ESP Journal of Engineering & Technology Advancements (ESP-JETA)
ISSN: 2583-2646
Special Issue: 2nd International Conference on Emerging Trends in Interdisciplinary Engineering Research (ICETIMER 2026)

Original Article

AI and ChatGPT in Classrooms: Opportunities vs. Academic Integrity Concerns

Dr. Rajesh Kumar Sharma[1], Priya Nair[2]
[1]*Professor, Department of Computer Science and Engineering, IIT Delhi, India*
[2]*Research Scholar, Department of Computer Science and Engineering, IIT Delhi, India*

Abstract: *The integration of Artificial Intelligence (AI) into education has brought about a paradigm shift in how students learn and how teachers design their instructional strategies. Among the most prominent AI-driven tools, ChatGPT stands out as a conversational system capable of generating human-like responses, assisting with academic queries, and providing personalized support to learners. Its rapid adoption in classrooms highlights both its transformative potential and the pressing ethical challenges it presents. On one hand, ChatGPT offers significant opportunities, such as enhancing student engagement, providing individualized tutoring, supporting accessibility for learners with disabilities, and reducing the administrative burden on educators. Through adaptive feedback, it enables students to learn at their own pace, thereby bridging knowledge gaps and fostering inclusivity in education. Furthermore, teachers benefit from its ability to generate lesson plans, quizzes, and supplementary content, allowing them to focus more on interactive and creative aspects of teaching.*

On the other hand, the increasing reliance on ChatGPT raises critical concerns about academic integrity. Students may misuse the tool to generate essays, assignments, or exam responses without engaging in independent thought, leading to plagiarism, reduced critical thinking skills, and erosion of intellectual honesty. Moreover, the lack of clear institutional policies and the limitations of AI-detection tools make it difficult for educators to differentiate between authentic student work and AI-generated outputs. These challenges emphasize the urgent need for a balanced framework that maximizes the benefits of AI while minimizing its risks.

This research explores the dual nature of AI in classrooms by analyzing its opportunities and the academic integrity concerns it generates. It further examines practical strategies for responsible integration, such as AI literacy programs, the development of detection tools, and the establishment of clear guidelines for ethical use. Through case studies, comparative analysis, and policy recommendations, the study underscores that AI, when guided responsibly, can be a powerful educational ally rather than a threat. Ultimately, the future of AI in education depends not only on technological advancement but also on the collective responsibility of educators, students, and policymakers to uphold the values of learning, fairness, and integrity.

Keywords: *Artificial Intelligence in education, ChatGPT, AI in classrooms, personalized learning, academic integrity, plagiarism detection, ethical AI use, AI literacy, student engagement, digital learning tools, teacher support with AI, accessibility in education, critical thinking and AI, AI-driven tutoring*

