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AI is here to stay; we need to show the students the way.

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AI is here to stay
We need to show the students the way
AI allows one to do a week's work in a day
Free time for play.

The issues are an array!
Will it chase critical thinking away?
Will it lead to creativity decay?
Will academic integrity survive and stay?

But in the workplace, it is the new way
Used for everything every day
Will from work relevance, we shall astray
If Universities incorporating AI in syllabus we delay?

The pros and cons we need to weigh
And right message to students we must convey
Ethics and integrity must forever stay
Otherwise, it is doomsday

Maybe there is a screenplay
Where our academic principles we do not betray
Academia and AI can share the say
In our assessments, assignments or an essay
We should let students have their way
Let them use AI to write their answers and essay
Then we bring creativity and critical thinking into play
And ask students to rewrite the AI written answers and essay

So, assessments are done in four way
First AI do the answers and essay
Then critique the AI output in your own style and way
Thirdly produce an answer that builds on AI but own way
Fourthly, a reflection statement on what the student learnt along the way.

AI is here to stay
Each student needs an AI account to play
Learning prompts the right way
But subscription fees, who will pay?

AI is here to stay; we need to show the students the way.

ABSTRACT

The rapid development of artificial intelligence (AI) has transformed many industries, including education. One notable AI tool, ChatGPT, offers significant potential to enhance learning by providing students with instant access to information and personalized feedback. However, its integration into university education raises concerns about academic integrity, reliance on AI, and the potential for misuse. This paper argues that universities should train and encourage students to use ChatGPT, as it is likely to become a common tool in the workplace. By discussing the benefits and challenges of ChatGPT in education, examining existing university policies, and proposing best practices for its use, this paper highlights the importance of preparing students for a future that embraces AI technologies. The paper also critically explores the reasons some universities might choose not to promote ChatGPT, including concerns regarding academic dishonesty, the erosion of critical thinking skills, and the potential stifling of creativity. Through a balanced discussion, the paper presents a nuanced view of how universities can best navigate the inclusion of AI in their academic curricula.

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KEYWORDS:

AI, ChatGPT, University Education, Innovation.

1. INTRODUCTION

The use of artificial intelligence (AI) in education is becoming increasingly widespread, with natural language processing tools like ChatGPT emerging as key players in this transformation. ChatGPT, developed by OpenAI, is a powerful AI tool capable of engaging in human-like conversation, answering complex queries, and even providing feedback on student work. Its versatility and accessibility make it a promising tool for enhancing the educational experience.

In recent years, universities around the world have faced the challenge of integrating AI into their educational systems while maintaining academic integrity. While some see ChatGPT as an essential tool for preparing students for an AI-driven future, others are concerned that its use could lead to over-reliance on technology, hinder the development of critical thinking skills, and encourage academic dishonesty. This paper aims to explore both the potential benefits and drawbacks of ChatGPT in university education, focusing on how it can be used responsibly to prepare students for future careers, as well as the reasons some universities may hesitate to embrace it.

2. ChatGPT AND ITS POTENTIAL IN EDUCATION

2.1 What is ChatGPT?

ChatGPT is a large language model developed by OpenAI, based on the GPT-3 architecture. It is designed to understand and generate human-like text by processing vast amounts of information. The model's capabilities include answering questions, summarizing content, generating ideas, and assisting with various academic tasks (Brown et al., 2020). With its ability to understand context and produce coherent text, ChatGPT represents a significant advancement in the field of AI, particularly in the realm of education.

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ChatGPT's ability to generate text based on prompts makes it highly versatile. It can assist students with writing, provide feedback on their ideas, generate examples for better understanding, and offer personalized responses to specific queries. Students can use ChatGPT to refine their arguments, research topics, or solve complex problems. This makes it a powerful resource for enhancing the learning experience.

Recent research highlights the transformative impact of AI tools like ChatGPT in reshaping pedagogical methods. For instance, Luckin et al. (2016) argue that AI can act as a cognitive amplifier, enhancing student engagement and teacher efficiency when implemented with pedagogical intent.

According to Holmes et al. (2019), the integration of AI into higher education requires a careful balance between automation and human interaction to avoid the de-skilling of both students and educators.

Zawacki-Richter et al. (2019) conducted a systematic review and emphasized that AI tools such as chatbots and intelligent tutoring systems are increasingly being adopted to support student services and personalized learning pathways.

