Journal of Systemics, Cybernetics and Informatics (2024) 22(6), 48-64
https://doi.org/10.54808/JSCI.22.06.48

Generative Artificial Intelligence ChatGPT in Education: Challenges and Opportunities

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Abstract

This paper studied the impact of ChatGPT, a generative artificial intelligence with natural language processing capabilities, on higher education. ChatGPT, which is able to make human-like responses, with its scalability, customizability, automated conversations, efficiency, cost-effectiveness, natural language processing, and language translation capability, can be an ideal tool for different functions, including the academic learning process. However, ChatGPT may allow students to cheat on their assignments in class quickly. Students can easily use this tool to find correct answers in their exams, complete assignment papers, etc. This raises several legal and ethical issues, such as copyright, plagiarism, and fairness in education. This seriously threatens academic integrity and can significantly reduce students' learning achievements. Therefore, it is essential to study the impact of ChatGPT on students' learning process. While the benefits of integrating ChatGPT into the learning environment have been proven, finding challenges and determining how ChatGPT can advance learning is essential. In this context, this paper studies 1) the possible benefits and challenges of ChatGPT on students' academic integrity in the classroom and 2) the strategies that can be adopted to address the challenges of ChatGPT created in the academic environment. Based on an extensive review of relevant literature, this study found that ChatGPT should not be prohibited but rather embraced in higher education with ethical and responsible use. Students, academics, and practitioners could benefit from this finding.

Keywords: *Artificial Intelligence, ChatGPT, Academic Integrity, Plagiarism.*

1. Introduction

Artificial Intelligence (AI) is a transdisciplinary field with a long history and philosophy in education, computer, engineering, business, marketing, healthcare, human resources, banking, workplace, manufacturing, and

management (Cao, 2023). The advancements in AI-generated technology, which have gained significant attention from academia and industry in recent years, are exemplified by language models like GPT-3, which generate human-like dialogues. In current digital society, integrating AI into diverse domains, such as education, energy, environment, biomedicine, etc., is essential (Yang & Sun, 2024). With the continuous progress of AI, ChatGPT has affected various disciplines (Rasul et al., 2023). AI has impacted academic disciplines, industries, and society, creating challenges and opportunities in different disciplines, including technology, business, education, healthcare, arts, and sciences (Nah et al., 2023).

With the integration of advanced digital technology in education, students' learning process has significantly transformed, enabling positive changes in the educational environment (Firaina et al., 2023). AI-generated technology, especially ChatGPT, has already been widely used in all dimensions of society, including education (Cao, 2023). An increasing number of students in higher education use ChatGPT in their technology-enhanced educational environment (Farhi et al., 2023). Both the 3.5 and 4 versions of ChatGPT are considered supportive tools for students' learning process (Rasul et al., 2023). ChatGPT can affect instructors' and students' approaches to instruction and learning. ChatGPT may improve students' learning performance by offering personalized and interactive support (Firat, 2023). Facilitating an interactive and engaging learning environment, ChatGPT can lead to more effective learning experiences for students (Satheeskumar, 2024). ChatGPT can improve the efficiency of the learning process, generate intelligent content, and optimize educational effectiveness (Montenegro-Rueda et al., 2023).

Significance: Although ChatGPT can assist instructors in generating course materials and assessments and help students in their learning process by providing answers to questions, instant feedback, and writing essays, there are challenges in using this tool in education. Since ChatGPT can quickly generate answers, many students may use it for class work. However, there are various concerns because ChatGPT may generate incorrect responses and misinformation, bypass plagiarism detectors, and lead to plagiarism (Lo, 2023).

Therefore, it is essential to understand ChatGPT's possible impact on the students' learning assessments, especially academic integrity (Nikolic et al., 2023). The concerns regarding the potential ethical consequences, such as violation of privacy, cheating, plagiarism, algorithmic bias, and reduced human interaction, of using ChatGPT in educational environments require investigation to find the strategies to integrate ChatGPT into academic education (Rasul et al., 2023). Consequently, the impact of using ChatGPT in learning requires investigation to ensure its benefits are maximized while drawbacks are minimized (Lo, 2023).

