

Commentary: Future thoughts on ChatGPT and its applications in education

Open “artificial intelligence” AI application ChatGPT and other forms of generative AI are establishing themselves and are going to revolutionize the way that schooling is now conducted. Proponents of AI technology have begun creating tools to identify AI-generated messages. While opponents of AI technology have urged for the eradication of ChatGPT in universities, some have offered advice that professors may discourage pupils from utilizing ChatGPT when completing dissertations and schoolwork (Baidoo-Anu and Owusu Ansah, 2023). According to *NBC news*, ChatGPT is currently restricted on educational networked computers by the City of New York’s Education Division (NYC), making it unavailable to pupils as well as instructors (Rosenblatt, 2023). Although some of these different approaches might be effective in the short term, they might not hold up in the long run when competing with more advanced forms of generative AI language models.

This has been demonstrated by a research preprint in a repository that AI-generated text sensors are ineffective when used with modern, complex natural language processing models (Roller *et al.*, 2020). Learners can modify the content produced by these sensors to make it undetected, so we shouldn’t forget that they’ve got permission to use them as well. Instead of such, it was past time that we started to acknowledge the quickly changing nature of educational practices and incorporated these adjustments into our existing pedagogical practices. Furthermore, ChatGPT will soon become standard due to Microsoft’s efforts to compete it by launching *bar*.ai application with several new features of ChatGPT (Rudolph *et al.*, 2023). By the time institutions of learning reconsider their rules and procedures in order to assist and direct the pupils they teach to utilize ChatGPT effectively, it might have been too late.

According to the article published in the *Central European Journal of Education Research*, the evaluation of students has garnered increased interest and has emerged as a significant topic of debate in academia (Csépes, 2021). Although it is too early to draw any conclusions, instructors will likely want to reconsider how pupils are evaluated. The way evaluations are carried out right now might have to adapt to accommodate more creative tests. Existing research has shown that instructors’ abilities and knowledge to participate in excellent evaluation practices that improve education are constrained. Instead, teachers continue to encourage instructors to develop the skills required to engage students in excellent evaluation practices.

Educators can acquire the necessary expertise to utilize ChatGPT and other generative AI applications, enabling them to participate in excellent evaluation practices that enhance students’ achievement through professional capacity enhancement. Integrating generative AI technologies into educational environments and instructing students to effectively and responsibly utilize them would also contribute to their success in an AI-dominated world.

Consequently, instructors might employ generative AI technologies such as ChatGPT in order to help pupils learn better. Certain inquiries require prompt responses, like how can we make use of ChatGPT to help pupils learn better? Should we provide instructions to both educators and students on how to utilize the available creative AI tools to enhance learning and instruction? How generative AI tools might be included into educator training programs to help new educators or candidates for teaching become proficient users of AI in a lecture



hall? Do generative AI tools narrow or widen the current digital gap, and what should we do next?

Commentary

Working collaboratively to initiate discussions on how growing generative AI technologies might be utilized responsibly and efficiently to enhance schooling and promote students' learning is a task for legislators, scholars, teachers and technology professionals.

Muhammad Hasnain

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Department of Computer Science, Lahore Leads University, Lahore, Pakistan

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