

The Use of ChatGPT by Students And Whether Universities Should Allow It or Not

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Introduction to ChatGPT:

Big language model ChatGPT from OpenAI is based on the GPT (Generative Pre-trained Transformer) design¹. It is meant to understand and react to questions and conversations in natural language in a way that is human-like. To pre-train a neural network on a sizable corpus of text data and enable it to produce coherent and contextually appropriate text in reaction to natural language input, OpenAI first introduced the GPT architecture in 2018. Since then, numerous variants of the GPT design have been developed, with ChatGPT being one of the most complex.

A sizable dataset of roughly 45 terabytes of text material, which included books, journals, and web pages, was used to train ChatGPT.² As a result of this training, ChatGPT was able to develop a thorough understanding of human language and produce responses that are both grammatically accurate and semantically pertinent.

Customer support, language translation, and chatbots for websites and social networking sites are just a few of the uses for ChatGPT. It has grown to be a popular tool for businesses and developers looking to increase customer

interaction and communication because of its ability to generate human-like responses.

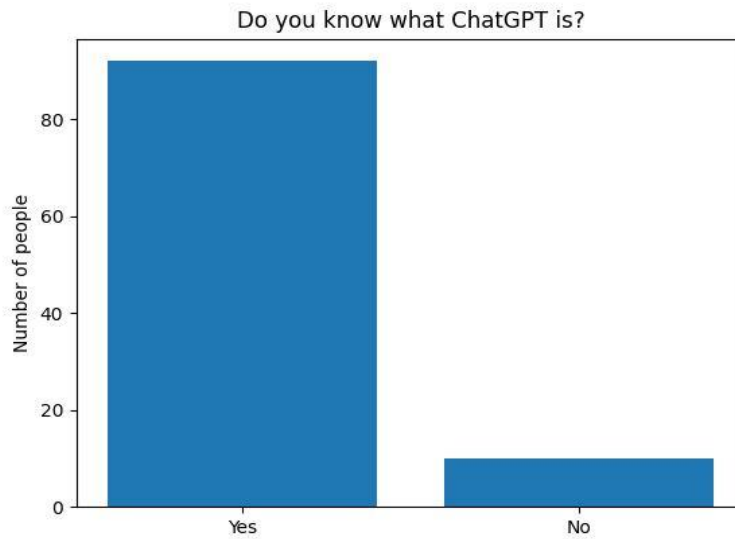


Figure 1: The number of people who knows what is ChatGPT and number of people who does not

Should ChatGPT be allowed in universities?

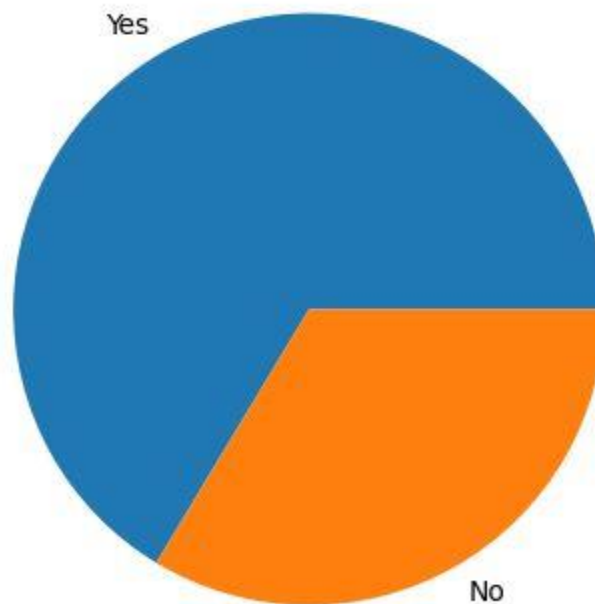


Figure 2: People saying “Yes” or “No” to whether ChatGPT should be allowed in university

