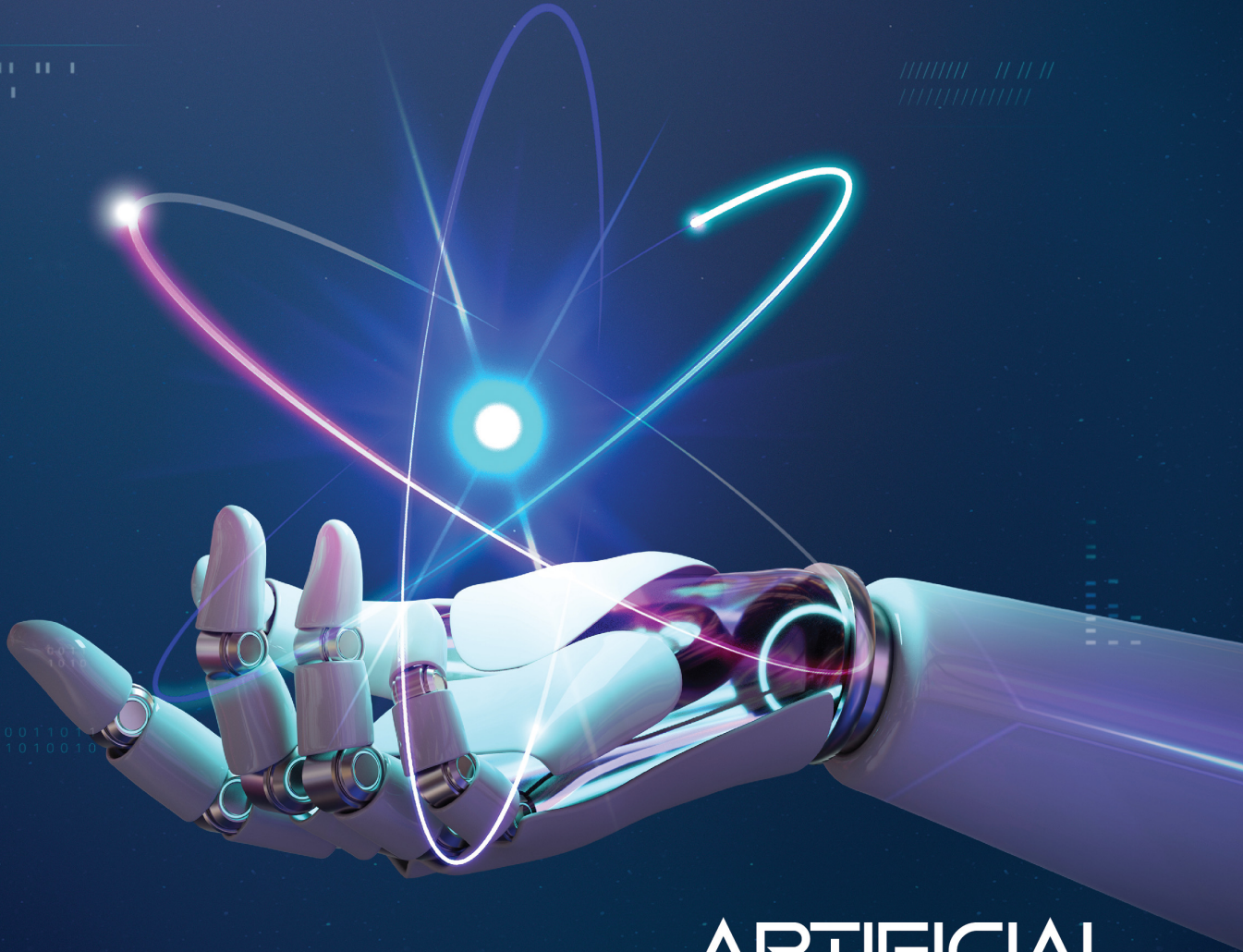


RISE

Catalysing Global Research Excellence



ARTIFICIAL
INTELLIGENCE (AI):
Embracing the Future

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ABOUT THE MAGAZINE

RISE Magazine is published by Office of the Deputy Vice-Chancellor (Research and Innovation) with aims to highlight a research and innovation on multidisciplinary expert of fields in UiTM. It serves as a platform for researcher to showcase their high quality and impactful findings, activities and innovative solution through publication. Contribution of these ideas come from academicians, researchers, graduates and universities professionals who will enhance the visibility of research and stride to elevate Universiti Teknologi MARA to global standards. This is an effort to promote research as a culture that is accepted by all expertise.

