

Exploring the Dual Nature of AI in Education: Emphasising the Importance of Proactive Strategies to Ensure its Ethical Use

Ketty Grishikashvili

University of Hertfordshire, Business School, Hatfield, UK

K.grishikashvili@herts.ac.uk

Abstract: The increasing availability of advanced analytics tools such as Artificial Intelligence (AI) and Machine Learning (ML) are driving almost every industry to change their practices. Among which, the Chatbot Technology (ChatGPT), a computer programs that simulates human conversation with an end user has witnessed vast advancements. Not long time ago the impact of ChatGPT and similar AI language models in education sector was predicted to be transformative by reshaping the way students, teachers, and institutions interact with educational content (Agarwal et al., 2024). Arguably, they are already playing an increasingly significant role in the education sector, with a wide range of applications that are transforming teaching, learning, assessment and students' experiences. While ChatGPT and similar AI tools offer significant benefits in Higher Education (HE), including personalised learning, enhanced student engagement, improved collaboration, and greater accessibility, they also raise critical concerns about academic integrity and dishonesty. Central to these concerns is the potential for plagiarism, as students may rely on AI/ChatGPT tools generated content in ways that undermine original thought and academic honesty. In fact, this is a current dilemma for many HE providers in the UK and not only, among which is The University of Hertfordshire (UH) which is the case of this paper. Therefore, aim of this ongoing project is to explore the dual nature of AI/ChatGPT Tools in education, emphasising the importance of proactive strategies to ensure its ethical use. This article provides a reflective analysis of the initial strategies implemented to promote ethical AI/ChatGPT tools use within one of the largest postgraduate taught courses with 1000+ students at the UHBS. In this course students are asked to develop research proposals for their final postgraduate projects. The AI implementation strategies were designed primarily to reduce plagiarism by encouraging responsible engagement with AI/ChatGPT tools. Based on the course data analyses, the article offers comprehensive, practical recommendations for educators to foster fairness, uphold academic standards, and guide students in the ethical and responsible use of AI technologies in academic settings.

Keywords: AI strategies in education, Ethical use of AI/ChatGPT tools in education, Management education, Action and active pedagogy

1. Introduction

AI/ChatGPT tools represent significant advancements in the field of machine learning and natural language processing (Brown et al., 2020). These new technological developments not only push the boundaries of what machines can do but also offer transformative potential for industries seeking to enhance productivity, creativity, and decision-making. AI/ChatGPT tools are trained on extensive collection of text data and use complex architectures, such as transformers, to capture linguistic context, semantics, and syntactic relationships (Brown et al., 2020; Adeshola and Adepoju, 2023). Therefore, they can produce extensive, human-like written material and generate new and meaningful content such as text, images, audio, and videos. AI/ChatGPT tools are particularly effective for tasks such as crafting interactive stories and handling other conversational or dynamic text-based applications. Specifically, these tools can advance tasks like narrative analysis, text summarisation, language translation and high-quality content creation (Adeshola and Adepoju, 2023).

Arguably, these tools are already playing an increasingly significant role in the education sector, with a wide range of applications that are transforming teaching, learning, assessment and students' experiences. While AI/ChatGPT tools offer significant benefits in Higher Education (HE), including personalised learning, enhanced student engagement, improved collaboration, and greater accessibility, they also raise critical concerns about academic integrity and dishonesty. Central to these concerns is the potential for plagiarism, as students may rely on AI/ChatGPT generated content in ways that undermine original thought and academic honesty (Adeshola and Adepoju, 2023). In fact, this is a current dilemma for many HE providers in the UK and not only, among which is The University of Hertfordshire (UH) which is the case of this paper. Therefore, aim of this ongoing project is to explore the dual nature of AI in education, emphasising the importance of proactive strategies to ensure its ethical use. This article offers a reflective analysis of the initial strategies employed to promote ethical use of AI, including ChatGPT, within one of the largest postgraduate taught courses with over 1000 students at UHBS.

The AI/ChatGPT implementation strategies were designed primarily to reduce plagiarism by encouraging responsible engagement with AI/ChatGPT tools. Based on the course data analyses, the article offers comprehensive, practical recommendations for educators to foster fairness, uphold academic standards, and guide students in the ethical and responsible use of AI technologies in academic settings.