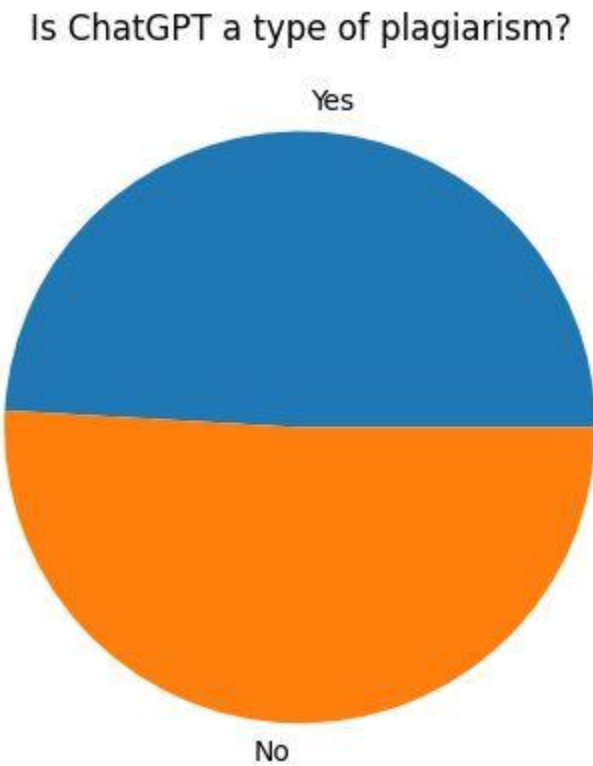


Figure 3: People saying “Yes” or “No” to whether ChatGPT is plagiarism in and of itself