ABOUT UiTM

Universiti Teknologi MARA (UiTM) is a public university based primarily in Shah Alam, Malaysia. It has grown into the largest institution of higher education in Malaysia as measured by physical infrastructure, faculty and staff, and student enrollment. UiTM is the largest public university in Malaysia with numerous campuses throughout all 13 states in Malaysia. There is a mixture of research, coursework and programmes offered to the students. The Office of the Deputy Vice-Chancellor (Research and Innovation) also known as PTNCPI (*Pejabat Timbalan Naib Canselor (Penyelidikan dan Inovasi)*) serves as a *Pusat Tanggungjawab* (PTJ) for navigating the research and innovation agenda of the university to achieve UiTM's goals. The PTNCPI office strives to mobilize faculty and campuses, fostering collaboration among researchers, with the aim of transforming the University into a Globally Renowned University by 2025

ChatGPT?

What is All This Hype About?

Introduction

Since the release of ChatGPT, there is much being said about how this can enhance student learning and how teaching staff can adapt their teaching and assessment to embrace this new AI. Having said all this, the fact remains that there has been less said in terms of academic literature published on ChatGPT. This article reviews some work done on ChatGPT, in the area of education, specifically, in four countries -Australia, New Zealand, the United States and the United Kingdom. The themes covered by the article include academic integrity and the voice of students. The author focusses on these two aspects, being a member of an academic institution in Malaysia. However, there is still much research that needs to go into these areas before more findings and better ways of managing AI can be achieved.

Unlocking of Basic Terms

What is ChatGPT? It is an AI chatbot that uses language processing to create and develop human-like conversational dialogue. What does GPT stand for? It stands for Generative Pre-trained Transformer that can perform various language tasks like answering questions, holding a conversation, analyzing data, summarizing texts, language translation, language modelling and generating texts for chatbots. In other words, this chatbot has been trained with various input to handle tasks with humanlike conversations being one of the highlights.



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The Process

The process involves a request put forward by entering it (typing it) into a text box. Then, what AI does is to process this and produce a response accordingly. The responses can only come from what the AI has been provided with. Hence, it cannot go beyond that limitation and should not be overrated. This is the reason that ChatGPT cannot fully replace humans – at least not at this point in time.

What ChatGPT can do

Apart from what was mentioned above, what is quite easily achieved by ChatGPT includes tasks requiring some form of market research to drafting content and customer service processes with numerous templates to get work done easily and quickly. The numerous templates make work much easier as one fills in the template as required, with most of the format, vocabulary and sentence structures ready. What needs to be filled in are the personalized aspects of sender, receiver, buyer, seller etc. ChatGPT can also assist in text generation for not only news articles, but also for literary genres of fiction and poetry. ChatGPT is also able to summarize lengthy documents to shorter, easier to read ones, answering questions as a substitute for Google search or Siri, generate story ideas for headlines and even act as a tutor for homework questions and problems. Even games are available on ChatGPT, but this has not become as popular, though young people are getting to be acquainted with these.

Shortcomings of ChatGPT

Next, where does ChatGPT get its data from? A large body of data includes Wikipedia, books, news articles and journals. Not all sources are accurate and the margin for inaccuracies must be factored. Hence, another limitation.

ChatGPT has other constraints too. The mechanism slows down with the greater number of users and is one of the reasons that it does not work when there is heavy usage, and the lines are unable to cope. This is common with any technology. Apart from this roadblock, ChatGPT still suffers from technical errors, like any other site, such as poor internet connectivity itself, other than heavy usage.

