org/news/living-with-deep-difference>

Online Discussion: Briefly describe one of your own experiences with culture shock—even inside your own country, region, or city. Please share two paragraphs and comment on at least two of the submissions of your colleagues. Due before 5:00 pm on Monday, October 2.

Module 6. Cultural Blends and Adaptations

Oct. 10

Ying-Yi Hong, S. Zhan, Michael Morris, and Veronica Benet-Martinez (2016) "Multicultural Identity Processes," *Current Opinion in Psychology* 8: 49–53. (45 minutes)

<https://daneshyari.com/article/preview/879319.pdf>

Dana Gioia (2020) "Psalm to Our Lady Queen of the Angels," [a poem] *First Things*. November. One page (10 minutes) <https://www.firstthings.com/article/2020/11/psalm-to-our-lady-queen-of-the-angels>

Amy Chua and Jed Rubenfeld (2015) *The Triple Package: How Three Unlikely Traits Explain the Rise and Fall of Cultural Groups in America*. New York: Penguin Paperback. (Six hours)

Assignment (nothing to write or submit): Please come to class with a passage from *The Triple Package* that you especially like and be prepared to tell us why.

October 17. Midterm Examination

Module 7: Cultural Diversity (1)

Oct. 24

Cultural Diversity in Neighborhoods

Robert D. Putnam (2007) "E Pluribus Unum: Diversity and Community in the Twenty-first Century. The 2006 Johan Skytte Prize Lecture," *Scandinavian Political Studies* 30:2: 137–174. (Two hours)

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.515.6374&rep=rep1&type=pdf>

Skim Dmowska, Anna, and Tomasz F. Stepinski (2023) "Spatio-Temporal Changes in Racial Segregation and Diversity in Large US Cities from 1990 to 2020: A Visual Data Analysis" Working Paper, Open Science Framework, July 26. (20 minutes.) Note especially the two graphs on summarizing trends in diversity and in segregation. On Canvas.

Skim Peter Thisted Dinesen, Merlin Schaeffer, and Kim Mannemar Sønderskov (2020) "Ethnic Diversity and Social Trust: A Narrative and Meta-Analytical Review," *Annual Review of Political Science* 23: 441–465. (20 minutes) <https://www.hoplofobia.info/wp-content/uploads/2022/05/2020-Ethnic-Diversity-and-Social-Trust-A-Narrative-and-Meta-Analytical-Review.pdf>

* Maxim Massenkoff and Nathan Wilmers (2023) "Rubbing Shoulders: Class Segregation in Daily Activities" July 21. Available at SSRN. <http://dx.doi.org/10.2139/ssrn.4516850>

Case Study: Housing in Singapore

A brief history of Singapore's system of public housing that is privately owned. (10 minutes) <https://www.hdb.gov.sg/about-us/our-role/public-housing-a-singapore-icon>

Tom Kirk, Danielle Stein, and Annette Fisher (2018) *The Relationship between Ethnic Diversity & Development: A Diversity Dividend?* London: Konung International, May. Pp. 1–3, 41–54. (One hour)

https://assets.publishing.service.gov.uk/media/5b507c88e5274a73380f7b3e/The_Relationship_between_Ethnic_Diversity_Development-A_Diversity_Dividend_Kirk_Stein_Fisher_21.6.18.pdf

Keshia Naurana Badalge (2020) "The Country Where Diversity Is Enforced by Law." *We Are Not Divided* blog. 22 October. (30 minutes) <https://wearenotdivided.reasonstobecheerful.world/the-country-where-diversity-is-enforced-by-law/>

Assignment (nothing to write or submit): Be prepared to discuss in class the results of Singapore's housing diversity in apparent contrast the findings of Putnam and Dinesen *et al.*

Module 8: Cultural Diversity (2)

Oct. 31. Happy Halloween!

Cultural Diversity at Work

McKinsey & Co. (2020) *Diversity Wins: How Inclusion Matters*, May 19. (One hour 15 minutes, including some of the videos) <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters>

Thomas Kochan *et al.* (2003) "The Effects of Diversity on Business Performance: Report of a Feasibility Study of the Diversity Research Network," *Human Resource Management Journal*, 42:1 (2003): 3–21. (One hour 15 minutes)
https://www.researchgate.net/publication/288833442_The_effects_of_diversity_on_business_performance_Report_of_the_diversity_research_network

Günter K. Stahl and Martha L. Maznevski (2021) "Unraveling the Effects of Cultural Diversity in Teams: A Retrospective of Research on Multicultural Work Groups and an Agenda for Future Research," *Journal of International Business Studies* Vol. 52: 4–22. (One hour 15 minutes)
<https://link.springer.com/content/pdf/10.1057/s41267-020-00389-9.pdf>