2. Literature Review

2.1 Benefits and Opportunities of AI/ChatGPT Tools in Higher Education (HE)

The integration of AI in HE has been linked to greater accessibility, personalised learning, and enhanced student engagement (Zawacki-Richter et al., 2019; Holmes et al., 2022; Griffiths and Cubric, 2023; Chen et al., 2023; Swati et al., 2023). According to Cotton et al (2023) language translation is among the most widely explored applications of AI/ChatGPT in educational accessibility. Beyond its content creation capacity some of AI/ChatGPT tools can translate teaching materials into multiple languages, convert text to speech, and simplify complex language. This capacity enables non-native speakers to access curriculum content that was previously limited by language barriers, thereby promoting greater equity in educational opportunities (Lee et al., 2022; Wu et al., 2023). Tseng et al (2024), believe that the integration of AI/ChatGPT tools in education has opened numerous opportunities to enhance the learning process. In addition, these tools transforming the way English as a foreign language (EFL) is taught and learned. In EFL education, while technology integration is transforming language classrooms, challenges remain especially around an academic writing. Despite continued efforts, it is still difficult to make substantial progress in students' abilities to organise content, develop ideas, and use grammatical structures effectively (Chen, 2022). International students often find it difficult to produce high-quality academic English writing, frequently encountering difficulties such as unclear grammatical structures, incorrect or overly simplistic vocabulary (Tseng et al., 2024). AI/ChatGPT tools present innovative solutions for tackling these challenges, delivering personalised and interactive writing support that helps bridge existing gaps and offers students meaningful assistance in their writing efforts. After testing an integrated writing course framework with a sample of 15 EFL students Tseng et al (2024) found that AI/ChatGPT tools can be effectively integrated into writing instruction, only if they are used within a structured and pedagogically sound framework. In this way they can lead to improvements in students' writing quality and foster a more engaging and interactive learning environment.

While exploring the efficacy of ChatGPT feedback in written English learning, Naz and Robertson (2024) found that AI/ChatGPT tools can be highly effective by providing students with timely feedback, interactive support, and increased motivation. Authors base their work on social cognitive theory, which supports use of GenAI by highlighting its ability to provide immediate guidance that enables personalised and independent learning. In addition, they drew on second language acquisition theory, which supports use of GenAI by emphasising its potential for enhancing students' learning through meaningful interaction. After examining a small sample of four different types of written pieces, the authors developed a rubric to evaluate writing quality. They then used this rubric to assess the texts, with evaluations carried out by both ChatGPT and human markers for comparison. Although issues such as errors and hallucinations were identified in ChatGPT's responses, Naz and Robertson (2023) believe these can be mitigated through careful rubric design and the inclusion of human oversight.

- Application of AI/ChatGPT tools for Personalised Learning

One of the most promising aspects of AI/ChatGPT tools is their capacity to personalise learning content and adapt it to the diverse cultural, linguistic, and educational backgrounds of both domestic and international students. This adaptive capability not only enhances individual engagement but also promotes equity. Mollick and Mollick (2024) suggest that instructors (lecturers, teachers, tutors and coaches) can leverage AI/ChatGPT tools to create personalised learning experiences for students that transforms teaching and learning. The authors propose a range of exercises that enable novel forms of practice, such as simulations, mentoring, coaching, and co-creation, while emphasising the critical role of instructors in guiding and supporting these activities. The authors believe, relying on their academic and pedagogical expertise, as well as their understanding of students' needs, instructors can design innovative exercises that transform the classroom learning experience. This level of customisation can enhance student engagement, comprehension, and retention (Zawacki-Richter et al., 2019; Mollick and Mollick 2024). In addition, AI/ChatGPT tools also can track student progress throughout the course, offering personalised support and feedback (Pillai and Ramakrishnan, 2024). For example, looking at AI/ ChatGPT's ability as a coach Cronjé (2023) found that ChatGPT can provide clear, generic feedback in a way that encourages students to focus on their goals. The author reports on the outcome of an exercise that was given to students as an introduction to their research methodology course, where final year students in Information Technology were asked to produce a 3000-to-5000-word research report as part of the requirements for graduation. After identifying three key issues: the quality of feedback provided by the chatbot, the value of the prompt, and the importance of student reflection, Cronjé (2023) emphasizes the crucial role of instructors. The author concludes that instructors must actively guide less

experienced research students in how to respond to feedback, craft effective prompts, and engage in meaningful reflection.

In addition, research have demonstrated (Jeon, 2021; Swati et al., 2023; Mollick and Mollick 2024) that AI/ChatGPT tools can support educators in creating dynamic and authentic assessments tailored to diverse learner characteristics. Effective student assessment not only helps learners adjust their strategies to improve outcomes but also enables educators to tailor their teaching methods to better align with students' abilities and needs. However, to prevent potential challenges and ensure the effective use of AI/ChatGPT tools, their integration must occur within a structured, pedagogically sound framework, guided by instructors. Where necessary, training should be provided for both instructors and students.