Since its emergence, the effect of ChatGPT has been investigated in different disciplines, including education, business, health, scientific production, etc. (Rasul et al., 2023). However, it is still in the early stages of studying the impact of using ChatGPT in education (Pradana et al., 2023). Since ChatGPT is a relatively new technology, more research is needed to determine its impact on students learning. Since ChatGPT has become a subject of interest in higher education, investigating the challenges of ChatGPT and finding the strategies to address those challenges is crucial for educational practitioners, policymakers, and researchers (Rudolph et al., 2023; Rasul et al., 2023). Knowing how ChatGPT can ethically enhance students' learning process is essential; for that reason, identifying its benefits and challenges and the strategies to address those challenges is crucial (Satheeskumar, 2024).

Goal: In this context, this paper focuses explicitly on studying 1) the possible benefits and challenges of ChatGPT on students' academic integrity and 2) the strategies that can be adopted to address the challenges ChatGPT creates in the academic environment.

2. Emergence of ChatGPT

Chat Generative Pre-Trained Transformer (ChatGPT), a large language processing model developed by OpenAI, can generate conversation-style responses to user input (Gilson et al., 2023). "ChatGPT is built on top of OpenAI's GPT-3 family of large language models and is fine-tuned with both supervised and reinforcement learning techniques." (Rudolph et al., 2023, p. 345). ChatGPT is a chatbot, an AI-generative text system developed by the

U.S.-based OpenAI that can provide human-like responses and interactions when prompted by users' input (Bianchi, 2024). ChatGPT, a machine learning model which is trained on a large amount of data, emerges as a new technology with great potential in the field of education, and the application of ChatGPT in this field has a significant impact on students learning (Montenegro-Rueda et al., 2023).

2.1. Global Interest in ChatGPT

ChatGPT has created tremendous interest globally among various disciplines and stakeholders (Bianchi, 2024). Figure 1 shows that interest in ChatGPT has increased worldwide since June 2022, with some exceptions. As of June 2024, global Google searches for the word *ChatGPT* increased after a slight decline. Since it launched in November 2022, interest in *ChatGPT* has started rising. The growing interest in ChatGPT made the word peak at 100 index points during the week ending June 2, 2024 (Bianchi, 2024).