I. INTRODUCTION

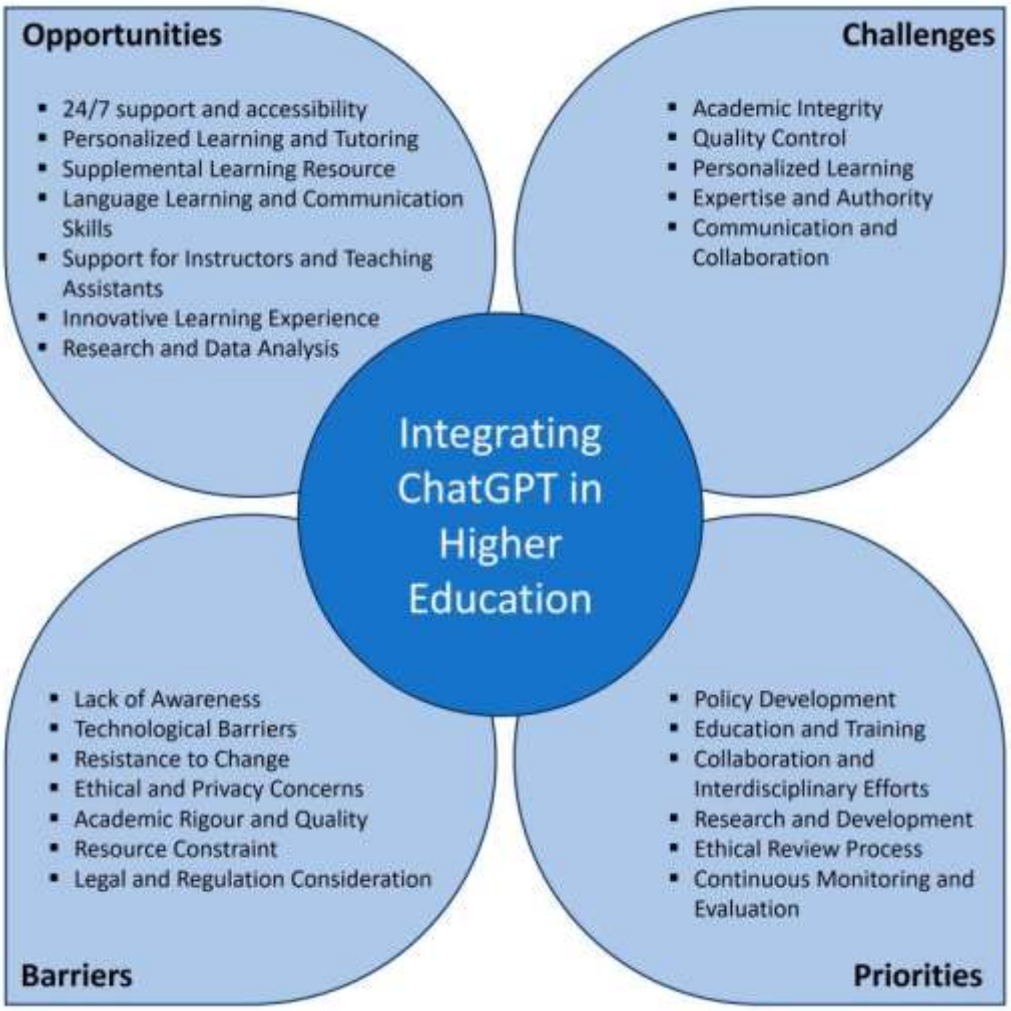
The integration of Artificial Intelligence (AI) into education has rapidly transformed traditional teaching and learning methods, creating new opportunities while simultaneously raising critical challenges. Among the wide range of AI applications, ChatGPT has emerged as one of the most influential tools in classrooms. Developed as a conversational AI, ChatGPT is capable of generating human-like responses, assisting with academic queries, and providing personalized learning support. Its ability to simulate dialogue and deliver instant information has made it appealing to both students and educators, reshaping how knowledge is accessed and shared.

The opportunities offered by ChatGPT in classrooms are substantial. It can enhance student engagement through interactive learning, support teachers by automating administrative tasks, and provide personalized tutoring to learners with diverse needs. Moreover, it holds the potential to foster inclusivity by assisting students with disabilities, language barriers, or limited access to traditional educational resources. As a result, ChatGPT is increasingly seen as a valuable ally in making education more flexible, adaptive, and student-centered.

However, the widespread adoption of ChatGPT has also sparked debates about academic integrity. Concerns have emerged regarding plagiarism, over-reliance on AI-generated content, and the diminishing of critical thinking skills. Many educators worry that students may use ChatGPT to bypass genuine learning, submitting AI-produced essays or assignments

as their own. The limitations of detection tools and the absence of clear institutional guidelines further complicate the issue, leaving room for ethical misuse.

This research aims to examine both sides of this debate—exploring the opportunities created by ChatGPT in classrooms while also addressing the academic integrity concerns it raises. By analyzing case studies, policy implications, and future educational strategies, this study highlights the importance of developing responsible frameworks that allow AI to enrich education without compromising fairness, originality, and intellectual honesty.



II. OPPORTUNITIES OF AI IN CLASSROOMS

The introduction of Artificial Intelligence (AI) into classrooms has created vast opportunities that can transform both teaching and learning. Tools like ChatGPT provide unique benefits that traditional methods often cannot achieve, particularly in areas such as personalized learning, accessibility, and inclusivity.

One of the most significant opportunities lies in personalized learning. Every student learns differently, and teachers often struggle to adapt lesson plans to meet each learner's needs. ChatGPT, through natural language interaction, can offer tailored explanations, additional examples, or alternative perspectives on the same concept. For instance, a student struggling with mathematics can receive step-by-step guidance, while another student may engage in advanced problem-solving. This adaptability allows learners to progress at their own pace, closing achievement gaps and fostering self-directed learning.

Another opportunity is enhancing accessibility and inclusivity. AI-driven systems can support students with disabilities by offering text-to-speech, speech-to-text, or translation services. For learners with visual or hearing

impairments, ChatGPT can act as a bridge, simplifying complex instructions and ensuring that no student is left behind. Similarly, non-native speakers can use AI to overcome language barriers, making education more global and inclusive.

