by Lydia Hulko '23

VISITING THE UNITED NATIONS

WHAT I LEARNED AT THE UN COMMISSION ON THE STATUS OF WOMEN

On my second week of Junior immersions, I got the opportunity to go to New York for the UN Commission on the Status of Women. This is one of three advocacy experiences that Regis Jesuit currently offers to students. Students had the opportunity to visit the United Nations Headquarters in New York and had the opportunity to talk to ambassadors, heads of states, and world leaders.

Students who are unaware of these opportunities should definitely consider attending them, as they can learn so much about what is going on in the world with women while sightseeing and seeing the beauty of the city.

I went to multiple workshops that were in the UN Headquarters and others via different organization that were around the city. I learned a lot about women in Iran and how the women there are severely oppressed. Right now, there are several crucial protests on the rights of women in Iran. For example, I learned about how the government has a policy of silent execution where they don't tell families that they have been executed and the families don't know where they are buried.

This was a very eye opening experience to see what women around the world go through and what the government is or isn't doing to help these women. I also met a lot of new people from Regis that I didn't know before and made new relationships with people that I probably wouldn't have met without this trip.

This is an opportunity that everyone at Regis Jesuit should consider participating in.

WANT TO WRITE, TAKE PHOTOS OR DESIGN FOR ELEVATE MAGAZINE?

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ELEVATE STAFF
STAFF EDITORIAL

Would you believe us if we said this entire issue of Elevate Magazine was written using ChatGPT?

You probably noticed a few errors, misspellings, and typos, indicating that high school students created this. That is on us and the result of human error, not a malfunction of artificial intelligence. However, this advanced artificial intelligence, also known as AI, can replicate the writing of high school students with the same number of mistakes and level of vocabulary. This replication poses a highly debated problem for high school and college students who have been typing essays for years and may now transition back to pencil and paper because of this technology.

Taking the education system by surprise, ChatGPT is now widely discussed in the halls and classrooms of schools across the county. This impressive and advanced technology can construct a five-paragraph essay in seconds, something some students think is beneficial, whereas teachers are searching for ways to avoid it. In some school districts nationwide, this form of AI has been banned and prohibited from being used for school assignments. There continue to be growing fears that this will lead to students submitting an increasing amount of unoriginal work for a grade. ChatGPT can synthesize thousands of pages of information found online and create something new that the student can put their name on and submit to their teacher. This technology has been a "time saver," "a valuable resource," and "a helping hand" by some Regis Jesuit students who utilize it to generate ideas, recipes, and even write codes for computer programming. Although this technology has plenty of benefits, there are certainly downsides to using this "aid."

"This may make us lose our creativity and struggle to think independently," one student said, pointing out that ChatGPT decreases our need for research. Are we the last generation capable of synthesizing information ourselves? Is it inevitable that we will rely on this kind of technology?

Like the new technologies we rely on, the education system must also advance. We have seen the advances in the classroom of the past—for example, the use of daily modern-day computers and calculators that can solve and graph complex equations. With the COVID-19 pandemic, schools had to adjust how students could complete assignments from their homes rapidly. Even if it takes time and work, the education system can make this popular AI a student resource, with certain limitations. As that student said, this technology generates ideas and serves as a starting point for writing and research. We should welcome this resource, knowing its capabilities are more advanced than anything we have ever seen. We must keep the skills of writing and explanation eloquently and authentically to articulate our thoughts and opinions.