

ChatGPT in Classrooms

Transforming Challenges into Opportunities in Education

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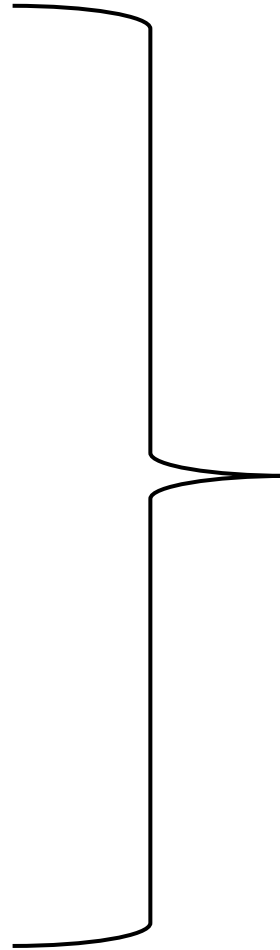
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Identity of the study

- AI
- ChatGPT in Education
- Survey on Acceptance and Readiness
- Proposed Structural Model
- Conclusion and Future Research

Introduction

- Generative AI tools like ChatGPT are **increasingly used** by academics and students.
- AI, like previous new tools (e.g., Wikipedia, search engines), is a **double-edged sword**.
- Teachers globally **struggle** with **integrating** AI into lesson design.
- **Major concern:** AI facilitating **academic fraud** (e.g., cut-copy-paste behavior).
- Many teachers **feel ill-equipped** to use AI technologies effectively.
- **Skill gap** among educators affects their ability to incorporate AI into teaching.
- Assessing attitudes towards generative AI among educators and students using the **Technology Acceptance Model (TAM)**.



- Increasingly used
- Double-edged sword
- Struggling with integrating
- Academic fraud
- Ill-equipped teachers
- Skill gap
- TAM

Survey

Section 2 (Likert items): Perceived Usefulness (PU)

1. Using generative AI tools (e.g., ChatGPT) enhances my learning/teaching experience.
2. Generative AI makes it easier to complete academic tasks.
3. Generative AI improves the quality of my learning/teaching.
4. Generative AI allows for more efficient time management in learning/teaching.

Section 3 (Likert items): Perceived Ease of Use (PEOU)

1. Learning to use generative AI tools is easy for me.
2. Interacting with generative AI tools does not require a lot of mental effort.
3. I find generative AI tools to be flexible to interact with.
4. It is easy for me to become skillful at using generative AI tools.

Section 4 (Likert items): Attitude Towards Using (ATU)

1. Using generative AI tools is a good idea.
2. I like the idea of using generative AI tools in my learning/teaching.
3. Using generative AI tools is beneficial for my academic performance.

Section 5 (Likert items): Behavioral Intention to Use (BI)

1. I intend to use generative AI tools in my future learning/teaching activities.
2. I will recommend others to use generative AI tools.
3. I plan to increase my use of generative AI tools in the future.

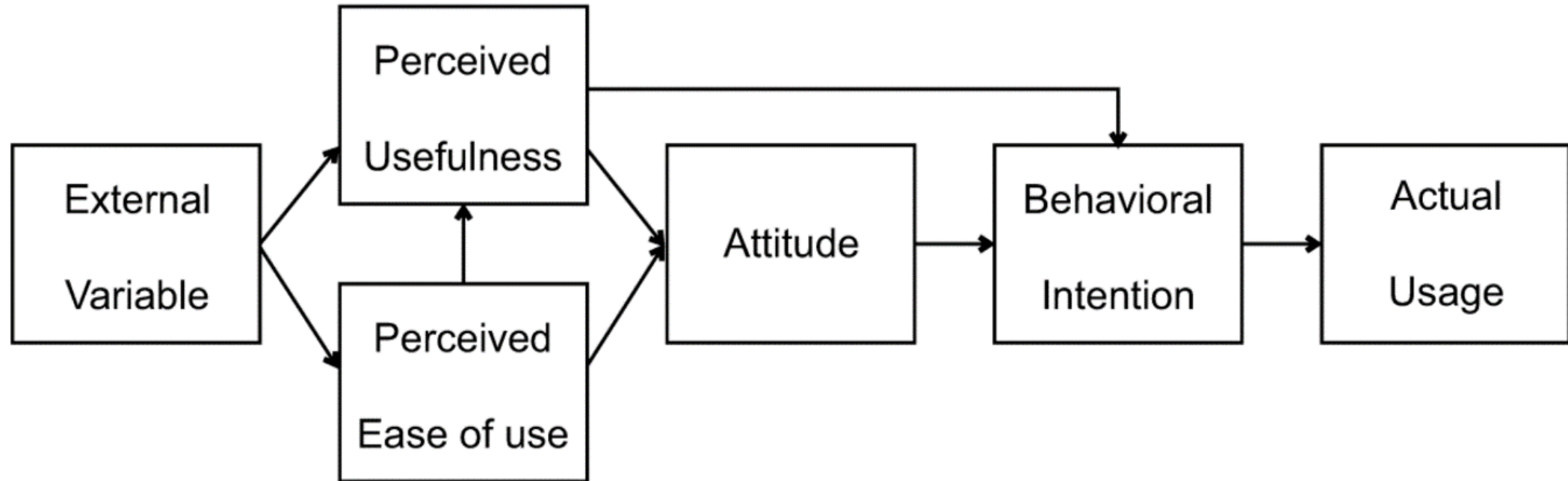
Section 6: Usage Patterns

1. How frequently do you use generative AI tools (e.g., ChatGPT)?
2. For what purposes do you use generative AI tools?

Section 7: Challenges and Concerns

1. What challenges do you face when using generative AI tools?
2. How concerned are you about the potential for cheating and plagiarism with the use of generative AI?
3. How concerned are you about the bias and inaccuracies in AI-generated content?

Methodology (Technology Acceptance Proposed Structural Model) & Explanation of our model



Conclusion - Future Research

- Specific areas
- Training
- Accept & Adapt
- Level of acceptance
- Monitor acceptance
- Diversity & Inclusion

•Addressing Key Areas for AI Integration

- Successful AI integration in curriculum requires **addressing specific areas**.
- **Training** and support are crucial for efficient AI tool usage by teachers and students.

•Enhancing Teaching Techniques

- **Readiness to accept and adapt** to changes is essential for successful integration.

•Importance of Future Research

- Focus on the **level of acceptance** among academics.

•Tracking Acceptance and Usage Patterns

- Proposed process to **monitor changes in acceptance** and usage over time.

•Comprehensive Understanding of Global Impact

- Expand research to **include diverse educational settings and cultural backgrounds**.
- Consider **different economies and large sample sizes** for broader insights.

Thank you for your attention

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