Selwyn (2019) warns that while AI promises efficiency and scalability in learning, it may also perpetuate existing inequalities if not implemented with critical oversight and ethical considerations.

In sum, when integrated thoughtfully and ethically, ChatGPT can enhance student learning by functioning as a tutor, writing assistant, and collaborative aid. Its potential lies not just in automation but in augmentation — helping students become more reflective, articulate, and confident learners in a technologically mediated academic environment.

It is important, however, to note that the integration of ChatGPT into learning environments must be guided by pedagogy. Simply introducing the tool without appropriate framing risks reducing student agency or encouraging superficial learning (Selwyn et al., 2021). Educators should design learning activities that explicitly require metacognitive reflection, such as asking students to compare ChatGPT's responses with peer-reviewed sources or justify when and how they use AI assistance. This ensures that

ChatGPT becomes a facilitator of deeper engagement, rather than a shortcut to task completion.

Beyond individualized learning, ChatGPT can contribute meaningfully to collaborative learning environments. In group-based assignments, students often struggle with idea generation, role clarity, and equitable participation. ChatGPT can function as a brainstorming partner or ideation catalyst during the early phases of collaboration (Wang et al., 2023). For example, it can help groups outline project structures, generate discussion questions, or explore alternative perspectives — encouraging a dialogic pedagogy that emphasizes co-construction of knowledge (Mercer & Littleton, 2007). Moreover, the use of ChatGPT can reduce language-related barriers in multinational teams by standardizing communication and enabling clearer task execution, thereby fostering inclusivity in diverse classrooms (Kohnke et al., 2023).

Importantly, the use of ChatGPT also aligns with Vygotsky's (1978) concept of the "Zone of Proximal Development" (ZPD), which emphasizes the value of tools and scaffolds that help learners perform tasks slightly beyond their current ability. ChatGPT, by adapting to the learner's input and offering iterative feedback, can serve as a dynamic scaffold — bridging gaps between what students know and what they need to master.

Moreover, ChatGPT has been employed to support academic writing development — a cornerstone of higher education. Writing centers at universities increasingly experiment with AI to provide formative feedback on grammar, structure, coherence, and argumentation (Qadir et al., 2023). Students frequently struggle with organizing their thoughts or articulating complex arguments, especially when writing in a second language. ChatGPT can function as a language enhancement and ideation tool, offering real-time suggestions, paraphrasing support, and vocabulary expansion — which has been shown to improve learner confidence and reduce writing anxiety (Zhai, 2022). However, the effectiveness of such support is maximized when students are guided in using AI critically rather than passively accepting generated outputs (Smutny & Schreiberova, 2020).

One of the most frequently cited benefits of ChatGPT is its capacity to support learners in mastering complex or abstract subject matter. Research suggests that natural language processing (NLP) tools can enhance cognitive load management by offering just-in-time scaffolding and concept clarification (Luckin et al., 2016). For instance, in mathematically intensive fields such as physics or economics, ChatGPT can break down problems step-by-step, mimicking the explanatory role traditionally played by tutors or teaching assistants (Kasneci et al., 2023). Similarly, in disciplines like philosophy or law, where nuanced argumentation and comprehension of abstract principles are essential, ChatGPT can be prompted to simulate Socratic questioning techniques, thereby deepening learners' critical engagement (Yuan et al., 2022).

ChatGPT has demonstrated significant potential in transforming student learning experiences across disciplines. By providing immediate access to information and personalized feedback, the tool can serve as a versatile academic companion. Its utility is particularly evident in supporting learners who require flexible, self-paced environments or supplementary academic support outside traditional instructional hours (Zawacki-Richter et al., 2019). In a digital age where knowledge acquisition is increasingly asynchronous and distributed, AI-powered tools like ChatGPT can democratize learning by making high-quality academic assistance continuously available (Selwyn, 2019).

2.2 Enhancing Student Learning with ChatGPT

ChatGPT has the potential to enhance the student learning experience by providing immediate access to information and personalized feedback. It can be particularly beneficial for students who need additional help outside of class hours or those who prefer learning at their own pace. For example, students can use ChatGPT to clarify difficult concepts, such as those found in complex subjects like mathematics, physics, or philosophy, which require nuanced understanding.