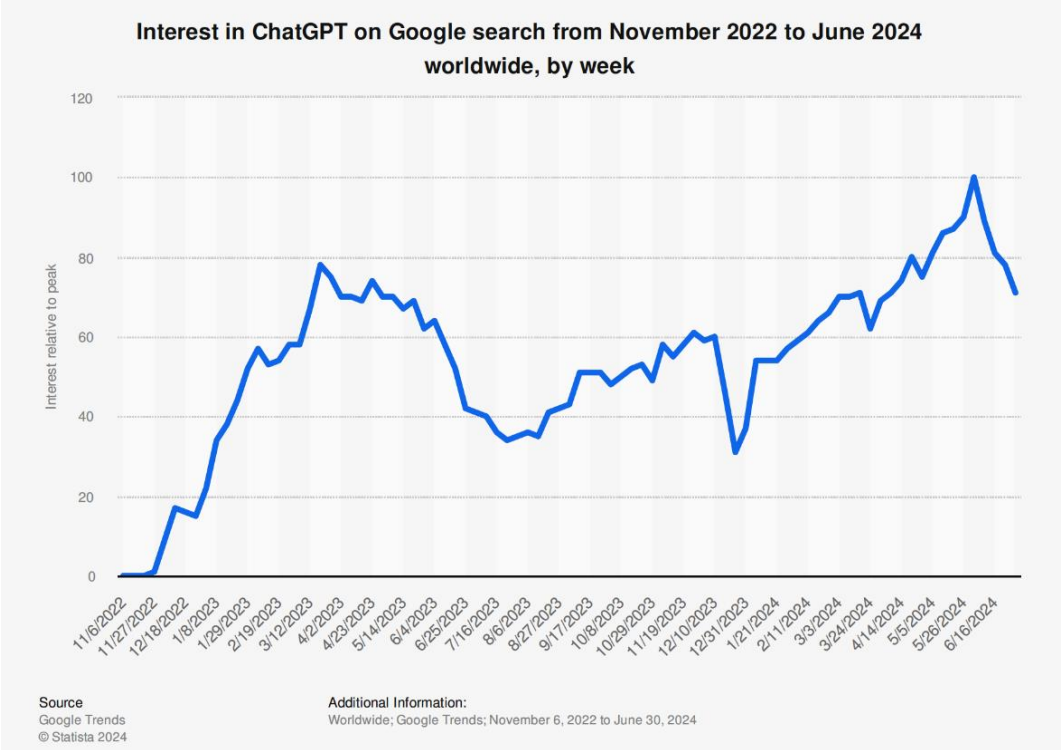

Figure 1: Global Interest in ChatGPT on Google search from November 2022 to June 2024 worldwide (source: Bianchi, 2024).

2.2. Demography of ChatGPT Users in USA

Since its emergence, ChatGPT has become a subject of interest among different societal stakeholders. As shown in Figure 2, among those in the USA who have heard of ChatGPT, 24% (18% of total U.S. adults) have used it. However, there is a difference in using ChatGPT based on age, gender, and education. Younger adults are more likely than older adults to have used ChatGPT. Among those who used ChatGPT, 41% are 18-29 years old, 29% are 30-49 years old, 19% of users are 50-64 years old, and 5% are 65 years and older. The survey also shows that 25% of the users have some college degree, 31% have a college degree, and 33% have a postgrad degree. Among those adults, men (29%) are more likely than women (19%) to use ChatGPT (Pew Research Center, 2024).

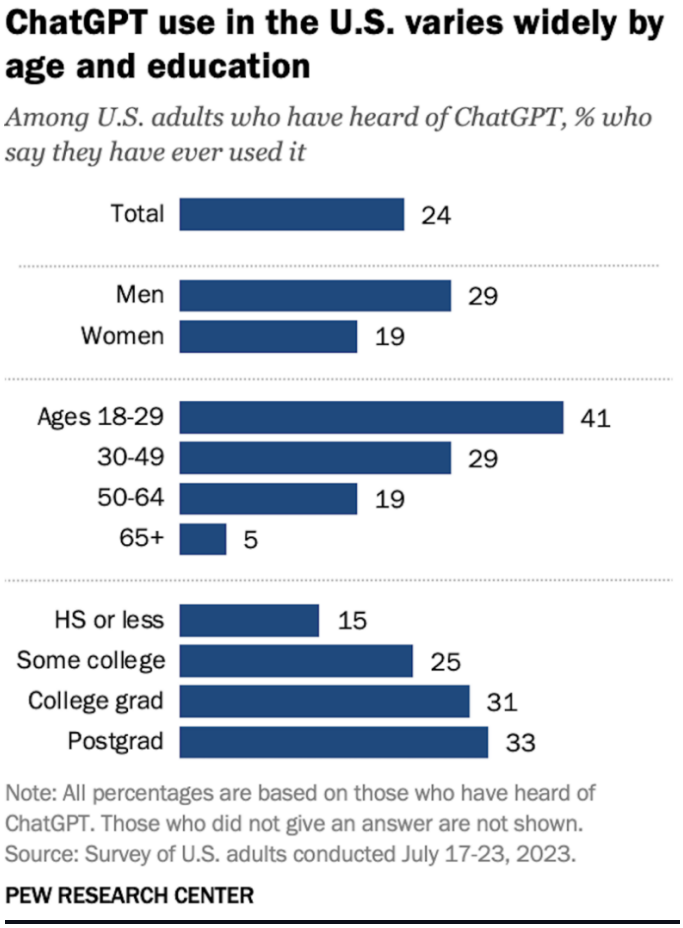

Figure 2: ChatGPT use in the U.S. varies widely by gender, age and education (Source: Pew Research Center, 2024).

3. Implications of ChatGPT as Tool in Education

AI tools can be part of the higher education curriculum. Many useful AI tools like ChatGPT can help students' learning process. For example, Grammarly, a writing and grammar-checking tool, uses AI to check grammar, spelling, punctuation, etc., suggesting ways to improve writing. Thus, ChatGPT can be a valuable tool for ensuring effective learning (Bahrini et al., 2023). ChatGPT, which has an extensive and significant impact on education, can assist students in their learning and instructors in developing course content to ensure interactive learning. ChatGPT can help students with their class assignments, including answering exam questions, writing essays, short stories, etc. (McGee, 2023; Nah et al., 2023).