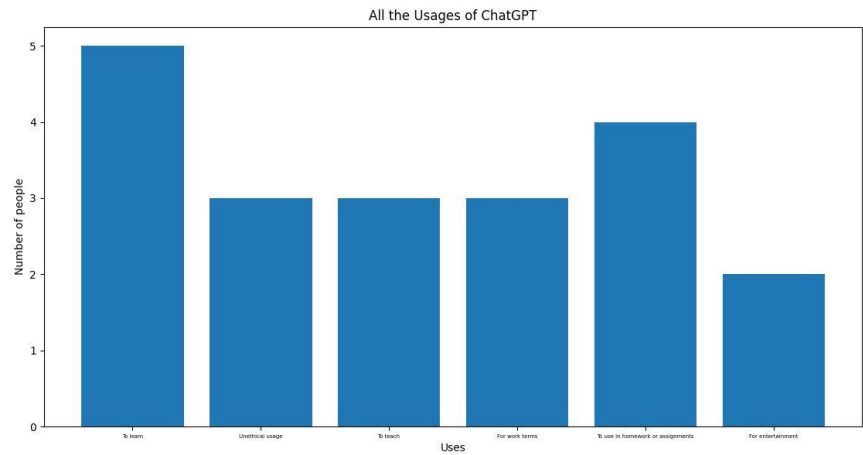


Figure 4: All the usages of ChatGPT Part I

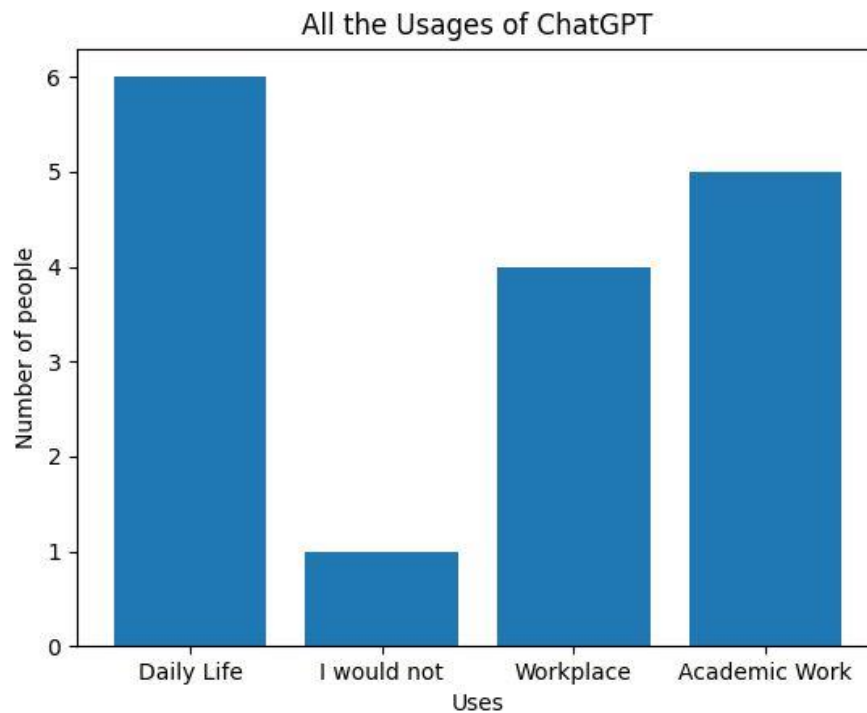


Figure 5: All the usages of ChatGPT part II

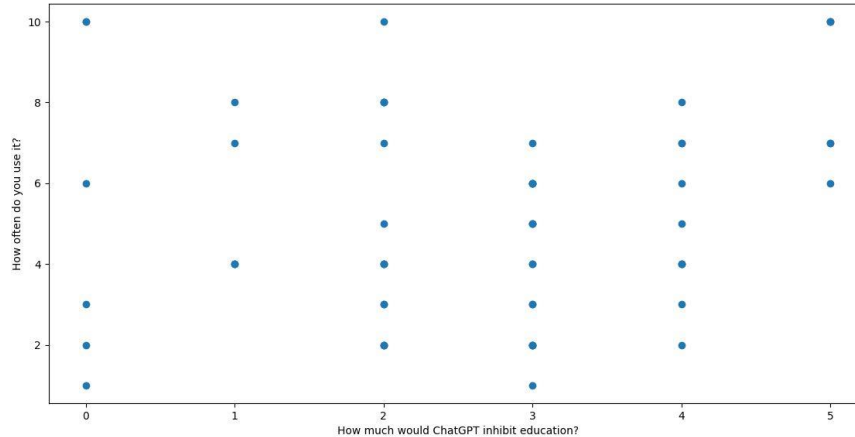


Figure 6: Correlation between people's usage of ChatGPT and their opinion on whether ChatGPT inhibits education

Findings from the survey:

A survey was taken from a total of 102 people, almost all of them being undergraduate students, from academia within a period of 20 days to measure opinion about the use of ChatGPT by students and whether universities should allow it or not.

The survey was online from March 5th to March 25th where 92 people stated they knew what ChatGPT is.

Out of the 102 people who did the survey, 73 state that ChatGPT should be allowed in universities. There is a clear imbalance between the two opinions. The result of the survey indicates that on a scale of 5, people on average think tools like ChatGPT inhibit education at a factor of 3. The reason for which people primarily think that ChatGPT should be allowed in university might be that even though responses generated by ChatGPT can be incorrect and may include bias, it is an opportunity to bring out more ideas in a relatively short period of time.

Adding to that, when it comes to ChatGPT being a type of plagiarism, there are almost the same amount of people saying it is plagiarism as people who say it is not. 54 people say that ChatGPT is plagiarism in and of itself. The reason for which people think it is plagiarism is that ChatGPT is a LLM technology, which gathers large amount of information and generate outputs, so when someone relies on it when they write reports, they are indirectly using knowledge of other people. Explanations against the fact that ChatGPT is plagiarism are such that they think ChatGPT is not the traditional type of plagiarism, moreover it is paraphrasing information which is free to the public.

Together with that, when plotting the graph of people's usage frequency and their opinion on whether ChatGPT inhibits education, it can be shown that many of the people who do not use ChatGPT think ChatGPT moderately inhibits education.