Oriane Georgeac and Aneeta Rattan (2022) "Stop Making the Business Case for Diversity," *Harvard Business Review* June. (15 minutes) Also a 10-minute listen:
<https://hbr.org/2022/06/stop-making-the-business-case-for-diversity>

Maria Xafa and Mohammad Amin (2023) "Which firms suffer due to ethnic fractionalization?" World Bank Blog, July 25. (15 minutes) <https://blogs.worldbank.org/developmenttalk/which-firms-suffer-due-ethnic-fractionalization>

Online discussion: What surprised you the most about these readings? Please share two paragraphs before 5:00 pm on Monday, October 30, and comment on at least two of the submissions of your colleagues.

Module 9. Overcoming Prejudice

Nov. 7

Lincoln Quillian, *et al.* (2019) "Do Some Countries Discriminate More than Others? Evidence from 97 Field Experiments of Racial Discrimination in Hiring." *Sociological Science*. Vol. 6: 467–496. (One hour) https://sociologicalscience.com/download/vol-6/june/SocSci_v6_467to496.pdf

Linda R. Tropp and Ludwin E. Molina (2018) "Intergroup Processes: From Prejudice to Positive Relations Between Groups," in *The Oxford Handbook of Personality and Social Psychology*, 2nd ed.

Kay Deaux and Mark Snyder. New York: Oxford University Press. (One hour 30 minutes) On Canvas.

Skim Elizabeth Levy Paluck, Seth A. Green, and Donald P. Green (2019) “The Contact Hypothesis Re-evaluated,” *Behavioural Public Policy* 3(2): 129–158. (20 minutes)

<https://www.cambridge.org/core/services/aop-cambridge-core/content/view/142C913E7FA9E121277B29E994124EC5/S2398063X18000258a.pdf/the-contact-hypothesis-re-evaluated.pdf>

Skim Stewart I. Donaldson, Jennifer Villalobos, and Minji Cho (2023) “Following the Science to Understand How to Reduce Prejudice and its Harmful Consequences in Post-Pandemic Times” unpublished manuscript, Prejudice Education and Eradication Laboratory, Claremont Graduate University, August. (20 minutes) On Canvas.

* Tessa E.S. Charlesworth and Mahzaria R. Banaji (2022) “Patterns of Implicit and Explicit Attitudes: IV. Change and Stability from 2007 to 2020.” *Psychological Sciences* 33(9): 1347–1371. doi: 10.1177/09567976221084257. <https://pubmed.ncbi.nlm.nih.gov/35895290/>

* Emily Pronin and Lori Hazel (2023) “Humans’ Bias Blind Spot and Its Societal Significance.” *Current Directions in Psychological Science*. June 15. Available through the Claremont Colleges Library. <https://doi.org/10.1177/09637214231178745>

Module 10: Learning from Other Cultures

Nov. 14

Robert Klitgaard (2021) *The Culture and Development Manifesto*. New York and Oxford: Oxford University Press, chs. 6–10. (Six hours)

Online Discussion: What is your major takeaway from this book about how to “take culture into account”? Please share three paragraphs and comment on at least two of the submissions of your colleagues.

Module 11: Negotiating Across Cultures (1)

Nov. 21

“Wyoff and China-LuQuan: Negotiating a Joint Venture (A)” Harvard Business School, 2009. To be provided.

In class, you will begin negotiating a deal between the two companies in the case.

Module 12. Negotiating Across Cultures (2)

Nov. 28

Your negotiations will be finalized.

After their conclusion, you will be given "Wyoff and China-LuQuan: Negotiating a Joint Venture (B)" Harvard Business School, 2009.

Module 13. Review of the Course

Dec. 5

No new reading

December 12. Final Examination

ANNEX 3. FINAL EXAMINATION “POLICY DESIGN AND IMPLEMENTATION”

This examination is open book and open notes. You are not allowed to consult other people. At the top of your answer sheet, please include this statement: “I, [your name], affirm that the work on this examination is mine alone. I have not consulted other people in crafting my answers.”

The exam is designed to take you 2 hours, not including 15 minutes to read the questions at the beginning of class, but you have until 7:15 pm to complete it. Later submissions will be penalized.

Some questions ask you to do preparatory work with ChatGPT4, and they provide you with prompts. Please think of these as warm-up exercises *before* you write your answers. **Please include links to these chats with ChatGPT4 with your answers.**

All your answers should be written by you, although you may use ChatGPT4 to edit your answers. You should not copy and paste ChatGPT4’s ideas into your answers.