AI also reduces the administrative workload of educators. By generating quizzes, summarizing content, or answering frequently asked questions, ChatGPT enables teachers to spend more time on interactive teaching and mentoring. This shift not only improves teaching efficiency but also strengthens teacher-student relationships by allowing educators to focus on guidance and critical discussions rather than repetitive tasks.

Finally, AI tools like ChatGPT can foster engagement and curiosity. The interactive nature of AI encourages students to explore topics more deeply, experiment with creative writing, or engage in problem-solving exercises in a conversational format. This motivates learners to take an active role in their education, making the classroom more dynamic and student-centered.

In essence, the opportunities offered by AI in classrooms extend beyond technological novelty. They represent a shift toward more inclusive, efficient, and engaging learning environments where every student has the potential to thrive.

A. Visual Suggestion

Flowchart illustrating "AI Opportunities in Classrooms" → (Personalized Learning → Accessibility → Teacher Support → Student Engagement).

III. ROLE OF CHATGPT IN ENHANCING TEACHING EFFICIENCY

Artificial Intelligence, particularly ChatGPT, has become a powerful tool for educators, offering new ways to enhance teaching efficiency. By automating repetitive tasks, assisting in lesson planning, and supporting classroom management, ChatGPT enables teachers to dedicate more time to interactive teaching and student engagement.

A. Automating Administrative Tasks

One of the most time-consuming responsibilities for educators involves handling administrative work such as grading, scheduling, and responding to student inquiries. ChatGPT can provide significant support in this area. For example, it can generate model answers and grading rubrics, making evaluation faster and more consistent. Similarly, it can answer frequently asked questions from students regarding assignments or course policies, reducing the workload on teachers. This automation not only saves time but also ensures that students receive quicker responses.

B. Supporting Lesson Preparation

Another major advantage of ChatGPT lies in its ability to assist with lesson design. Teachers often spend hours preparing lesson plans, creating quizzes, and finding engaging examples for their classes. ChatGPT can generate draft lesson outlines, suggest discussion topics, or provide customized practice questions based on the learning objectives. It can also adapt content for different grade levels, allowing educators to tailor their teaching more effectively. By doing so, teachers can focus on delivering lessons creatively rather than being burdened by content creation.

C. Enhancing Classroom Interaction

Beyond preparation and administration, ChatGPT can serve as a co-facilitator during classroom discussions. Teachers can use it to simulate debates, provide alternative viewpoints, or answer students' queries in real time. This adds variety to classroom interactions, making learning more engaging and dynamic. Furthermore, it encourages students to explore multiple perspectives without requiring the teacher to provide every response directly.

Overall, ChatGPT plays a crucial role in improving teaching efficiency by reducing repetitive tasks, aiding in lesson preparation, and enriching classroom interaction. This allows educators to prioritize higher-order teaching responsibilities such as mentorship, critical thinking development, and personalized student support.

IV. STUDENT ENGAGEMENT & CREATIVITY WITH AI

The use of ChatGPT and other AI tools in classrooms has opened new possibilities for enhancing student engagement and fostering creativity. Unlike traditional teaching approaches that may rely heavily on lectures or static materials, AI introduces interactive, dynamic, and student-centered learning experiences. This shift can motivate learners, encourage exploration, and develop innovative thinking skills.

One of the key benefits is interactive learning. ChatGPT allows students to engage in conversations that mimic human-like dialogue, giving them the opportunity to ask questions, seek clarifications, or practice problem-solving in real time. For example, in subjects like science or history, students can interact with ChatGPT to simulate discussions with historical figures or explore complex scientific theories in simplified ways. Such interactivity makes the learning process more engaging and personalized, allowing students to remain active participants rather than passive listeners.

Another significant contribution of AI is its ability to stimulate creativity**.** Students can use ChatGPT to brainstorm story ideas, draft essays, compose poetry, or even design coding projects. Rather than replacing student effort, ChatGPT serves as a creative partner that provides inspiration, suggests new approaches, and encourages experimentation. This is particularly valuable in language learning, literature, and art, where creativity and imagination play a central role. By enabling students to co-create with AI, classrooms can nurture innovation and critical self-expression.

Additionally, AI-driven learning encourages collaborative exploration**.** Students working in groups can use ChatGPT to generate ideas, debate viewpoints, and solve problems together. This not only deepens their understanding but also strengthens teamwork and communication skills. Teachers can further guide this process by framing AI as a supportive tool rather than a final answer provider, ensuring students still engage in independent and critical thinking.

