Response to "Medical Teacher's first ChatGPT's referencing hallucinations: Lessons for editors, reviewers, and teachers"

Journal:	*Medical Teacher*
Manuscript ID	CMTE-2023-0705
Manuscript Categories:	Letters
Date Submitted by the Author:	20-Jun-2023
Complete List of Authors:	Tay, Tricia; Royal Lancaster Infirmary, Postgraduate Medical Education; Lancaster University Faculty of Health and Medicine, Lancaster Medical School
Keywords (user):	artificial intelligence, reflection, medical education
Keywords:	General < Phase of education, General < Profession, Portfolio < Assessment

SCHOLARONE™
Manuscripts

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Letter to the editor

Response to "Medical Teacher's first ChatGPT's referencing hallucinations: Lessons for editors, reviewers, and teachers"

Authors: Tricia Hui Chyi Tay 1

Affiliation: 1 – Royal Lancaster Infirmary, Lancaster University, University Hospitals of Morecambe Bay NHS Foundation Trust, UK

tricia.tay@nhs.net

ORCID: 0000-0001-7502-2608

Dear Editor

Thank you for this topical article on the implications of ChatGPT in medical education (Masters, 2023). It is particularly useful seeing the prompts used by the author to illustrate the incorrect information that ChatGPT generates. The lessons drawn from these experiences are crucial for medical education educators and researchers, as they shed light on the challenges faced in detecting 'hallucinations' and provide guidance on how to address this issue.

As an early career educator, I recently chaired a Twitter discussion on #MedEdForum on the impact of Artificial Intelligence in reflections among healthcare professionals. In preparation for this, I conducted a literature search on PubMed which revealed no studies had previously been published on this topic. Reflexivity is a fundamental skill for healthcare professionals where the individual engages in critical thinking to discover the meaning of an event (de la Croix and Veen, 2018). For both students and healthcare professionals, reflections are a mandatory component of our portfolio. As an educator, I frequently receive students' reflections on their online portfolios and have been unable to find differences in undergraduate students' reflections written by themselves or ChatGPT. This challenges the fundamental purpose of reflections and makes it more of an exercise to check a box in one's portfolio.

Moreover, Artificial Intelligence (AI), such as ChatGPT, was built on pre-existing data, large-language models and machine-learning algorithms. This raises ethical implications regarding data privacy, and entrenches existing biases which were present in the pre-existing data. This also takes the thinking and reflexivity off the learner if used inappropriately.

Thank you for these interesting lesson points.

Disclosure statement

The author reports no conflicts of interest.

Funding

The author reported there is no funding associated with the work featured in this article.

<u>**References**</u>

de la Croix, A., Veen, M., 2018. The reflective zombie: Problematizing the conceptual framework of reflection in medical education. Perspect. Med. Educ. 7, 394–400.

Masters, K., 2023. Medical Teacher's first ChatGPT's referencing hallucinations: Lessons for editors, reviewers, and teachers. Med. Teach. 45, 673–675.