While the cases discussed above highlight the considerable potential of integrating AI/ChatGPT tools in education, several scholars have also emphasised the importance of addressing key challenges. These include ethical use, data privacy, academic integrity, the risk of deskilling, issues of equity, and the need to promote digital literacy among both educators and students (Ali et al., 2023; Bender et al., 2024; Swati et al., 2023; Richards et al., 2024).

2.2 Critical Perspectives and Challenges of AI/ChatGPT Tools in Higher Education

- Ethical and Social Implications

Despite the extensive opportunities that AI/ChatGPT tools promising to support teaching, learning and assessment, their integration into HE also brings new ethical implications and risks.

Therefore, it is crucial to explore the associated challenges and potential downsides. Crawford (2021) argues that the ethical implications of AI require a multidisciplinary approach, involving stakeholders from various fields to develop comprehensive and inclusive solutions. This includes not only technical experts but also ethicists, policymakers, and representatives. Heilinger (2022) observed that ethical reflections and arguments in scholarly publications as well as in policy documents often proceed as a discussion of risks and opportunities, or rules and principles, of AI. Therefore, guidelines and rules for appropriate uses of AI/ChatGPT Tools are potential sources for defining ethical AI. For example, the Institute for Ethical AI in Education (AI in Education, 2021) has developed The Ethical Framework for AI in Education, highlighting the role of governments in ensuring educators and students have a strong understanding of AI. In addition, the framework proposes appropriate ethical guidelines for the use of AI in education. Accordingly, most of the HE institutions are introducing their own strategies and policies to ensure ethical use of it.

- Academic Integrity/ Dishonesty and The Implications of AI

Academic Integrity, which refers to the ethical standards and honesty expected in academic work, including principles like fairness, responsibility, and respect for others' ideas is one of the most important principles in HE and research (QAA, 2024). Breaching academic integrity is also known as academic misconduct or academic dishonesty.

Currently student academic integrity/dishonesty, defined as any unauthorised assistance in completing a task or action that provides an unfair academic advantage (Krou et al., 2021) is a concern for nearly every educational institution. From copying homework to plagiarising essays, including collusion, cheating and falsification of data, students have long found ways to avoid academic expectations (Swati et al., 2023). With the rise of AI/ChatGPT tools, this issue has become even more complex. While such tools can enhance learning when used appropriately, they can also be misused by students to generate essays, solve problems, or complete assignments without genuine understanding or effort. This raises serious concerns about academic dishonesty, particularly when students submit AI/ChatGPT generated content as their own work. This kind of cheating is harder to catch than traditional plagiarism. In the past, cheating often meant copying from books, websites or published papers which could be found by plagiarism detectors. But AI-generated text is usually new and unique, even though the student didn't write it. This makes it difficult for normal tools to detect (Adeshola and Adepoju, 2023; Pavlik, 2023; Swati et al., 2023). As more learners turn to generative AI to support their studies, the issue of academic integrity/dishonesty has become a subject of lively debate. Richards et al (2024) observed that students may be able to secure at least a passing grade by submitting AI/ChatGPT generated responses without making any meaningful edits. This raises concerns about potential deskilling and equity. Particularly, relying heavily on these tools may undermine students' ability to articulate their own ideas and develop essential analytical skills (Swati et al., 2023). As a result, there is a risk that critical thinking, as well as the capacity to independently analyse and synthesise information, could decline over time. In addition, Crawford (2021)

highlights that this heavy reliance on AI/ChatGPT tools could deepen existing educational disparities students with access to advanced AI systems could gain an unfair advantage, while those without such resources may fall behind in developing essential skills. Therefore, with the concerns of academic integrity it is crucial to carefully consider these implications, ensuring that the integration of AI/ChatGPT tools into education enhances, rather than undermines, equitable learning opportunities and the development of critical skills. As a result, educators must develop clear guidelines, promote responsible use of AI/ChatGPT tools, and design assessments that minimize opportunities for dishonest practices while fostering authentic learning

2.3 Pedagogical Applications of AI/ChatGPT Tools in HE

Addressing the challenges associated with AI/ChatGPT integration in education necessitates adoption of innovative pedagogies that can enable facilitating effective interactions between humans and AI agents (Nah et al., 2023). To bridge the gap in AI literacy, Pahi et al (2024) are highlighting importance of shifting from traditional pedagogical models towards more inclusive and adaptive teaching methods. The authors believe active and action learning strategies can be considered as they both complements this by positioning students as engaged participants in their learning process, enabling hands-on experiences that facilitate the application of theoretical knowledge.