In conclusion, AI and ChatGPT enhance classroom engagement by transforming passive learning into active exploration and supporting creativity through idea generation and co-creation. When integrated responsibly, these tools empower students to think beyond conventional boundaries and become more engaged, innovative learners.

A. Visual Suggestion

Mind map showing "AI as a Student Engagement Tool" with branches: Interactive Learning, Creativity, Collaboration, Exploration.

V. ACADEMIC INTEGRITY CONCERNS

While AI and ChatGPT bring valuable opportunities to classrooms, their widespread use has also raised significant concerns regarding academic integrity. The easy accessibility of AI-generated content challenges traditional notions of originality, fairness, and intellectual honesty in education. Understanding these concerns is crucial for ensuring that AI tools are integrated responsibly.

A. Plagiarism and Over-Reliance

One of the most pressing concerns is plagiarism. ChatGPT can generate essays, reports, or problem solutions within seconds, making it tempting for students to submit AI-created work as their own. This practice undermines academic

honesty and devalues the learning process. Moreover, excessive dependence on AI reduces students' willingness to engage in independent research, critical analysis, and creative expression. Over-reliance on such tools may produce surface-level knowledge without deeper comprehension, which can affect long-term academic development.

B. Ethical Challenges and Ghostwriting

The use of ChatGPT as a "ghostwriter" poses another ethical dilemma. Students may bypass the effort required to develop skills such as argumentation, reasoning, or structured writing by allowing AI to perform these tasks. This creates an imbalance, where grades may no longer reflect actual learning outcomes. Furthermore, educators struggle to distinguish between authentic student work and AI-assisted submissions, leading to questions about fairness in assessment.

C. Erosion of Critical Thinking

AI tools often provide direct answers without requiring students to reflect, analyze, or evaluate. If students use ChatGPT as a shortcut to completing assignments, it may discourage the development of higher-order thinking skills such as problem-solving and creativity. This erosion of critical thinking not only affects academic growth but also impacts a student's preparedness for professional environments where independent reasoning is essential.

D. Institutional and Technological Limitations

Although some AI-detection tools exist, such as Turnitin's AI detection and GPTZero, they are not fully reliable. Misclassifying authentic student work as AI-generated—or failing to detect actual AI use—creates confusion and mistrust. Furthermore, many institutions lack clear policies and guidelines on AI usage, making it difficult for both teachers and students to navigate ethical boundaries.

In summary, while ChatGPT offers immense potential for learning, its misuse raises serious academic integrity concerns. Addressing these challenges requires a balance between embracing technological innovation and reinforcing traditional academic values of honesty, originality, and independent learning.

Visual Suggestion

Flowchart: "Pathway of AI Misuse → (AI-generated answer → Student submission → Teacher evaluation → Academic dishonesty)."

VI. DETECTION & PREVENTION OF AI MISUSE

As AI tools like ChatGPT become more common in classrooms, preventing misuse and safeguarding academic integrity has become a pressing concern. Students may exploit AI to generate essays, solve assignments, or even attempt exam-related tasks, making it necessary to develop reliable detection mechanisms and preventive strategies. Addressing this issue requires both technological solutions and institutional policies.

A. AI Detection Tools

Several detection systems have been developed to identify AI-generated content. Tools like Turnitin's AI writing detector, GPTZero, and OpenAI's watermarking research attempt to differentiate between human-authored and AI-generated text. These tools analyze linguistic patterns, sentence structure, and coherence to flag suspicious content. However, detection technology is not foolproof. Advanced paraphrasing methods or minor edits can bypass these systems, leading to false negatives. Conversely, false positives—where genuine student work is flagged as AI-generated—pose risks to fairness. Thus, while detection tools are useful, they cannot be the sole solution.

B. Policy and Guidelines

Prevention also requires strong institutional frameworks. Schools and universities must establish clear guidelines on acceptable AI usage. For example, AI may be permitted for brainstorming or grammar checking but prohibited for generating entire essays. Transparent policies help students understand boundaries and reduce unintentional misuse. Furthermore, educators must incorporate discussions on academic honesty and digital ethics into the curriculum, ensuring that students view AI as a supportive tool rather than a shortcut.

C. Educator's Role

Teachers play a vital role in prevention by designing assignments that emphasize critical thinking and creativity—tasks that AI cannot easily replicate. Oral assessments, project-based learning, and reflective writing are effective strategies

to ensure authentic student contributions. Additionally, teachers can encourage students to disclose when AI is used, fostering a culture of transparency rather than secrecy.