The suggested times for each question correspond to the weights given to grades for each answer.

Please read the questions carefully. Please be concise.

You need not use academic citations for your sources; no page numbers, for example.

Please submit your answers in MSWord (not pdf) via email to robert.klitgaard@cgu.edu.

Question 1. (30 minutes)

Please answer FOUR of the following FIVE questions.

For each of your four choices, provide an example from the materials in this course.

Note: not a definition but an example. (One paragraph for each example.)

- a. Mobilizing demand for a public service
- b. Regression discontinuity analysis
- c. Finding bright spots using statistics
- d. Poisonous texts
- e. Rally the herd

Question 2. (30 minutes)

Warm-up Exercise Before Writing Your Answer

Please have a chat with ChatGPT4 using this prompt:

You are an expert in statistics and policy analysis. I am a graduate student studying policy analysis. Consider this general formula: $O_u = f(t, S)$.

The outcome O for a particular population u is a function of a treatment (policy) t and the setting S , which includes all the other variables that affect O and may interact with t .

Let's have a conversation about the statistical difficulties in estimating the partial derivative of O with respect to t —that is, with estimating the treatment's effect on the outcome. Please begin, and then I will ask you questions related to a policy problem I care about.

Note: Please include a link to this chat with your answer.

Now the Questions

2a. For a policy problem you care about, describe an example of each variable in the formula

$$O_u = f(t, S).$$

Note: not " O refers to an outcome of interest" but something specific for your policy problem. (One sentence for each variable.)

2b. For this policy problem, what in your judgment is the biggest difficulty in estimating the effect of t on O ? (Two paragraphs)

Question 3. (60 minutes)

Warm-up Exercises Before Writing Your Answer

1. Review Figure 12-1 in *Bold and Humble*, p. 124. You need not include anything about this warm-up exercise in your answer.
2. Please have a chat with ChatGPT4 using this prompt:

You are an expert in evaluation and policy analysis. I am a graduate student studying policy analysis. Suppose that I am advising the CEO of a leading Artificial Intelligence company. The CEO is persuaded that ChatGPT can help transform public schools by providing patient, competent, individualized tutors. Please help me design a government-business-school partnership to create an experiment along these lines. Then please encourage me to ask you questions about the different steps or phases.

Note: Please include a link to this chat with your answer.

Now the Question

Using ideas from the readings and discussions in this course and ideas from ChatGPT4, please design a government-business-school partnership to experiment with using ChatGPT4 as an individualized tutor for junior high students.

There is no right answer to a question like this. In your answer, please include at least these three points.

1. Please include a list of goals and possible measures of those goals, including of course costs.
2. How would you use experimental and control groups?
3. Describe three key implementation issues.

Feel free to explore these points with ChatGPT4; if you do so, please describe what you did in a paragraph at the end of your answer.

Of course, your answer must be your own (nothing cut and pasted from ChatGPT4); and you must connect your answer with the themes and materials in this course.

ANNEX 4. FINAL EXAMINATION FOR “WORKING ACROSS CULTURES”

This examination is open book and open notes. You are not allowed to consult other people. At the top of your answer sheet, please include this statement: “I, [your name], affirm that the work on this examination is mine alone. I have not consulted other people in crafting my answers.”

The exam is designed to take you 2 hours, not including 15 minutes to read the questions at the beginning of class, but you have until 10:15 pm to complete it. Later submissions will be penalized.

Some questions ask you to do preparatory work with ChatGPT4 and provide you with prompts. Please think of these as warm-up exercises before you write your answers. **Please include links to your chats with ChatGPT4 with your answers.**

All your answers should be written by you, although you may use ChatGPT4 to edit your answers. You should not copy and paste ChatGPT4’s ideas into your answers.

The suggested times for each question correspond to the weights given to grades for each answer.

Please read the questions carefully. Please be concise.

You need not use academic citations for your sources; no page numbers, for example.

Please submit your answers in MSWord (not pdf) via email to robert.klitgaard@cgu.edu and to elisa.slee2@cgu.edu.

Scenario

In this scenario, you are an expert on working across cultures. You meet the CEO of an international non-profit organization. It provides scientific knowledge to address local problems around the world.

The CEO tells you, “Many of our projects are disappointing. A scientific project that succeeds in one cultural setting may fail in a different setting. Our organization isn’t good at working across cultures.

“We want to improve in two areas. One is our staff. They are from many countries, but they are all scientists. I worry that they may think that scientific applications don’t need to be culturally aligned. They may say, ‘Science is science, everywhere!’