- Active Learning and Teaching Strategies

Active learning, a pedagogical approach refers to student-centred approach that emphasises learners' engagement in active and meaningful construction of their learning (Yao and Collins 2018). The key idea behind active learning and student engagement is reflecting on the experience of learning by doing (Pahi et al., 2024). Active engagement in learning may take different forms: flipped classrooms, internship, group discussions collaborative assignments and project, problem solving approach, case study, business simulations, subject-based research, and inquiry which making it particularly relevant for AI education.

- Action Learning and Teaching Strategies

Action Learning, originally introduced by Professor Reg Revans (1980,1982) in its simplest form is understood to be an experience-based approach. According to Revans (2011) Action Learning necessarily occurs in a closed group or 'set' and, while individuals in the set may each have their own unique problem to work on, learning occurs via the interaction between members of the set. That is the main differentiation to compare this approach with active learning approaches. Thus, Action Learning could be defined as a process that involves a small group working on real problems, taking action, and learning as individuals, as a team, and as an organisation. It is particularly effective for solving complex problems that may appear unsolvable. This approach effectively integrates active learning with personalised instruction by leveraging the guided, collaborative efforts of educators and AI/ChatGPT tools to enhance the learning experience.

3. Case Study

The present study which is part of ongoing project used a qualitative evaluative case study approach with elements of reflective analyses. A case study evaluation approach is a great way to gain an in-depth understanding of a particular issue or situation. This type of approach allows the instructor to observe, analyse, and assess the effects of a particular situation on individuals or groups (Keen and Packwood, 1995).

- AI policy at the university of Hertfordshire

Although the University of Hertfordshire acknowledges the importance of embedding AI across education, research, operations, and partnerships, it is still in the process of developing a formal AI policy. Currently, the use of AI is monitored under UPR AS14: Academic Integrity and Academic Misconduct, which emphasises that students must uphold principles of academic honesty, including avoiding plagiarism, collusion, and the inappropriate use of generative AI tools such as ChatGPT.

"2.4 Unauthorised use of artificially generated material (AI) in researching or presenting material for an assessment is an academic misconduct offence if you use AI tools in producing your assessment unless the use of AI tools is expressly permitted. However, even if expressly permitted, where you do not declare that you have used an artificial intelligence tool(s) in the production of your assessment, or you are dishonest about the extent to which such tools have been used, you will have committed academic misconduct. The extent to which assessment content is considered to be AI generated is a matter of academic judgement" (UH, UPR AS14, 2024).

Feedback from pioneering cases that promote the ethical use of AI/ChatGPT tools is crucial to the policy development process, ensuring their responsible and effective implementation. Several case studies have demonstrated the significant benefits of integrating these tools into the curriculum, while also highlighting associated challenges. One such case, discussed in this paper, provides valuable insights into both the advantages and obstacles encountered.

- The study setting and participants.

Aim of this ongoing project is to explore the dual nature of AI in education, emphasising the importance of proactive strategies to ensure its ethical use. This article provides a reflective analysis of the initial strategies implemented to promote ethical AI/ChatGPT use within one of the largest postgraduate taught courses with 1000+ students at the UHBS. In this course students are asked to develop research proposals for their final postgraduate projects. The AI/ChatGPT tools implementation strategies were designed primarily to understand our students': (1) awareness and capacity of using AI/ChatGPT tools; (2) frequency and purpose of using AI/ChatGPT tools and (3) to reduce plagiarism by encouraging responsible engagement with AI/ChatGPT tools.

The course has very complex structure with three different (one year, sandwich and advanced research) routes and multiple intakes (September and January) with approximately 2000 students for per academic year. Majority of students on the course are international students with diverse educational background. In this B&M master's course students are required to join several compulsory modules, one of which is Business Research Methods (BRM), which aims to enable students to: (1) understand relevant methodological concepts and challenges associated with business research, (2) identify relevant literature, providing critical analysis of the theories, (3) formulate an appropriate ethical research strategy to plan the gathering and analysis of appropriate data (4) formulate a research proposal on a particular topic of students' interest. In this module students are evaluated through continuous assessments which are decided by the module leader.

