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ChatGPT: Bullshit spewer or the end of traditional assessments in higher education?

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1. Executive Summary

{"content": "This paper analyzes ChatGPT's implications for higher education, arguing it necessitates rethinking assessment methods while highlighting both its transformative potential and current limitations."}

2. Purpose & Research Question

- The purpose is to explore ChatGPT's implications for higher education, particularly assessment, learning, and teaching, by examining its functionality, strengths, and limitations. *(Explicitly Stated)*
- The rationale is that ChatGPT represents a significant technological advancement with potential to disrupt traditional educational practices, requiring early academic scrutiny to inform stakeholders. *(Explicitly Stated)*
- RQ: What is the future of learning, teaching, and assessment in higher education in the context of AI chatbots such as ChatGPT? *(Explicitly Stated)*

3. Theoretical Framework

- The study uses Baker and Smith's (2019) AIEd framework categorizing educational applications as student-facing, teacher-facing, and system-facing to contextualize ChatGPT's impact. *(Explicitly Stated)*

4. Methodology

- The research adopts a desktop analysis approach combining extensive literature review with hands-on experimentation using ChatGPT. *(Explicitly Stated)*
- Key techniques include systematic Google Scholar searches, review of academic and non-academic sources, and direct testing of ChatGPT with various queries across domains. *(Explicitly Stated)*
- Data comprises 166 sources (55% academic, including early peer-reviewed articles and preprints on ChatGPT and higher education) due to the technology's novelty. *(Explicitly Stated)*
- Analysis involves qualitative synthesis of literature findings and systematic evaluation of ChatGPT's performance across different task types and languages. *(Explicitly Stated)*

5. Major Findings & Contributions

- Finding 1: ChatGPT generates competent explanatory and technical content quickly but struggles with higher-order thinking tasks, producing generic, poorly referenced academic writing. *(Inferred)*
- Finding 2: Current plagiarism detectors cannot identify ChatGPT-generated text, creating assessment integrity challenges, though detection tools are emerging. *(Inferred)*
- Contribution: Provides one of the first comprehensive academic analyses of ChatGPT's educational implications, offering a framework for understanding its opportunities and threats while proposing concrete recommendations for assessment redesign. *(Explicitly Stated)*

6. Study Limitations & Gaps

- Limitations include reliance on limited peer-reviewed literature due to ChatGPT's novelty and the descriptive rather than empirical nature of the analysis. *(Explicitly Stated)*
- Gaps remain regarding longitudinal impacts on learning outcomes, effectiveness of proposed assessment alternatives, and ethical implications of AI integration in education. *(Inferred)*

7. Study Implications

- For Research: Future studies should empirically test ChatGPT's educational applications, develop AI-detection methods, and explore pedagogical models that integrate AI tools constructively. *(Explicitly Stated)*
- For Practice/Policy: Educators should redesign assessments to emphasize critical thinking and creativity, while institutions should develop AI-use policies focusing on ethical integration rather than prohibition. *(Explicitly Stated)*