Having said that, ChatGPT can get things absolutely wrong too. Sometimes ChatGPT writes plausible sounding but incorrect or nonsensical answers. This is because AI is not human and does not know right from wrong as humans do. ChatGPT can only work with what has been fed into the system. To change this would be an incredibly difficult task. Likewise, ChatGPT also has inherent biases because of the input, which obviously comes from a biased standpoint. AI is unable to filter out those biases because, the bottom line is, AI is not human. Added to this is ChatGPT can plagiarize, and this is totally unacceptable especially in Academia. Ways to manage this is to have human proofing of the work or develop other ways to reduce this drawback, which is considered a very serious drawback in Academia. If human proofing is required, then the whole idea of ChatGPT begs the question of "how effective is ChatGPT in reducing human work time?"

Lack of Research on ChatGPT

Despite all the hype about ChatGPT, very little academic literature is published on ChatGPT and other generative AI tools and the output of these. This paper reviews how ChatGPT has actually disrupted higher education, focusing on the following countries: Australia, New Zealand, the United States and the United Kingdom. The focus area of this paper review is on the issue of academic integrity and the role of student voices, in using ChatGPT as a teaching and learning tool.

Research on ChatGPT

A survey by Intelligent,2003, included over a thousand university students in January 2023. The survey reported that over one-third of the students were using ChatGPT for assessment writing and 75% of these numbers felt that the use of ChatGPT amounted to 'cheating' but continued to do so. Due to this, some universities banned the use of ChatGPT. Sawahel (2023) and Weissman, (2023), described such tools with derogatory words and phrases like 'threat' and 'a plague on education'.

Yet, many articles discussed the ability of universities to detect if ChatGPT was used to write assignments. Many programmes were cited as able to detect assignments written using AI tools which include OpenAI's Open Text Classifier, Turnitin, GPTZero, Packback, HuggingFace.co and AICheatCheck. Shea, (2023) posits that such content is not "sophisticated", "isn't always accurate" (Davis & Kumar, 2023) and "easily defeated", (Colbran et al., 2023).

There were even some academics who stated that they did not need such programmes as they knew from the style and tone of writing, if it was an original piece or copied.



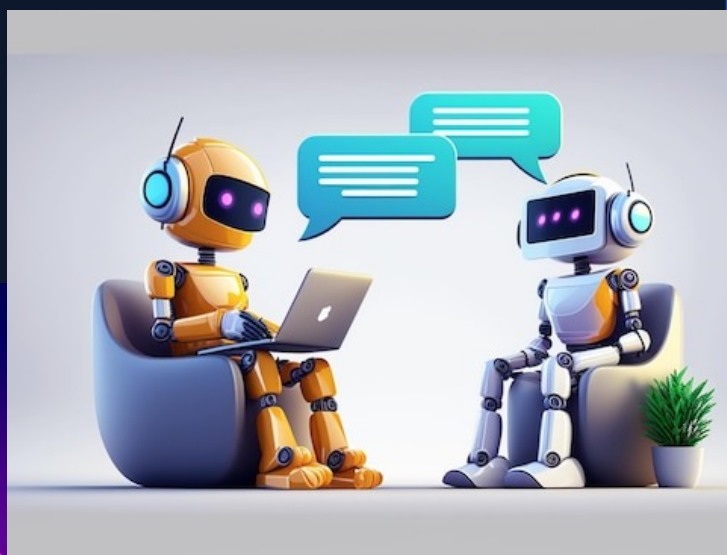
As for the subjects at most threat, there was nothing conclusive. Jacobson (2023) claimed that social sciences and arts were most affected. Contrary to this an article where an academic from the English department stated that the kind of writing that AI tools provide do not match the requirements for language and any discrepancies can be easily noticed. Another academic stated in her article that "ChatGPT is less effective" for her computer science assignments, which are focused on problem solving rather than fitting something into a ready-made template (Taylor, 2023). Yet, there were students in computer science who used ChatGPT for not only computer science but also for statistics classes (Huang,2023). Hence, the need for more research to get a reliable and valid finding with a larger and representative population.

This leaves the disciplines most affected or under 'threat', in a blur zone until further and deeper research is carried out for this purpose.

However, while ChatGPT was acknowledged as some form of threat with factual inaccuracies and biases, it was also accepted as a tool to enhance student learning. Liu et al., (2023); Garcia-Penalvo,(2023) & Rudolph et al.,(2023

suggest that academics should adapt teaching and assessment practices which embody the new reality of living, working and studying where AI is an integral part of this composition.

