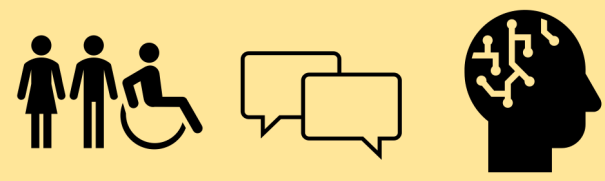


Responsible use of Artificial Intelligence (AI) (e.g., ChatGPT) in Higher Education

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Digitally (Artificial Intelligence) Enhanced Education: With the current development of AI tools (e.g., ChatGPT), institutions and students’ attitude towards learning needs to be adapted digitally and psychologically. In this study, we will explore responsible uses of ChatGPT in higher education.

Fear (Educators’ Perspective): ChatGPT provides human-like responses to questions by combing and analysing the data resources used to train it – currently 45 terabytes of data. It increases the likelihood of students engaging in plagiarism, whether intentionally or unintentionally. Students’ learning can be hampered by these tools. *However, why do students plagiarise?*



Source: How Higher Education Is Becoming Increasingly Irrelevant [\[link\]](#)

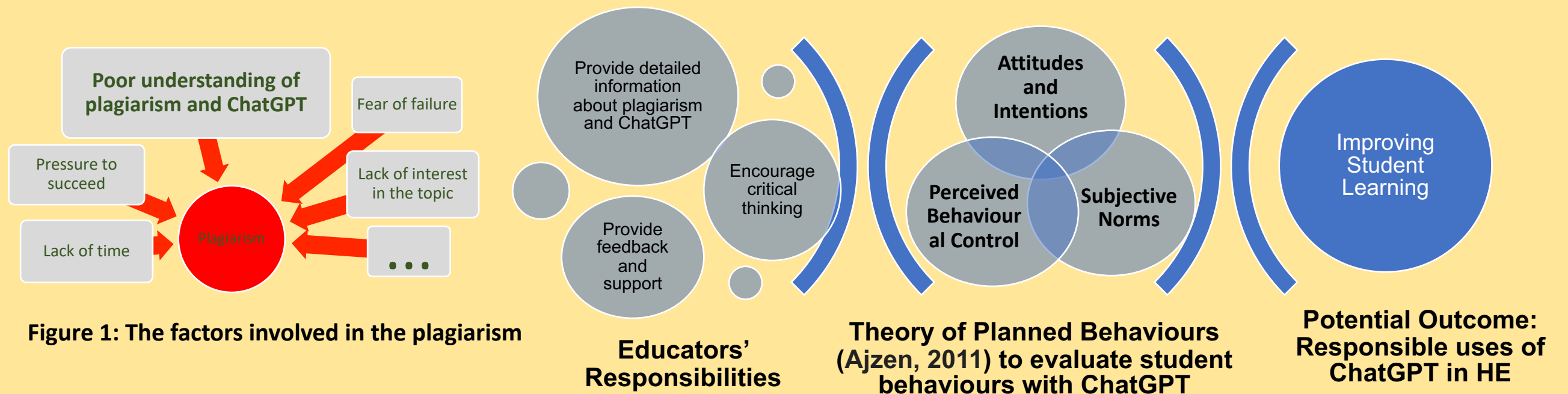


Figure 1: The factors involved in the plagiarism

My approach: To enable responsible use of ChatGPT in HE, we need to evaluate students’ attitude and intention with ChatGPT and higher education.

Paradigm: Phenomenology (Webb & Welsh, 2019) **Methodology:** Qualitative research with Interviews

Reference:
Ajzen, I. (2011). The theory of planned behaviour: Reactions and reflections. *Psychology & health*, 26(9), 1113-1127.
Webb, A. S., & Welsh, A. J. (2019). Phenomenology as a methodology for scholarship of teaching and learning research. *Teaching and Learning Inquiry*, 7(1), 168-181.