3.1. Benefits of ChatGPT in Education

ChatGPT can be a valuable and powerful tool to enhance students' academic learning (Baidoo-Anu & Owusu, 2023) by providing individualized instruction and instant feedback on their assignments (Firat, 2023). ChatGPT can assist instructors in preparing course content, assessment, grading, and providing student feedback. This tool can ensure personalized learning experiences and improve the efficiency and effectiveness of education (Firat, 2023). There are several benefits of ChatGPT, such as generating human-like conversations, speed, efficiency, and cost-effectiveness (Halaweh, 2023; Rudolph et al., 2023).

Personalized Instruction and Support: ChatGPT can assess students' pre-existing knowledge and learning styles to deliver personalized instruction and support them. ChatGPT can ensure students' individual learning needs and preferences to improve their performance by providing personalized instruction with instant feedback on their performance and additional support (Baidoo-Anu & Owusu, 2023; Nikolic et al., 2023).

Adaptive Learning: ChatGPT can ensure the adaptive learning process, which adjusts instructional methods based on students' progress and performance, by providing more effective learning support and improving performance (Baidoo-Anu & Owusu, 2023).

Automated Writing and Grading: ChatGPT, which can help instructors develop courses and assessments, can also be used to write essays, perform statistical analysis, and summarize the literature (Swiecki et al., 2022). ChatGPT can be a powerful writing tool that can grade essays by providing feedback (Baidoo-Anu & Owusu, 2023) with editing support, direction, scaffolding, and ideas (Nikolic et al., 2023). ChatGPT can generate intelligent responses to exam questions, essays, and research papers (Rudolph et al., 2023).

Enhanced Interactive Engaged Learning: ChatGPT in education can ensure interactive learning experiences by understanding students' questions and instantly providing answers to appropriate conversation styles (Baidoo-Anu & Owusu, 2023). ChatGPT can enhance student engagement, interact with students conversationally, and provide real-time personalized feedback, thus improving student learning. Consequently, ChatGPT can make the learning process more engaging, interactive, and enjoyable for students, who may feel more connected with the subject matter (Nikolic et al., 2023).

Improved Assessment: ChatGPT can be a valuable tool for assessing students' academic performance (Rasul et al., 2023). It can improve assessment methods by providing instant feedback to students on their performance in assignments and helping them identify areas they need to improve. This is especially beneficial for students who need additional support (Nikolic et al., 2023). In addition, using ChatGPT, instructors' grading efforts could be reduced by up to 85% (Rasul et al., 2023).

Translation: ChatGPT can translate content into different languages and make the content accessible to a broader audience (Baidoo-Anu & Owusu, 2023). Consequently, by providing real-time translation, ChatGPT can make subject material accessible to students from various backgrounds (Nikolic et al., 2023).

3.2. Challenges of Using ChatGPT in Education

While there are many potential benefits of using ChatGPT in education, there are many limitations of ChatGPT as well (Lo, 2023). ChatGPT can enhance

students' effective learning, but it is essential to be aware of its limitations (Baidoo-Anu & Owusu, 2023).

Threat to Academic Integrity: Using ChatGPT in education poses challenges to academic integrity (Lo, 2023) as there are concerns that students may use ChatGPT to cheat on their exams. Consequently, students' academic integrity can be threatened and breached (Nah et al., 2023). The concern that ChatGPT may compromise academic integrity has created because this AI tool can pass exams and write academic research papers deceiving plagiarism detectors, which limit students' active involvement in their learning process (Rasul et al., 2023; Swiecki et al., 2022).

Incorrect or Biased Output: ChatGPT may generate responses that are not accurate or reliable, especially in the context of subject matters (Lo, 2023; Nikolic et al., 2023). Also, ChatGPT is incapable of judgment, and to generate a response, it relies on the data used for its training. Any biases in that training data may generate unreliable and incorrect output (Baidoo-Anu & Owusu, 2023; Nikolic et al., 2023). Based on its training data, ChatGPT-generated output could be inaccurate, biased, or stereotyped, leading students to incorrect conclusions based on misinformation (Bahrini et al., 2023).