While it is said that AI tools provide opportunities for students to focus on developing high-order critical thinking skills, Hemsley et al., (2023) & Starcevic, (2023) posited AI tools assist students in learning complicated concepts in plain language. With these benefits, it appears that universities and respective academics would focus on teaching students how to use ChatGPT, in ethical ways that would foster critical thinking (Garcia-Penalvo, 2023). Hence the cornerstones include ethics and critical thinking rather than copy and paste jobs.



Media & ChatGPT

The media and news articles about ChatGPT in higher education have not been explored extensively. However, the media contribute directly to, or influence public opinion on topical issues (McCombs & Valenzuela,2020). It also appears that people possess a basic level of literacy or understanding of AI which is patchy across different populations and is undoubtedly influenced by media coverage (Nader et al.,2022; Selwyn & Gallo Cordoba, 2022; Sun et al., 2020). While overall opinion positions AI positively as a useful tool (Garvey & Maskal,2020; Sun et al.,2020), despite sensationalistic portrayals, the analysis by Ouchchy et al. (2020), suggests that the media lack depth when discussing ethical and policy issues surrounding AI, reducing the positive perceptions of ChatGPT. Still, more research is needed to understand the patterns of media coverage for emerging technologies such as ChatGPT.

Academic Integrity

The review of articles with academic integrity concerns indicated that ChatGPT was widely used to cheat on entrance exams to university, ChatGPT's ability to write college application essays and manipulate ways to pass tests required for medical licenses and business degrees (Erdem,2023). However, generic statements on the need to educate our students and staff on the use of AI in appropriate ways are important as well as to make clear to students how they "may or may not get help when they're preparing for assignments" (Stannard,2023).



Much of what constitutes academic integrity is covered in the earlier section on research on ChatGPT. More research is required in this area for further and in-depth discussions.

Who's Voice

Much of the limited research carried out on ChatGPT were represented by the media mainly in terms of the voices of the University – University leaders, unit coordinators, computer scientists, academic integrity researchers, professional staff in student support and student conduct, including teaching assistants. In comparison, student voices were only found minimally, and even in those few, even less quoted more than three student voices in the articles. In four articles, the only student voice was that of Edward Tien, a student who invented ChatGPT Zero. This was a programme to detect the use of AI in assignments. In several articles, students had agreed to speak to the media only on the grounds of anonymity. This also meant that the students themselves were apprehensive to talk openly about ChatGPT. The reasons for this need further exploration. Apart from surveys and Edward Tien's voice, student voices were marginally present.

This is another area that needs further research for in depth discussions.

Conclusion

What can be said at this point is far more research is required in academia with a focus on academic integrity, how to achieve this, working round the challenges of 'cheating' and a marked focus on student voices.

Presently, research looks at issues of general public interest such as how ChatGPT offers opportunities for academic dishonesty rather than the opportunities it offers to enhance access and a fuller knowledge base for all students in higher education. As for the popular trends of the media, the feelings are mixed, in comparison to the positive discourse found on social media (Tlili et al., 2023). From this, it can be seen that the gap remains in shifting research to academia, to explore the risks and opportunities of ChatGPT, for university teaching and learning. Hence the need for greater input from student voices. This is part of what is required to fill the vacuum in research on ChatGPT within the academic fold.

As for academic integrity, what seems to be in the forefront is ChatGPT is a tool more for cheating than a tool for learning. This stance can influence general readers and impact students, staff and the general public perception of ChatGPT in academia. Student perceptions are especially critical as well as the need for academics to redesign assessment tasks in such a way that students cannot complete assignments as easily by using ChatGPT and ways of redesigning assessments with a view to reduce or remove the 'cheating' opportunities present. How these can be achieved in concrete terms have been less spoken about.

All in all, greater discussion on student views about ChatGPT, the need for staff to discuss assessment designs and academic policies in concrete terms and on larger scales than the present, are important aspects of the subject. Only when all voices are heard, from all stakeholders, namely students, then the media can lead to a more sophisticated discourse around ChatGPT and AI (Sun et al., 2020), with more benefits than otherwise.