



Chat-GPT and Collaborative Learning: The Propagation of Misinformation?

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Dear Editor

We read with great interest, Han's exploration of GPT-3.5 in medical education, particularly findings pertaining to the inaccuracies found within Large Language Models (LLMs) (Han et al. 2024). The predisposition of GPT-3.5 to 'hallucinate' publications and produce inaccurate information is concerning, as students use these to revise and self-test.

A prominent example of how LLMs can affect collaborative learning is through the popular flashcard software, Anki. Anki is a flashcard application where users create 'decks' of flashcards. Pendergrast and Chamlers (2023) demonstrated how GPT-3.5 used alongside Anki could generate assessment question decks from prespecified clinical information. Anki's open-source nature promotes the sharing of these decks, collaborative learning, and optimisation of the revision process. However, errors or inaccuracies within decks are propagated rapidly within institutions and amongst students on a wider scale as they are shared. Sharing and collaboration have drawbacks.

Therefore, we urge medical educators to consider: To what extent do medical students at their institutions use LLMs within their revision process? Are resources created using LLMs shared amongst students? Given this, how can educators help students engage with these resources but identify misleading or inaccurate information? Moreover, how can students utilise LLMs in a way that improves the validity of their outputs? To answer these questions, medical educators may benefit from informal conversations with students regarding their personal learning methods. Better understanding of the resources used, and their deficiencies, will help educators develop stronger student-centred materials. Furthermore, educators may consider developing structured teaching sessions around the usage of LLMs to help students utilise these resources effectively. Students should remain vigilant when using collaborative resources to revise, and vet them appropriately against trusted sources, such as textbooks or lecture materials from their institution.

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