Lack of Human Interaction: This may create serious challenges, especially for students who can benefit more from personal human interaction with their instructor. A study shows that a virtual tutor who impersonates human behavior has a better impact on practical learning than a virtual tutor without human behavior (Baidoo-Anu & Owusu, 2023). Thus, ChatGPT cannot replace the value of human interaction with the instructor (Bahrini et al., 2023).

Limited Contextual Understanding: ChatGPT is based on the data it is trained on, and may need help understanding the contextual concepts of the content it generates. Otherwise, it may cause providing misleading responses to students (Baidoo-Anu & Owusu, 2023). Without deeper understanding of the context, it can generate contextually unsuitable or irrelevant responses, especially to handle more complex specific tasks (Baidoo-Anu & Owusu, 2023; Bahrini et al., 2023). For that reason, although ChatGPT can strongly

generate ideas and identify data, it needs to be stronger in synthesizing literature (Halaweh, 2023).

Dependency on Training Data: ChatGPT-generated responses highly depend on the quality and quantity of the data set used for the model's training (Baidoo-Anu & Owusu, 2023).

Less Motivation: If students feel that ChatGPT will do their assignments, they may become less motivated to learn (Bahrini et al., 2023).

Decreased Creativity and Critical Thinking**:** ChatGPT generates responses based only on the data patterns used during training, so its output may need more creativity and originality (Baidoo-Anu & Owusu, 2023). Thus, overreliance on ChatGPT may reduce students' creativity and critical thinking skills (Bahrini et al., 2023).

Ethical Concerns: Ethical issues such as authorship, data ownership, control, consent, and discrimination are concerns when using ChatGPT irresponsibly. Students may copy information without providing proper citation, leading to plagiarism (Bahrini et al., 2023). In a study, 62% of participants expressed worries about the potential misuse of data in AI-powered learning platforms (Satheeskumar, 2024).

Privacy and Data Security: Ensuring privacy and data security can be a serious concern when using ChatGPT (Baidoo-Anu & Owusu, 2023). Storing students' sensitive data on ChatGPT may create data security risks and increase data breaches (Bahrini et al., 2023).

Technical Issues: ChatGPT may have technical issues such as glitches, server downtime, or compatibility issues, which may disrupt the learning process (Bahrini et al., 2023).

4. Dilemma in Academic Institutions

Recognizing ChatGPT's potential for providing students with personalized learning experiences, many institutions are exploring incorporating ChatGPT

into their students' learning (Rasul et al., 2023). These educational institutions hold open attitudes toward ChatGPT and consider it a valuable tool for academic learning (Nah et al., 2023). However, as the unethical use of ChatGPT in academic learning has become a significant challenge, some institutions are banning students from using ChatGPT in their learning process (Lim et al., 2023). ChatGPT created panic among some academic institutions concerned about ensuring academic integrity (McGee, 2023). Facing a threat to academic integrity, some educational institutions have announced that using ChatGPT for class assignments will be considered academic misconduct (Nah et al., 2023). Some education institutions have prohibited using ChatGPT for assignments, as students may use it to prepare their class work automatically. At the same time, other institutions anticipate that preventing students from using ChatGPT will not effectively deter students (García-Peñalvo, 2023). Instead, ChatGPT will become an essential part of education in the future, just like other technologies (Halaweh, 2023). Thus, while many academic institutions prohibit using ChatGPT for their students' academic learning, others are for using it, allowing them to use ChatGPT for class assignments (Baidoo-Anu & Owusu, 2023). Academic institutions must balance between preventing academic misconduct and promoting using technological innovation in the students' learning process (Rasul et al., 2023).

5. Plagiarism Detection Tools

Students may use ChatGPT and commit plagiarism without detection. Consequently, ChatGPT's potential to facilitate plagiarism threatens academic integrity in higher education. Using ChatGPT, students can prepare high-quality work, which is unfair to those students who do not use any AI tool for preparing their assignments. As a result, the assessment of those students' performance could be inaccurate (Lo, 2023).