“Second is our process. We don’t have a way to bring in local people, discuss their challenges, learn from them and they from us, and then together design effective adaptations of the scientific knowledge.”

Cultural Diversity in Employees (60 Minutes)

1A. (20 minutes)

Using only the readings from this course, please summarize the evidence about the benefits and costs of culturally diverse employees. (Three paragraphs will suffice.)

1B. (10 minutes)

In the case of the employees of this international nonprofit organization, the “cultures” that matter may not be international but disciplinary. Briefly describe an example from your personal experience where “disciplinary cultures” clashed. (Two paragraphs.)

1C. (30 minutes)

What recommendations do you have for the CEO about experimenting with disciplinary diversity in this international nonprofit?

Preparations Before You Answer Question 1C

Please prepare by doing the following warm-up exercises:

First, recall what you learned in the course about (1) culture shock and (2) leading and managing diversity in an organization.

Second, copy and paste the scenario above into ChatGPT4 and add this question to the prompt: “Focus on the CEO’s first challenge: staff. How might improving the disciplinary diversity of its employees help this nonprofit organization take local cultures into account?” Have a conversation with ChatGPT4 about this. **Please include a link to your chat with ChatGPT4 with your answer.**

Adapting to Local Cultures (60 Minutes)

2. What recommendations do you have for the CEO about experimenting with ways to combine scientific expertise with local knowledge, with the goal of catalyzing local people to adapt the scientific knowledge to their local culture?

Preparations Before You Answer Question 2

Please prepare to write your answer by doing the following warm-up exercises with ChatGPT4:

First, recall what you learned in the course about Bernard Ouédraogo and Elinor Ostrom.

Second, have a conversation with ChatGPT4 about them, using these two prompts:

(1) Compare Bernard Ouédraogo's work with Naams and 6-S in Africa with the work of Elinor Ostrom in Nepal.

(2) Let's try to generalize to a different domain. Suppose we are working across cultures. We have generic international expertise. Local people in a particular setting ask us for help. We realize that they know much more than we do about their goals and realities, but we don't quite know how to elicit that knowledge. Please connect ideas from Bernard Ouédraogo and Elinor Ostrom to the general challenge of combining international expertise and local knowledge, with the goal of helping local people to solve their own problems.

Third, recall our discussion of Policy Analysis 2.0 on November 14. You saw a ChatGPT4 prompt about convenings—below is that prompt adapted to this examination question. Please copy and paste this prompt into ChatGPT4, and then have a conversation with ChatGPT4 about it:

You are an expert in evaluation and policy analysis. I am the CEO of an international nonprofit that provides scientific knowledge to address local problems around the world. Please help me design a convening to adapt a specific scientific idea to local cultural realities. The convening should include stakeholders such as my organization's international scientists, local community leaders, and local businesspeople. My goal is to bring together these stakeholders and help them problem-solve creatively. The convening consists of four stages:

Stage 1. Finding and presenting data that identify the local challenges and help participants compare their situation with other places around the world.

Stage 2. Finding a success story from elsewhere where this scientific innovation was successfully adapted to local realities, and then conveying the story in the part A, part B style of a Harvard Business School teaching case.

Stage 3. Creating and then conveying to participants a simple theory of change to help participants work through the options.

Stage 4. Considering the local context, creating and then discussing with participants an imaginary news story describing their success five years from now.

Please use these four stages in a conversation with me about designing a convening. Beginning with stage 1, please help me figure out what to do in each stage. Feel free to ask

me questions. After we finish discussing stage 1, then let's move the conversation to stage 2. Pause after each of the four stages to ask me for comments or suggestions. Do you understand? Are you ready to begin?

Please include links to your chats with ChatGPT4 with your answers.

ANNEX 5. FEEDBACK FROM STUDENTS ABOUT CHATGPT4

Late in December—after students had received their grades—I sent them this email:

Dear colleagues,

May I ask you a favor?

Many other professors here and elsewhere are curious about the value of integrating ChatGPT into graduate-level coursework. Some professors are fearful that ChatGPT will lead to a kind of intellectual laziness, even (as you may have heard) to cheating. Others are hopeful. I think we're all curious about how you and your classmates responded to the use of ChatGPT in "Working across Cultures." [Or in "Policy Design and Implementation.]"

Would you please send me an email with a couple of paragraphs about your experiences in the course in using ChatGPT4 in your preparations for class, occasionally during our classes, and as part of the midterm and final?

Not at all an assignment—just a favor.

Gratefully,

Bob

Below are all the responses received by January 7 (when I completed this draft to share with faculty colleagues). I observe that this sample is biased towards students who did well in the course.