The module was taught by the module leader and tutors (between seven to twelve depending on intake) in approximately fifteen separate groups (depending on intake) during the first semester for each intake between 2021-2022 and 2022-2023 2023-2024 2024-2025 years. Approximate number of students for each group was between 50-60. The syllabus, course materials and tasks for assessment was same to all groups. All module related materials (PowerPoint slides, books, book chapters, case study, short videos, journal articles and assignment briefs) were uploaded and posted in the module's Canvas site.

- Initial Strategies for AI/ChatGPT Tools in the Module and Reflective Analyses

The idea to introduce AI/ChatGPT Tools into modules curricula emerged based on considering new trends in HE, the module's data analyses and the module leader's reflection. While managing large courses and modules, it emerged from the module leaders' practice who is the author of this paper, that engagement is driven through interaction and participation. Best way to remain students engaged, especially in an internationalised setting is to keep session interactive (Grishikashvili, 2024). This was achieved by incorporating active and action learning strategies in flipped classroom settings.

The idea was to create an interactive environment where students could master technical and theoretical information through learning Set Conversation (LSC), reflection, and critical analysis. The module delivery structure included: (1) Preparation stage: Pre-class self-study, (2) 1 hour face to face Lecture, (3) 1 hour face to face tutorial and (4) Stretch/Post-class self-study. A new innovative and authentic assessment, the Weekly Reflective Work/Reflective Diaries submission, which was based on the LSC discussion, during the tutorials, was introduced on the module since the module leader took the module leadership from previous module leaders in 2021. Using the LSC during the tutorials and Reflective Diaries for the weekly submissions, encouraged students to share their experiences - good and bad - and reflect together to draw out the learning. Having, LSC about the case study, which was linked to the week's topic/research process, helped students to adopt multicultural environment and have a great experience as an international student. The Module feedback analyses show that having LSC during the tutorials as part of weekly assessment helped to improve an engagement and an interaction on the module. after introducing new assessment methods for the module according to the Module Evaluation Forms (MEF 2022-2023; 2023-2024) overall failure rate on the module dropped nearly 70% and attendance and engagement improved dramatically. In addition, presented methods helped to decrease the number of the plagiarism cases which was another ongoing problem in HE. However, from the end of the 2023 academic year, signs of unethical use of AI/ChatGPT tools began increasing dramatically. Although students were penalised based on the principles outlined in the University of Hertfordshire's UPR AS14 policy, this new form of cheating quickly became a significant dilemma.

Reflecting on the module's data, we (the module leader, tutors, and markers) observed that our students mainly used AI/ChatGPT tools for the following four purposes: (1) To overcome language barriers during class interactions; (2) To clarify their thoughts before expressing them; (3) To proofread their written work; (4) To develop their assignments.

Considering new trends in higher education and reflecting on research findings at the beginning of the 2024 academic year, initial strategies for promoting the ethical use of AI/ChatGPT tools were introduced in the module. Detailed guidance for the ethical use of AI/ChatGPT tools was added to the module handbook. Clear instructions were provided regarding both where the responsible use of AI/ChatGPT tools was encouraged, in the development of knowledge and assessments and where their use was prohibited.

At this stage, under the instructor/tutor's guidance, use of AI/ChatGPT tools in an active learning environment through in-class exercises during the LSC was promoted for:

- Brainstorming and creativity to generating ideas for their research projects.
- Research and accessibility to find and summarise relevant literature for their projects.
- Writing assistance to improve the structure of their work or quality of academic writing.

This approach helped foster personalised learning through continuous progress monitoring by the module leader and tutors. Their role in facilitating active and personalised learning was critical, particularly in shaping the learning environment and influencing both student outcomes and their journey towards the ethical use of AI/ChatGPT tools. Furthermore, the combination of tutors' efforts and AI/ChatGPT tools to optimise the learning process, helped ensure that all students, regardless of their background, had equitable access to and use of these technologies. Results from the first intake (2024), were promising, and feedback from students was excellent.

- Plans for the new 2025 academic year

From the new academic year 2025, the plan is to integrate AI/ChatGPT tools into assessments, particularly in the Weekly Reflective Work/Reflective Diaries submissions, which are based on the weekly LSC discussions. At this stage, the use of AI/ChatGPT tools will be included as part of the Intended Learning Outcomes of the modules or detailed in the assessment brief. In addition to following referencing guidelines, students will be required to include a history of the AI/ChatGPT tools and prompts they used, along with the corresponding outputs, as an appendix.