Students cheat if they assume the reward outweighs the risk of being caught. If a student finds the opportunity to cheat, the student will be more tempted to cheat. Anti-plagiarism strategies must be taken to deter students from cheating (Nikolic et al., 2023). Plagiarism refers to using someone else's work as one's own without giving proper credit to the source. Students must

appropriately acknowledge the source and cite or reference the original author (Halaweh, 2023).

The plagiarism detection issue raised concerns (Khalil & Er, 2023) because students can use ChatGPT to prepare their writing assignments, which plagiarism detectors cannot detect (Halaweh, 2023). Plagiarism detection tools like Turnitin support academic integrity by detecting cheating (Alua et al., 2023). However, content generated by ChatGPT can be undetected when tested by plagiarism tools because ChatGPT produces a unique output for each query, even if repeated.

As students' plagiarism is a significant concern, plagiarism detection tools such as Turnitin and iThenticate are most commonly used to test content plagiarism. However, the content generated by ChatGPT can remain undetected when tested by those tools. Plagiarism checkers, such as the professional version of Grammarly, are unlikely to be able to detect content generated by ChatGPT because it is originally text-based. Ironically, plagiarism detection tools use AI to assess the originality of any content (Rudolph et al., 2023).

Many new plagiarism detection tools have been developed to detect whether ChatGPT generated the content, but those tools are prone to making mistakes when correctly detecting the content. In a study on the ability of plagiarism detection tools, Khalil and Er (2023) used plagiarism detection tools to test the originality of essays that ChatGPT generated. They found that 40 out of 50 essays had a similarity score of 20% or less, demonstrating a high degree of originality in those essays.

Although new plagiarism detection tools like GPTZero (2023) are becoming available to detect if a written document is generated by ChatGPT (Nikolic et al., 2023), many plagiarism detection tools exist, including Turnitin, a well-known tool. AI Writing Check, CatchGPT, Content at Scale, Copyleaks, GPT Radar, GPTZero, OpenAI's AI Text Classifier, Originality.AI, Winston, and ZeroGPT (Nah et al., 2023) offer detection software.

6. Strategies for Using ChatGPT in Education

ChatGPT is increasingly accessible to students, and detecting academic misconduct is difficult, which increases the possibility of academic dishonesty, cheating, and plagiarism. To maintain academic integrity, a preventive approach should be taken (Rasul et al., 2023). Deterring cheating is essential to prevent students from continuing unethical conduct in education (Nikolic et al., 2023). Higher education institutions must respond adequately and immediately to the increasing use of ChatGPT in students learning (Malinka et al., 2023). To ensure transparency, credibility, academic integrity, and authentic learning (Halaweh, 2023), the following strategies can be implemented when students use ChatGPT in their learning process:

Academic Policy and Guideline: Academic institutions should immediately update their policies to address the challenges of using ChatGPT in education. Institutional solid rules and policies are needed to deter students from cheating, ensure ethical behavior, support the learning process, and design assessments that are difficult to cheat and can be detected by plagiarism detection tools (Noorbehbahani et al., 2022). ChatGPT can be a critical tool in students' learning environments, but students must use it under specific guidelines and ethical practices to address challenges. Using ChatGPT without guidelines could lead to unethical practices (Rasul et al., 2023). Therefore, it is crucial to establish transparent guidelines and measures to address challenges to ensure equitable and fair learning experiences for students (Satheeskumar, 2024).

Student Awareness: Students should be aware of the responsible and ethical use of ChatGPT in their learning (Rasul et al., 2023). It is essential to make students aware of institutional policies on academic integrity and the consequences of academic misconduct using ChatGPT. Instructors should make students aware of ChatGPT's limitations, emphasizing how using ChatGPT is reliant on biased data, has limited up-to-date knowledge that may generate incorrect or misinformation and can be a threat to academic integrity. Instructors should teach students how to use references for checking the sources to verify the factual correctness of content generated by ChatGPT (Lo, 2023). As ChatGPT is increasingly incorporated into students' lives, educational institutions must make students aware of its use and misuse

so that they understand its limitations and biases and can critically evaluate the content generated by ChatGPT. By doing so, students can benefit from ChatGPT while upholding academic integrity and ethical values (Rasul et al., 2023).