At the bottom line, there remained many people who thought ChatGPT was not dependable and even refrained from using ChatGPT because of fear of AI.

Benefits and Limitations of chatGPT:

In academics, ChatGPT offers several advantages. It might be a useful tool for learning and research, to start. Researchers and students can utilize ChatGPT to swiftly and conveniently ask questions and receive responses. ChatGPT can

promote greater interaction and cooperation between students and teachers. Students can receive personalized instruction and support from their professors through ChatGPT, and teachers can do the same for each student. This may result in better academic results and higher levels of student involvement. ChatGPT can be a useful tool for educators and academics as they work to create fresh approaches to instruction. Also, it can be utilized to come up with fresh perspectives on ongoing research as well as to spark new ideas for new projects.

Yet ChatGPT includes some restrictions for academic use. One significant drawback is that it might not always be able to grasp the subtleties of academic language or field-specific jargon as seen in the survey responses. This can result in incomplete or erroneous answers to academic questions. Moreover, ChatGPT might not be able to offer thorough justifications or analyses of complicated subjects, which might restrict its applicability in some academic settings.

Finally, relying too heavily on AI-generated replies can reduce the chance for critical thinking and problem-solving. Instead of doing the more difficult and intellectually interesting process of independently analyzing and synthesizing information, students can become unduly dependent on ChatGPT for answers.

Future of ChatGPT

ChatGPT has a huge potential to influence how education is provided in the future. ChatGPT, a language model built on the GPT-3.5 design, has never been better at comprehending and responding to human language. This means that in the future, ChatGPT can act as a smart tutor, providing students with clear explanations and comments in a manner that feels conversational and natural. Additionally, ChatGPT can examine pupil feedback and modify its teaching strategies to better fit different learning preferences. Moreover, ChatGPT will only become more sophisticated and capable of addressing the needs of a broad range of learners as technology continues to advance. Besides that, ChatGPT has the power to personalize and transform education, changing how pupils learn and get ready for the future. Finally, the survey results indicate that use of tools like ChatGPT would be more frequent, even by current nonusers

Conclusion

In conclusion, the use of ChatGPT by pupils has recently generated a lot of discussion. Others contend that it might encourage academic dishonesty and jeopardize the integrity of the educational system, despite some who claim it can be a useful learning tool that can improve students' comprehension of various subjects. While ChatGPT can be a valuable tool for students, it is important to use it responsibly and ethically.