4. Strategic Recommendations

Based on findings from the literature review and practical experience gained during this ongoing research, a framework below has been developed. This framework serves as a set of recommendations for educators considering the adoption of AI/ChatGPT tools in teaching, learning, and assessment.

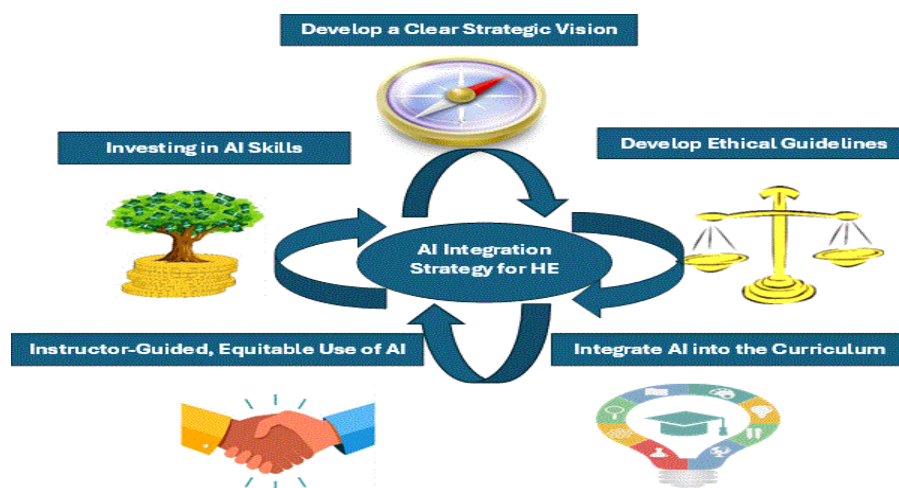


Figure 1: AI Integration Strategy framework for HE (Author's own)

1. **Develop a Clear Strategic Vision:** AI initiatives should not be isolated efforts; they must align with the broader objectives of the university to ensure cohesive and effective implementation.
2. **Integrate AI literacy into the curriculum:** This should involve adoption of innovative pedagogies that facilitate effective interactions between humans and AI agents.
3. **Implement Clear Ethical Guidelines:** Establish ethical guidelines to ensure the responsible use of AI/ChatGPT tools.
4. **Use of AI/ChatGPT Tools Must Be Guided and Facilitated by Instructors/Tutors:** Ensure that AI supports learning without replacing the development of critical thinking, creativity, and problem-solving skills. Additionally, instructors must ensure that the use of AI/ChatGPT tools is distributed equitably within classrooms and among learners from diverse socio-economic backgrounds.
5. **Invest in Digital Infrastructure, Digital Literacy, Skills, and Training:** Addressing the skills gap is essential for successful AI adoption. Continuous learning and development programs can help instructors stay abreast of the latest advancements in AI.

5. Relevance to Ongoing Work

This study is highly relevant to ongoing efforts in integrating AI/ChatGPT tools in higher education. It contributes valuable insights into effective practices and potential challenges in this evolving field. By providing a comprehensive overview of current knowledge and identifying critical challenges, this ongoing project supports educators, policymakers, and researchers in making informed decisions about AI/ChatGPT tools adoption. The strategic recommendations offered in this study are particularly valuable for universities seeking to leverage AI/ChatGPT tools for competitive advantage. The findings also contribute to the academic discourse by highlighting the multifaceted nature of AI/ChatGPT tools adoption. The study emphasises the need for a balanced approach that considers both the potential benefits and the inherent challenges of AI/ChatGPT tools integration.

6. Limitation of the Study

While the study provides valuable insights into effective practices and potential challenges in the evolving field of AI in Education, it also has several limitations. First, the recommendations are primarily based on findings from a literature review and reflective analyses conducted during the first phase of this ongoing research. The next phase of the project, which involves collecting and analysing empirical data, is expected to offer more precise and evidence-based insights. Furthermore, it is important to acknowledge that the case study underpinning this research is situated within one of the largest postgraduate programmes in a Business School. As such, the findings may not be directly transferable to other disciplines or to undergraduate contexts, where classroom dynamics and learner needs may differ significantly.

Ethical Declaration: As this study was taken purely for the pedagogical reasons and is not conceived as pure research at this stage study didn't go through the ethical approval. Thus, unfortunately at this stage the author couldn't provide direct quotes from learners' and teaching staffs' feedback, which is an acknowledged limitation of this study (there is an intention for farther developing this limitation).

AI Declaration: The author hasn't used any AI tools at this stage of the paper's development.

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