In conclusion, detection and prevention of AI misuse in classrooms requires a balanced approach: reliable detection tools, strong institutional guidelines, and innovative teaching strategies. By combining these measures, educators can minimize academic dishonesty while still embracing the benefits of AI in learning.

VII. BALANCING AI USE AND HUMAN LEARNING

The growing presence of ChatGPT and other AI tools in classrooms highlights the urgent need to strike a balance between technology-assisted learning and the development of essential human skills. While AI can enhance learning outcomes by providing instant information and adaptive support, overdependence risks undermining students' ability to think critically, solve problems independently, and exercise creativity. Achieving this balance requires a deliberate blend of AI integration with traditional educational practices.

A. Preserving Critical Thinking Skills

One of the major concerns with excessive AI use is the potential erosion of critical thinking. Since ChatGPT often provides direct answers, students may be tempted to accept them without questioning validity or exploring alternative perspectives. Educators must encourage learners to use AI as a starting point for inquiry rather than a final solution. For example, after receiving AI-generated responses, students can be tasked with evaluating the accuracy, identifying gaps, or adding their own perspectives. This process ensures that AI supplements rather than replaces critical analysis.

B. Teacher's Role in Moderation

Teachers act as mediators in balancing AI usage. Instead of banning AI altogether, they can set clear expectations for how it should be used in assignments and classroom activities. By modeling responsible AI use—such as demonstrating how to fact-check ChatGPT's outputs—teachers help students develop discernment. This guidance builds AI literacy, equipping learners with the skills to use AI responsibly in academic and professional contexts.

C. Integrating Human and AI Strengths

The most effective approach lies in combining human creativity and reasoning with AI's efficiency and adaptability. While AI can assist in generating ideas or simplifying complex topics, students must be encouraged to apply judgment, contextual understanding, and ethical decision-making. Classroom strategies like debates, project-based tasks, and peer reviews help maintain this balance by emphasizing uniquely human abilities that AI cannot replicate.

In conclusion, balancing AI use and human learning requires thoughtful integration that preserves critical thinking, encourages ethical engagement, and leverages both teacher guidance and student responsibility. This harmony ensures that AI enriches education without compromising intellectual growth.

VIII. CASE STUDIES: AI IN CLASSROOMS

Examining real-world applications of AI in classrooms provides valuable insights into both its benefits and challenges. Several schools and universities worldwide have experimented with ChatGPT and similar AI tools, producing mixed results that highlight the dual nature of this technology.

In some institutions, ChatGPT has been integrated as a virtual tutor, providing students with additional support outside of classroom hours. For instance, in STEM education, students have used ChatGPT to clarify complex concepts in mathematics, physics, and computer science. Teachers reported that students became more confident in tackling difficult problems because they could receive immediate feedback from the AI. This use of AI created a more inclusive learning environment, particularly for students who were hesitant to ask questions in front of peers. In creative writing classes, ChatGPT has also been employed as a brainstorming partner, helping students generate new storylines, refine their arguments, or explore different writing styles. These examples illustrate how AI can enhance learning by fostering engagement and creativity.

On the other hand, case studies have also revealed significant academic integrity issues. In one university, instructors discovered that a large number of essays submitted for a writing assignment were AI-generated, raising concerns about plagiarism and authentic student learning. Detection tools were applied, but they produced inconsistent results, making it

difficult to fairly assess student work. Another case highlighted the risk of over-reliance, where students used ChatGPT to solve assignments without understanding the underlying concepts. Teachers observed a decline in critical thinking and problem-solving skills, as students were more focused on obtaining quick answers rather than engaging with the learning process.

These contrasting outcomes demonstrate that AI in classrooms is not inherently good or bad; its impact depends on how it is integrated. Schools that provided clear guidelines and trained students in ethical AI use experienced positive results, while those without strong frameworks encountered integrity challenges. Therefore, case studies confirm that the success of AI in education depends on responsible implementation, balanced with human oversight and policies that prioritize learning integrity.

IX. Future of AI & Academic Policies

As AI technologies like ChatGPT continue to evolve, the future of education will largely depend on how academic institutions adapt policies to balance innovation with integrity. The growing influence of AI in classrooms requires proactive strategies to ensure that technology enhances learning without undermining core academic values.