APPENDIX

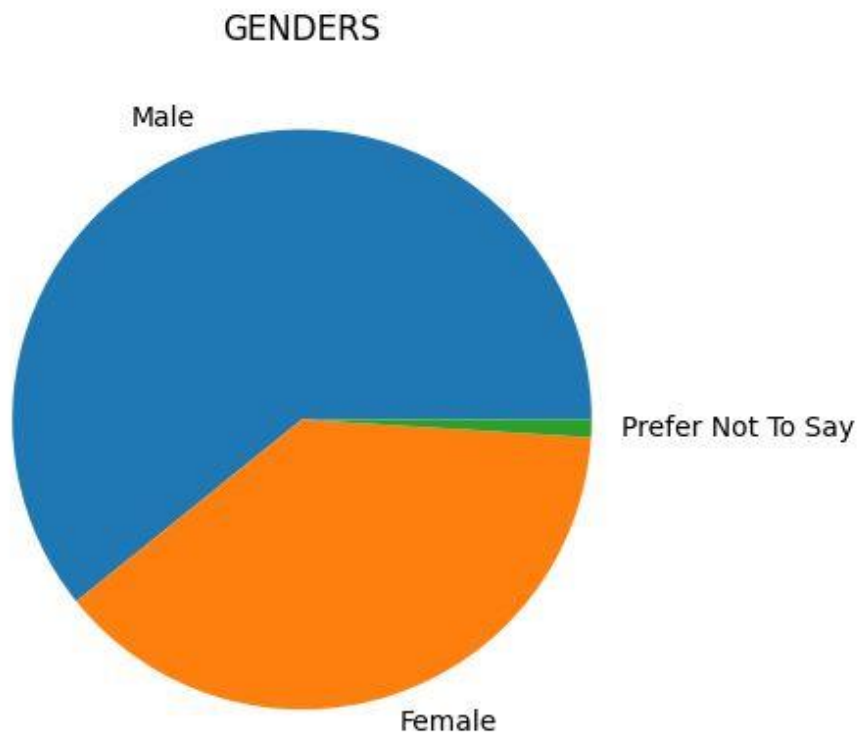


Figure 7: Gender distribution of the survey responses

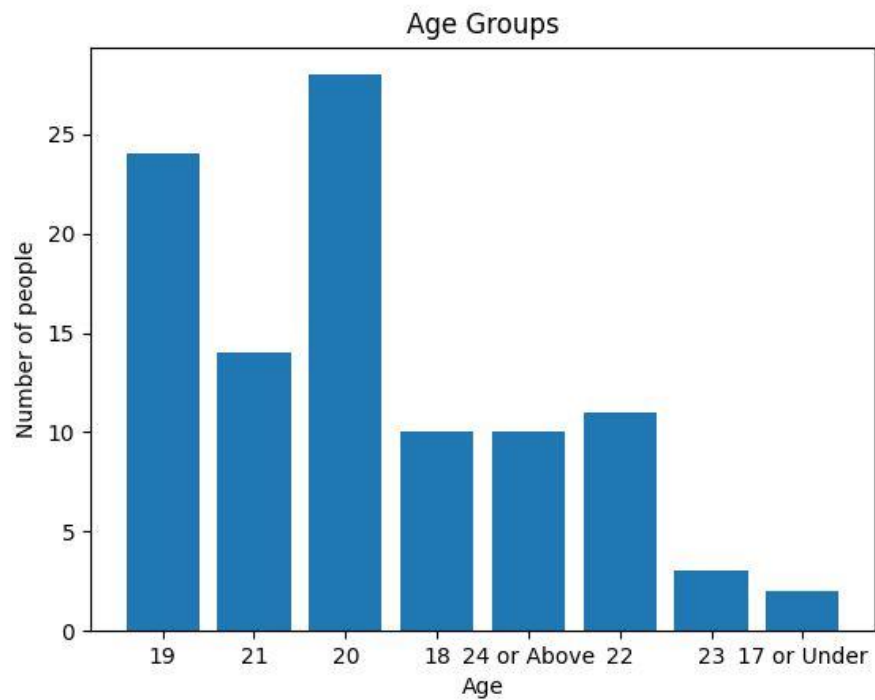


Figure 8: Age group distribution of the survey responses

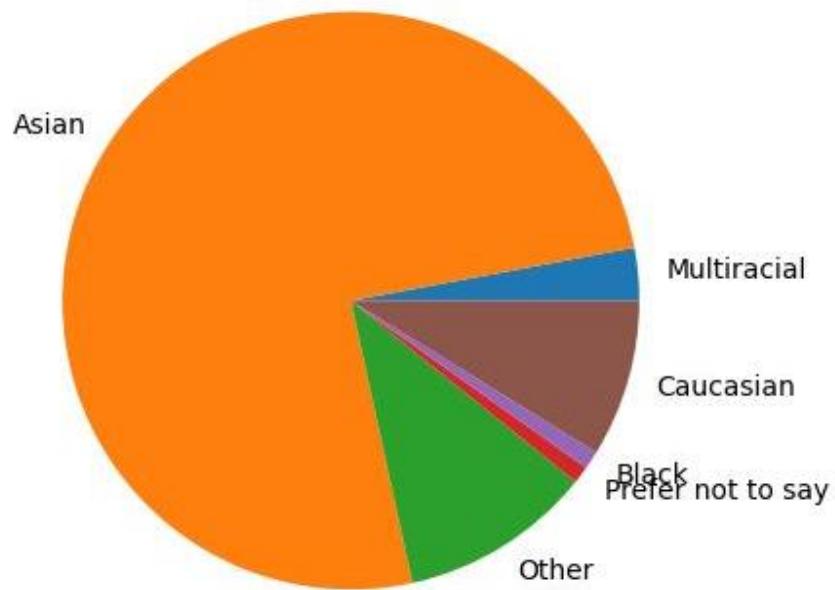


Figure 9: Ethnicity distribution of the survey responses

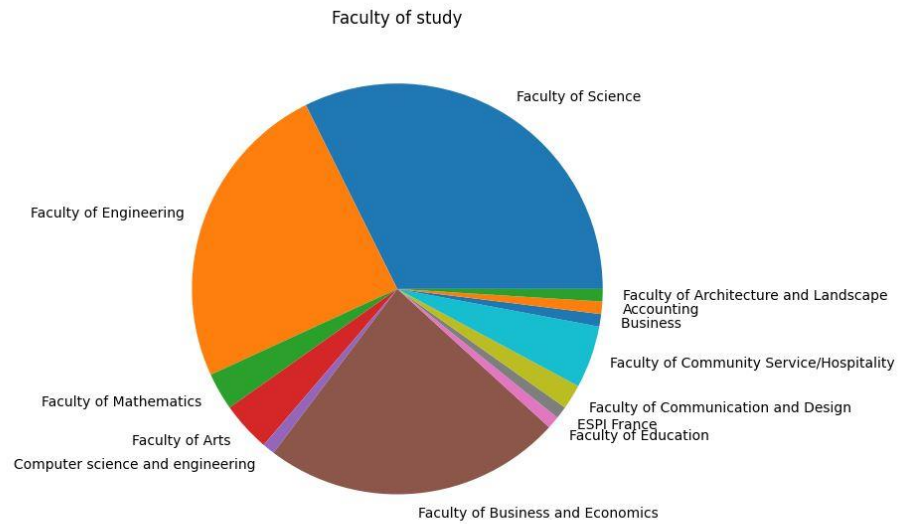


Figure 10: Distribution of the faculty of study among the survey takers