Michael Baum, PhD student, Psychology

Overall, I had a positive experience using ChatGPT during class, and I felt it was a useful tool in helping to clarify my thoughts and assist in crafting answers to exam questions. I think that, like any new technology, ChatGPT is not inherently good or bad for students, but rather, if it is used responsibly and in a way that facilitates learning without becoming a "crutch," then it can be useful in enhancing student learning. I think it is critical that the instructor establish clear ground rules from the outset about how students should use ChatGPT, as this will set the tone and expectations for the class.

In "Working Across Cultures," I liked how students were held accountable on the final exam by being required to submit a link to their chats; this accountability ensures that students are using the technology in an appropriate manner. As long as the appropriate guardrails are put in place, and as long as students are held accountable for how they use ChatGPT, then it can be a powerful learning tool. Personally, I enjoyed ChatGPT most when we used it during class to stimulate discussions in small groups; this struck me as a very easy and effective way to generate talking points and facilitate discussion. On a more general level, I also enjoyed how ChatGPT can offer writing advice and improve my writing. In sum, I feel that ChatGPT, when used responsibly by students and with appropriate oversight by the instructor, is a net positive addition to the learning environment and can lead to greater student engagement and success.

Elmer Choe, PhD student, Education

ChatGPT proved to be a valuable asset in various aspects of our course:

1. **Efficient Research Assistance:** ChatGPT helped us gather preliminary information on diverse cultural practices and theories, streamlining the initial research phase and allowing us more time to engage with the material critically.
2. **Supplementary Source During Discussions:** ChatGPT provided quick clarifications on facts or theories, maintaining the flow of our discussions and ensuring that our conversations were both informed and engaging.
3. **Catalyst for Deeper Learning in Assessments:** While ChatGPT offered helpful overviews and summaries, our course's emphasis on critical thinking and application of knowledge meant that its input served as a starting point, encouraging us to delve deeper into topics and form our own, well-informed perspectives.

My experience with ChatGPT in the course was overwhelmingly positive, fostering a more dynamic and informed learning environment. However, it's crucial to note that its effectiveness largely depended on how we, as students, chose to use it. ChatGPT augmented our learning but didn't replace the critical thinking and analytical skills that are essential in graduate-level education. I hope these insights prove helpful to you and your colleagues in understanding the potential role of AI tools like ChatGPT in academic settings.

Timothy Davis, PhD Student, Music

ChatGPT4 is revolutionary in the way it engages with subject matter and assists in applying it to your specific concerns or research. It holds a wealth of information, which becomes accessible through specific prompting. ChatGPT4 can engage in meaningful conversations about your topics, offering insights and diverse perspectives to further develop your thoughts.

As someone who values original thought, I initially felt hesitant to use ChatGPT4, concerned that it might not stem from my own thinking processes. However, I learned that ChatGPT4 requires a starting idea or thought from which it can then help in sequentially developing and expanding those ideas.

I believe that ChatGPT4 can significantly enhance discussion skills and the development of concepts or ideas. In my experience, it has proved to be an invaluable research and development tool, greatly enriching and expanding the scope of any subject matter based on personal interest or study.

Anuradha Dhanasekara, PhD student, Psychology

Initially skeptical, my perspective shifted dramatically when ChatGPT was incorporated into the "Policy Design and Implementation" and "Working Across Cultures" courses, led by Professor Robert Klitgaard, as part of my PhD in Psychology. Professor Klitgaard encouraged us to subscribe to ChatGPT 4, highlighting its advancements over the regular version ChatGPT 3.5. As a new user of ChatGPT 4, I navigated through various features, including data analysis, plugins, and other standard GPTs.

Embarking on this journey with ChatGPT proved transformative for both my academic and professional endeavors. During classes, it felt like participating in a dynamic group experiment, exploring not only the course content but also the academic potential of ChatGPT. We started with class prompts, analyzing and discussing the varied outputs, which revealed the tool's diverse capabilities. Learning to refine our prompts enabled us to tailor ChatGPT's responses to our specific needs. Engaging with ChatGPT conversationally, whether as an expert, mentor, assistant, or coach, was both enjoyable and invaluable. I cherished having this versatile 'friend'—who is always available, intelligent, and never overwhelmed—to brainstorm ideas and discuss topics. Additionally, ChatGPT's ability to succinctly summarize materials was a lifesaver during time-crunched reviews.