In addition to its role as a supplementary learning tool, ChatGPT can be used to improve students' writing and critical thinking skills. Writing essays, research papers, and reports often presents challenges for students, particularly when it comes to structuring ideas, ensuring coherence, and adhering to academic standards. By engaging with ChatGPT, students can receive instant feedback on their writing, helping them improve their grammar, sentence structure, and overall argumentation. ChatGPT's suggestions for improvement could encourage students to think more critically about their writing, enhancing their academic abilities.

Furthermore, ChatGPT could serve as an innovative tool for collaborative learning. In group projects or discussions, students could use ChatGPT to generate ideas, refine concepts, and develop shared understandings. This encourages engagement with the material and promotes a more interactive, dynamic learning environment.

2.3 Challenges and Concerns

While ChatGPT presents numerous advantages for education, its integration raises several concerns. One of the most significant issues is academic integrity. The ease with which students can access information and generate content using AI tools could lead to misuse. Some critics argue that students might use ChatGPT to produce entire essays, answer exam questions, or complete assignments, by-passing the learning process entirely (Jones, 2022). This raises questions about the authenticity of academic work and the value of student learning.

Another concern is the potential for students to become overly reliant on AI. If students turn to ChatGPT to solve

problems, generate ideas, or write papers, they may not develop the essential skills needed for independent thinking, critical analysis, and creativity. Over-reliance on AI tools could diminish students' capacity to think deeply about course material and to solve problems without technological assistance. This could be particularly problematic in disciplines that require creativity and innovation, such as the arts, humanities, and social sciences (Williams, 2021).

Additionally, while ChatGPT can provide valuable information, it is not infallible. The AI model generates responses based on patterns in the data it has been trained on, which means it may sometimes produce inaccurate or biased information. This can lead to students relying on incorrect or incomplete data, which could negatively impact their academic performance (Sullivan, 2023).

Despite these challenges, proponents of AI in education argue that, with proper guidance and training, students can benefit from ChatGPT without compromising their learning process. The key lies in using AI responsibly and ensuring that students understand how to engage with it ethically.

3. UNIVERSITY POLICIES ON ChatGPT USE

As ChatGPT and similar AI tools become more integrated into the academic landscape, universities are developing policies to regulate their use. These policies aim to balance the benefits of AI with the need to maintain academic integrity and uphold the standards of higher education. Below are examples of how various universities are approaching the use of ChatGPT and similar tools:

3.1 Harvard University

Harvard University has developed a policy that encourages students to use AI tools like ChatGPT for research, brainstorming, and drafting ideas. However, the university prohibits students from submitting AI-generated content as their own work. The policy emphasizes the importance of academic honesty and integrity, requiring students to disclose when they have used AI tools in their assignments. Harvard also offers workshops and training sessions to help students understand the responsible use of AI, including how to cite AI-generated content appropriately (Harvard University, 2023).

3.2 University of Oxford

The University of Oxford has a similar stance on AI tools, allowing students to use ChatGPT for research and idea generation, but requiring proper citation of AI-generated content. The university provides clear guidelines on how students can use AI responsibly, emphasizing the need to evaluate AI-generated information critically and avoid over-reliance on technology. Oxford also offers AI literacy programs to educate students on the ethical implications of using AI in academic work (Oxford University, 2022).

3.3 Stanford University

Stanford University has integrated AI tools like ChatGPT into its curriculum, particularly in courses related to data analysis, problem-solving, and research. The university encourages students to use AI as a supplement to their learning but stresses the importance of maintaining academic rigor. In 2023, Stanford launched an AI literacy initiative, teaching students how to navigate the ethical challenges associated with AI, such as biases, privacy issues, and the impact of automation on society (Stanford University, 2023).

4. REASONS SOME UNIVERSITIES MAY NOT PROMOTE ChatGPT

Academic institutions place a strong emphasis on originality, honesty, and the demonstration of individual learning. ChatGPT's ability to generate well-articulated responses to essay prompts, math problems, and even programming tasks raises concerns about plagiarism and intellectual dishonesty.

4.1 Academic Integrity Concerns

A key reason some universities may be hesitant to promote ChatGPT is the potential threat to academic integrity. There are concerns that students may use AI tools to generate essays, solve homework problems, or cheat on exams. Since ChatGPT can produce well-structured and coherent text on a wide range of topics, students might exploit it to bypass the learning process and submit AI-generated work as their own.