How many people use ChatGPT?

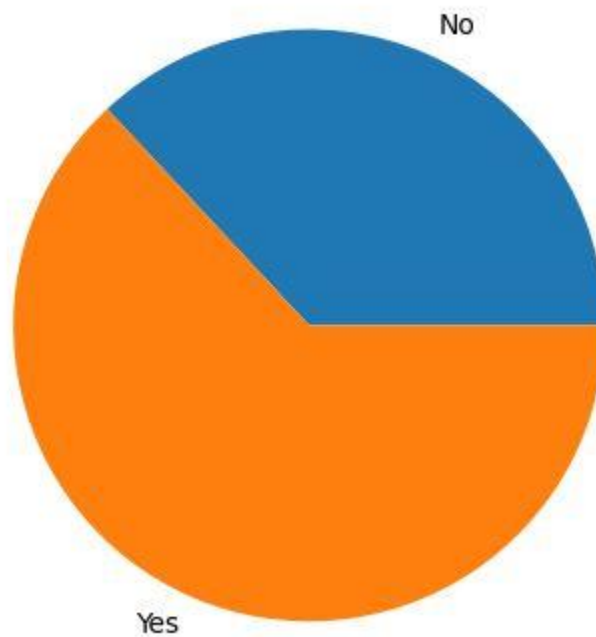


Figure 11: Pie chart on how many people use ChatGPT from the survey results

References

¹OpenAI, *Documentation – Models*, <https://platform.openai.com/docs/models/>
(Accessed 26th March, 2023)

²Lucas Ropek, *ChatGPT Wrote a Terrible Gizmodo Article*,
<https://gizmodo.com/chatgpt-gizmodo-artificial-intelligence-openai-media-1849876066>