Perhaps the most surprising aspect was utilizing ChatGPT during exams. This approach resonated with me; leveraging available tools and technologies reflects a more authentic real-world environment. The evolution of exam questions from midterms to finals, balancing ChatGPT's input with our knowledge and critical thinking, was impressive. It was clear that Professor Klitgaard was also learning and adapting, exploring how to optimize ChatGPT as an educational tool. I am grateful for his approach, which was both bold and humble: bold in challenging conventional teaching methods and perceptions of exam conduct, and humble in its openness to discussing weaknesses and challenges throughout the learning process. This journey with ChatGPT has been nothing short of mind-blowing.

Chasen Jeffries, PhD student, International Political Economy and Computational Analytics

When I found out we would be using ChatGPT in class, I was excited. I had been using GPT 3.5 for several months and had a solid grasp of its usage. However, transitioning to GPT 4 in combination with highly specific prompts from Dr. Klitgaard took my experience to a new level. Integrating ChatGPT into our coursework proved to be as engaging as having a team of colleagues constantly available for discussions. I learned a great deal from Dr. Klitgaard's expert utilization of ChatGPT in our classes.

In our course, the use of ChatGPT was particularly beneficial due to its application in highly specific contexts. Professor Klitgaard often provided specific prompts that fostered intellectual discourse and allowed for personalization of topics. For instance, I could delve into public-private partnerships in a field of interest engaging ChatGPT as a subject matter expert offering diverse viewpoints. This approach not only introduced me to new concepts but also illuminated various possibilities that would have taken hours of brainstorming or research on my own. Furthermore, the debates with ChatGPT encouraged me to challenge ideas, formulate counterarguments, and better comprehend their underlying logic. This interaction was invaluable in clarifying and strengthening my understanding of both my viewpoints and opposing perspectives.

Finally, I would like to highlight three additional exemplary applications of ChatGPT in our coursework:

1. **Tutor Prompt:** Professor Klitgaard provided a template prompt enabling ChatGPT to function as a tutor. It quizzed us, explained concepts, and assisted in a constructive manner. I used this tool extensively in my preparation for the qualifying exam in computational analytics.

2. **Fact Machine Prompt:** This tool was designed to generate key questions about a research topic, fostering a back-and-forth dialogue. It assisted in exploring various dimensions and aspects of our topics, aiding in a comprehensive understanding of the subject matter.
3. **Prompt Creator:** This tool proved crucial in creating prompts that significantly improved the quality of ChatGPT's responses. It was instrumental in crafting unique prompts tailored to specific projects and goals, proving beneficial for my articles and projects.

In conclusion, ChatGPT stands out as a remarkable tool that significantly enhances learning efficiency and effectiveness. I firmly believe that students who become proficient in utilizing ChatGPT will likely find themselves at an advantage, equipped with a powerful ally for tackling a wide array of challenges.

William Johnson, PhD Student, Education

My experience with ChatGPT was very positive. I feel that AI can be used as an assistant rather than a cheating tool. For me, it has helped me refine my research questions and narrow down my research focus. When given prompts by a professor or educator, I believe that it can limit cheating and be a valuable tool to enhance student learning. Recently, I used some of the prompts provided in class to work with Chat GPT to assist me in writing my dissertation proposal. With the prompts, I was able to converse with Chat GPT and receive insights on how to make my writing more concise.

For me, AI has taken away writing blocks and has allowed me to focus and not waste time. It is a valuable tool and used right, it can really enhance learning. AI is not going anywhere so we must embrace so that we can control it. How you integrated in your class was a great lesson on how to do that.

Margaret Kohl, PhD Student, Economics

I appreciated the innovative approach taken in "Policy Design and Implementation," and I'm happy to provide my insights on the use of ChatGPT.

Throughout the course, I found ChatGPT to be a valuable tool for enhancing my understanding of complex topics. As a PhD student studying economics, I am often faced with complex econometric or microeconomic topics which tend to require more detailed and tailored learning. Throughout the course, I utilized ChatGPT as a personal tutor to help clarify some difficult concepts, presenting them in a more digestible format. These learning aid techniques were discussed and implemented throughout Professor Klitgaard's course, allowing students to understand and harness their skills using ChatGPT as a learning tool.

A particularly memorable instance was during my midterm preparation, where ChatGPT helped me formulate an outline to design and implement a policy. This initial structure provided by ChatGPT was invaluable in organizing my thoughts and research findings. Upon taking the midterm, it is essential to have read and engaged with course material to use examples, as that is a component of exam questions. By using the outline and structure from the brainstorm on ChatGPT, I feel more prepared for exam questions, and am required to read and engage with coursework to do well in the class.

I understand the concerns regarding the potential for intellectual laziness or cheating. In my experience, ChatGPT served as a supplement to my own research and critical thinking rather than a replacement. As technology advances, adaptation increases the efficiency of implementation. After taking Professor Klitgaard's course "Policy Design and Implementation," I believe the process of implementing ChatGPT in graduate-level course work is an efficient and applicable method of preparing students for today and tomorrow's technology.