Instructor Awareness: *It is also* essential to make instructor aware of how to respond to ChatGPT's challenge in education. Instructors must be trained to detect students' use of ChatGPT in the class assignments. Instructors should also be trained to address the ChatGPT issue in instructional design and assessment in their classes (Lo, 2023).

Assessment Designs: An emphasis on modifying the assessment process is inevitable (Malinka et al., 2023). There needs to be more clarity about the validity and quality of educational assessment methods (Rudolph et al., 2023). Higher education institutions should develop new assessment strategies to avoid unethical issues (Rasul et al., 2023). Instructors should consider critical thinking activities-based flipped assessments that reflect and analyze content generated by ChatGPT. They should develop assessments that require creativity. Interview-based assessment can be used to probe students' understanding, limiting students' memorized responses. Encourage project-based and/or lab-based assessment (Nikolic et al., 2023). Rather than considering using ChatGPT and other AI tools as academic misconduct, academic institutions and faculty need *assessments for learning* rather than *assessments of learning*. They can introduce innovative assessments using ChatGPT to improve students' learning (Rudolph et al., 2023).

Critical Thinking: The output generated by ChatGPT needs to be interpreted based on critical thinking and judgment (Nikolic et al., 2023). ChatGPT cannot always generate accurate information; therefore, before using ChatGPT in their education, students must verify the information ChatGPT provides them (Nikolic et al., 2023).

Responsible and Ethical Use*:* To ensure academic integrity, **r**esponsible and ethical use of ChatGPT to generate content in education is critical because it could directly affect students' learning process and performance assessments (Bahrini et al., 2023; Lo, 2023; Rasul et al., 2023). Ensuring responsible

integration of ChatGPT into the higher educational environment is vital (Rasul et al., 2023; Satheeskumar, 2024; Tlili et al., 2023).

Human Interaction and Support: ChatGPT is a powerful tool but cannot replace humans. Therefore, responsible use of ChatGPT, along with human interaction and support, is essential (Baidoo-Anu & Owusu, 2023). Therefore, ChatGPT should be used with other instructional methods emphasizing human interaction and understanding context (Baidoo-Anu & Owusu, 2023).

7. Conclusions

ChatGPT, which has a tremendous effect on the learning process from both the students' and instructors' perspectives, has excellent potential for pedagogical design to improve students' learning performance (Lo, 2023). However, while ChatGPT's global interest is indisputable (Dempere et al., 2023), students' use of ChatGPT to complete their assignments created challenges and threats to academic integrity, which led to concern about AI-assisted cheating in the academic environment (Lo, 2023)**.** Using ChatGPT in learning has various issues, including cheating, dishonesty, and privacy (Tlili et al., 2023). Therefore, while students, academics, and practitioners could benefit from using ChatGPT in education, the challenges should be carefully addressed (Rasul et al., 2023). There is a pressing need for policy regarding using ChatGPT in education (Dempere et al., 2023). Considering the power of ChatGPT, which students can use to cheat on their assignments, academic institutions should have firm policies and guidelines (Malinka et al., 2023). Also, more effective plagiarism detection tools are needed to detect misuse of ChatGPT by students (Malinka et al., 2023). In addition, instructors and students should use ChatGPT responsibly and ethically in the learning process (Dempere et al., 2023).

Finally, students and instructors should be encouraged to use AI tools like ChatGPT to support learning rather than be prohibited (Rudolph et al., 2023). Despite its inherent limitations, generative AI, such as ChatGPT, is here to stay and will continue revolutionizing various disciplines, including education (Baidoo-Anu & Owusu, 2023). Like many other technologies,

ChatGPT will become part of learning in the future because of its benefits in higher education's teaching and learning process (Rudolph et al., 2023). This study will contribute to implementing ChatGPT in an academic environment, raise awareness about its limitations and consequences of unethical use, and provide a positive direction to academic administrators about its use in student learning (Aktay, 2023).

8. Acknowledgement

I would like to express sincere thanks to Jamal Bari, Professor, School of Engineering, College of Engineering & Technology, Eastern Michigan University, for reading this paper as non-anonymous peer reviewer from the perspective of a different discipline.

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