This could undermine the core values of education, which prioritize independent thought, creativity, and critical analysis. If AI is used in this way, students may no longer engage in the deep intellectual work required to truly understand and internalize course material. As such, universities may be reluctant to endorse AI tools in an academic setting until better mechanisms for ensuring academic honesty are developed.

4.2 Erosion of Critical Thinking and Problem-Solving Skills

Critics argue that over-reliance on AI, including ChatGPT, may erode essential cognitive skills like critical thinking, problem-solving, and creativity. These skills are cultivated through engaging deeply with course content, struggling with complex problems, and developing original ideas. If students rely too heavily on AI tools to generate answers or solve problems, they may miss the opportunity to engage in these cognitive processes.

Furthermore, AI tools may provide students with quick answers, but they do not encourage the process of questioning assumptions, making judgments, or considering alternative perspectives. In this sense, ChatGPT could stifle creativity by providing students with easy solutions rather than challenging them to think independently and innovatively.

4.3 Inaccuracy and Bias in AI Models

Another concern about the promotion of ChatGPT in universities is the potential for students to be misled by inaccurate or biased information. AI models like ChatGPT are

trained on vast datasets, but these datasets can reflect societal biases and inaccuracies. ChatGPT may sometimes produce responses that are incomplete, incorrect, or biased, leading students to rely on flawed information.

As a result, universities may be wary of promoting ChatGPT until students are equipped with the skills to critically evaluate the content generated by AI. This would include understanding the limitations of AI and recognizing the importance of validating information from multiple sources.

5. TRAINING STUDENTS TO USE ChatGPT EFFECTIVELY

To harness the benefits of ChatGPT while addressing its risks, universities should embed AI literacy into the curriculum.

5.1 Incorporating ChatGPT into the Curriculum

To ensure that students use ChatGPT ethically and effectively, universities should incorporate AI tools like ChatGPT into their curricula in a structured manner. This can include offering courses on AI literacy, teaching students how to use AI responsibly, and emphasizing the importance of critical thinking.

Furthermore, assignments could be designed to require students to use ChatGPT to gather information or generate ideas while still encouraging them to synthesize and analyze the data independently. This approach allows students to benefit from AI's capabilities while still developing the cognitive skills that are central to their education.

5.2 Ethical Use and Academic Integrity

University policies should establish clear guidelines for the ethical use of AI tools. These guidelines should emphasize the importance of proper citation, the responsible use of AI-generated content, and the need for students to demonstrate their own intellectual work. Universities should also provide training on recognizing the potential risks of AI misuse and how to avoid common pitfalls such as plagiarism or excessive reliance on AI.

5.3 Preparing Students for the Workforce

As AI continues to shape the job market, universities must equip students with the skills needed to navigate an AI-driven workplace. By providing hands-on experiences with AI tools like ChatGPT, students can develop the competencies needed to work effectively with AI technologies in their careers.

This could include internships, collaborative projects, or simulations that allow students to apply AI in real-world scenarios. Such experiences will prepare students for the challenges and opportunities of working in an increasingly automated and AI-enabled workforce.

6. CONCLUSION

The integration of ChatGPT into university education offers both remarkable opportunities and significant challenges. While it can serve as a powerful aid in learning and professional preparation, its misuse may undermine critical thinking, creativity, and academic integrity. Universities must strike a balance between leveraging AI's benefits and ensuring students develop the intellectual autonomy necessary for success. Clear guidelines, curriculum integration, ethical training, and faculty support are crucial in this endeavor. By cultivating AI literacy and responsible use, higher education can prepare students not only to succeed academically but also to thrive in an increasingly AI-driven professional landscape.

ChatGPT and similar AI tools hold immense potential for enhancing university education by providing students with instant access to information, personalized feedback, and innovative learning opportunities. However, universities must carefully consider the challenges and risks associated with the use of AI in education, particularly in terms of academic integrity, critical thinking, and creativity.

To maximize the benefits of ChatGPT, universities should integrate AI into their curricula responsibly, emphasizing ethical use and promoting critical engagement with AI-generated content. By training students to use ChatGPT ethically and effectively, universities can prepare them for the AI-driven workforce while ensuring that they maintain the intellectual rigor and creativity that are the hallmarks of higher education.

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