If I were to suggest any improvement, it would be the occasional need to fact-check some of the information provided by ChatGPT. While generally reliable, I learned to use it as one of several sources, not the sole authority.

Overall, my experience with ChatGPT in this course has been positive. It has added a novel dimension to my learning, encouraging me to explore topics from various angles. I appreciate your openness to integrating such technologies into our curriculum, and I look forward to seeing how it evolves in the future.

Xinyue Lu, PhD Student, Music

The experience in the course "TNDY 403E Working Across Cultures" was extremely valuable and special. One important part that left a deep impression on me was the use of ChatGPT4. As an international student whose native language is not English, extensive reading exposed me to many unfamiliar words. The application of ChatGPT4 was tremendously helpful in resolving the confusion faced by non-native speakers when encountering unfamiliar words and concepts.

Beyond being a powerful translation tool, ChatGPT4 also aided me in understanding concepts from fields I was unfamiliar with, such as economics, sociology, and political science. Compared to the passive reception of information from searching the web or consulting books, I could engage in a dialogue with ChatGPT4, asking it to provide examples and explanations for points I didn't understand. This was of great help to me.

What I most want to express gratitude for in this course is that, as an ordinary person living in 2023, I felt excited but also worried when I first heard about ChatGPT4, mainly due to a lack of understanding. I wished to be among the earliest users to grasp this new technological trend, but I was hesitant about how to begin due to my unfamiliarity with new technologies. Fortunately, in this class, the teacher and teaching assistants guided me patiently, and I could exchange insights with my classmates. It was a crucial step for me. I am very grateful for this.

Ximena Martinez, PhD Student, Higher Education and Student Affairs

I had a positive experience using ChatGPT4 in my "Working Across Cultures" course. I regularly utilize AI tools like ChatGPT4 for my daily tasks at work. This semester, I simultaneously took another course where AI tools were prohibited, providing an interesting contrast: one course involved frequent use of AI, while the other did not. I believe that AI tools, including ChatGPT4, are set to become increasingly integral in our lives. It's essential for educators to understand these tools — their capabilities, limitations, and potential to enhance student learning. I recognize the ethical concerns related to AI, particularly regarding data sources and consent. Therefore, I advocate for a shift towards opt-in models and stronger protections for original content creators.

In the course, I used ChatGPT4 for various purposes: data analysis assistance, tutoring, feedback, quizzing, understanding complex texts, refining my writing, and generating starting points for assignments. Instead of merely seeking direct answers, I engaged with ChatGPT4 through thoughtfully crafted prompts, enhancing my study efficiency and helping me identify knowledge gaps. However, it's crucial to acknowledge that ChatGPT4 can make errors. Relying solely on it without engaging with the course materials might lead to misunderstandings. During class, we adapted prompts to our specific industries, aiding particularly with complex concepts. For the midterm and final exams, ChatGPT4 primarily assisted in editing and brainstorming ideas. Professor Klitgaard structured the exams to ensure that, regardless of ChatGPT4 usage, thorough knowledge of the material was necessary for success.

Jonathan Reinke, PhD Student, International Politics and Political Science

Initially, I approached large language models (LLMs) like ChatGPT with a fair degree of skepticism. However, after extensive use throughout the semester, I've discovered several practical applications for LLMs that have proven invaluable to me as a graduate student and researcher. These include utilizing ChatGPT for coding in R, brainstorming research topics, and as an editing tool.

In coding with R, ChatGPT 4 has been immensely valuable. Its ability to quickly generate relevant code snippets has been a significant time-saver, especially when facing coding challenges. This efficiency surpasses traditional Google searches, offering not only solutions but also introducing novel coding techniques and structures. Furthermore, its proficiency in handling visualizations adds to its comprehensive utility in coding tasks, making it an indispensable tool in my academic toolkit.

For brainstorming research topics, ChatGPT 4's role has been transformative. Its capacity to pose thought-provoking questions has broadened my perspective and deepened my exploration of various topics. This dynamic interaction encourages new viewpoints and considerations. The integration of plugins like Scholar AI further enriches this process, providing access to a vast array of academic literature and keeping me updated on the latest developments in my field. Moreover, ChatGPT assists in organizing research outlines, streamlining the early stages of project development.

