CISTalks

Time: **2023-06-21T13:00**
Location: **BBBF Meeting Room, Yeditepe University**
Open to the public. All are invited.

Psychological Experiments with ChatGPT: Assessing Artificial General Intelligence (AGI)

Burcu Ünlütabak

Department of Psychology, Yeditepe University

Abstract

ChatGPT, a chatbot based on LLMs released by Open AI in late 2022, made a rapid entry into our lives and changed the concept of smart assistants for us. Open AI declares that its mission is to develop safe and useful AGI in the future. But how far forward is the most recent research to develop AGI, and how can we assess it? In this lecture, we will talk about the capabilities and limitations of chatbots built on LLMs, like ChatGPT and Bard. Going beyond the language proficiency and knowledge base, we will provide examples from early psychological experiments with ChatGPT, assessing its performance in human-like reasoning, comprehension, analogy, question-asking strategies, and theory of mind (understanding others' mental states such as beliefs and emotions). We will discuss the implications of this research for AGI, psychology, human-computer interaction, and AI ethics and suggest future directions for interdisciplinary research.

Biography

Dr. Burcu Ünlütabak is an Assistant Professor of Developmental Psychology at Yeditepe University. She received her BA degree in English Language and Literature and MA degree in Developmental Psychology from Boğaziçi University. She received her Ph.D. in Developmental Psychology from Lehigh University. She worked as a post-doctoral research fellow at The Science of Learning Institute at Johns Hopkins University. She specializes in children's language and communicative development, narrative skills, and conceptual development. Specifically, she explores (i) how young children learn from more knowledgeable others around them (i.e., parents and teachers) through social and conversational exchanges and (ii) the role of family and cultural factors in children's social and cognitive development. Additionally, she is interested in child-computer interaction and how children acquire information from technological resources (e.g., the internet and virtual dialogue systems). She deeply cares about developing technological tools to support children's learning and development during preschool years and beyond.