As an editing tool, ChatGPT transcends traditional grammar checkers. Its sophisticated grasp of language structure and context significantly improves the flow and coherence of text. It adeptly identifies and corrects repetitive patterns, ensuring diversity and engagement in writing. Its capability to suggest alternative expressions or restructure sentences makes it particularly helpful for tackling phrasing challenges. Additionally, ChatGPT's adaptability to various tones allows for tailored writing, whether the need is for a formal, casual, persuasive, or empathetic style. This flexibility makes it an invaluable partner in producing well-rounded, articulate, and audience-oriented content.

Ye Zeng, PhD Student, Economics

ChatGPT is a simple, useful tool, and its wise usage is crucial. Initially, I rarely used ChatGPT and had misconceptions about using AI tools effectively. During the course "Working Across Cultures," I realized that although ChatGPT can provide answers, overreliance (especially in

reading) can lead to lazier thinking. I strongly recommend that everyone in academia learn to use ChatGPT wisely; it's a powerful tool that needs careful handling.

My 3 biggest takeaways about ChatGPT from this course:

1. AI can help us understand concepts quickly, but it can't replace our thinking

In a class on "poisonous texts", I wanted to cite "Stepford Wives literature" as an example, critiquing its portrayal of women's dependency and competition. However, after consulting Chat, I found that ChatGPT's general responses lacked specific insights, underscoring AI's limitations in replacing human analysis, especially for complex concepts needing contextual understanding. AI can aid in refining ideas, but should not be overly relied upon for in-depth thinking.

2. AI can help us quickly organize the literature, extract the key points, and summarize them

ChatGPT is helpful for remembering extensive course readings, particularly for non-native English speakers. While it can't read PDFs, Chat PDF does, offering summaries and key points in complex topics like history and politics. This helps in understanding the main ideas before detailed reading. However, it's important to not fully rely on ChatGPT for reading, as it lacks complete comprehension and human-like interpretation, and overuse could result in misunderstandings.

3. Learning how to write prompts for AI is critical

My key learning from the class was mastering prompt writing. Professor Klitgaard's examples showed how well-crafted prompts make ChatGPT respond more accurately and specifically. It's like having an AI tutor to discuss specific topics, available anytime and anywhere. This has been a fascinating and valuable experience for me.

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Finally, here are thoughts from Elisa Slee, the teaching assistant for "Working across Cultures."

Elisa Slee, PhD student, K12 Education and Equity

As a teaching assistant for the "Working Across Cultures" course, I have had the unique opportunity to observe a significant shift in teaching and learning dynamics with the integration of ChatGPT4. My experience spans from being a student in the course during the Summer of 2022, before ChatGPT4's introduction, to my current role. Both courses were conducted virtually, leveraging Canvas for asynchronous discussions and Zoom breakout rooms for live interactions. Reflecting on these experiences, I am excited to share insights and tips that I believe will be invaluable for faculty and teaching assistants.

One of the most remarkable aspects of ChatGPT4 is its ability to support learners needing additional scaffolding, such as non-native speakers or students with learning difficulties. Acting as a thought partner and writing tutor, ChatGPT4 engages students in deep conceptual analysis, ensuring better retention of concepts and key takeaways. During my time as a student, I observed non-native speakers struggling with complex research articles. However, with ChatGPT4 in the recent iteration of the course, many students reported an enhanced understanding of course readings. This improvement was clearly reflected in their written discussion entries and class contributions.

I was particularly impressed with how the use of carefully constructed ChatGPT4 prompts led to more focused learning. Students were able to concentrate on key takeaways aligned with course objectives, facilitating a more effective processing of information. The adaptability of ChatGPT4 prompts to different disciplines allowed for tailored information processing. For example, in a breakout room discussion, I noticed music students connecting a course reading to their field, while economics students related the same material to their area of study. This diversity enriched the discussions significantly, surpassing the experiences I had during the “Working across Cultures” course in Summer 2022, and illustrating one of CGU’s goals in requiring students to take TNDY classes.

While ChatGPT4 undoubtedly enhances learning and has, in my opinion, led to improved student output, it is crucial to remember that it complements, rather than replaces, the foundational knowledge gained from course readings, active participation, and critical reflection. Students with a solid base of foundational knowledge were most successful in utilizing ChatGPT4 to refine their understanding and synthesize insights. These students excelled in their responses, effectively integrating research and readings into their arguments and insights.

Looking ahead, I am exploring ways to leverage ChatGPT4 to further support students with learning difficulties. What I find particularly inspiring is the positive feedback from a student who initially struggled the most. This experience opens the door to creating highly tailored prompts, perhaps through individual sessions during office hours, where we can collaboratively work through these prompts.

I strongly encourage my fellow educators to consider the potential of ChatGPT4 in their courses. Its impact on student engagement and understanding is profound, and I am optimistic about its continued role in enriching educational experiences.