A. AI Literacy for Students

The first step toward responsible AI integration is equipping students with **AI literacy**. Rather than restricting AI entirely, institutions can teach learners how to use it ethically and effectively. Students should be trained to verify AI-generated content, recognize its limitations, and apply it as a tool for brainstorming or support rather than as a substitute for independent work. AI literacy will not only help in maintaining academic honesty but will also prepare students for workplaces where AI will play a central role.

B. Redefining Assessment Models

Future classrooms may require changes in how assessments are designed. Traditional take-home essays or assignments are more vulnerable to AI misuse, while oral presentations, project-based evaluations, and collaborative tasks are less susceptible. By shifting toward assessment models that emphasize creativity, critical thinking, and applied problem-solving, institutions can maintain fairness while leveraging AI as a supportive element.

C. Policy Development and Ethical Frameworks

Clear policies and ethical guidelines are essential. Universities and schools must define acceptable AI usage boundaries—whether it can be used for grammar checks, research assistance, or brainstorming, but not for final submissions. Transparent communication of these rules will reduce confusion and promote accountability. Policymakers should also collaborate with technology developers to establish regulations, such as digital watermarking of AI-generated content, to improve detection and maintain trust in academic systems.

D. Hybrid Teaching Models

The future may also see the rise of AI-augmented teaching models**,** such as hybrid classrooms where AI assists with lesson delivery while teachers provide critical guidance and mentorship. This balanced approach ensures that education benefits from technological efficiency while preserving human values like empathy, creativity, and ethical judgment.

In conclusion, the future of AI in classrooms lies in building a framework that emphasizes responsible usage, innovative assessments, and clear ethical policies. By doing so, academic institutions can harness AI's benefits while safeguarding the principles of academic integrity.

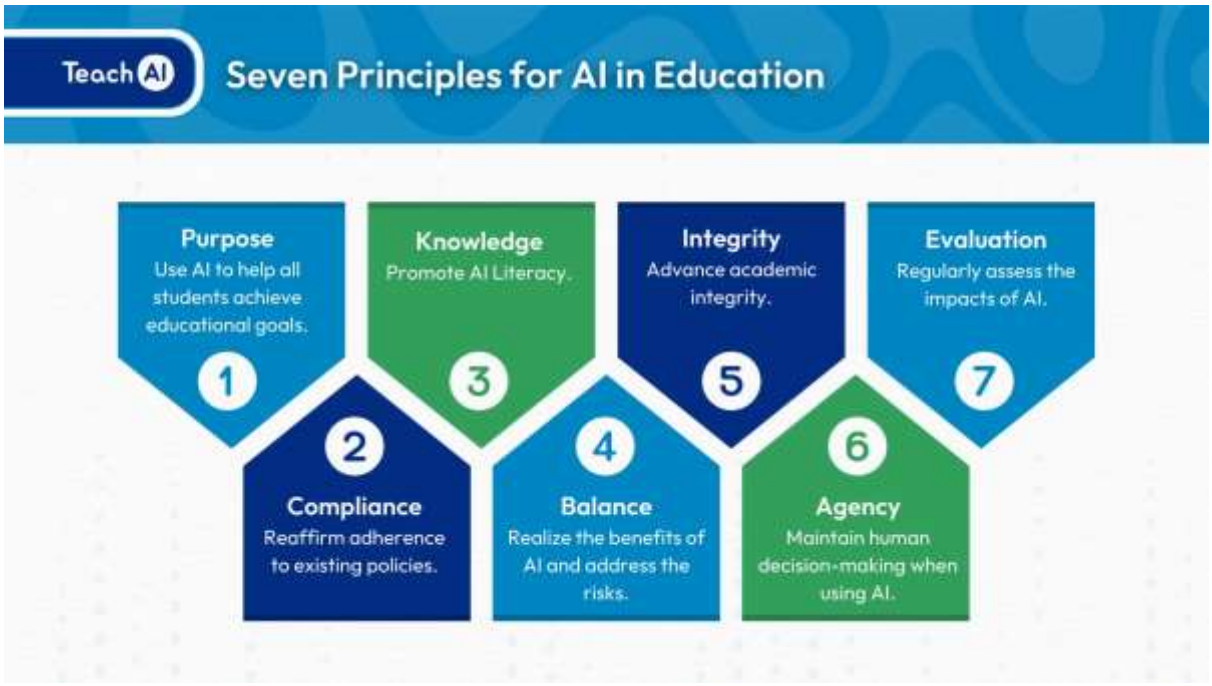
X. CONCLUSION & RECOMMENDATIONS

The integration of AI and ChatGPT in classrooms has sparked an ongoing debate about how best to balance technological opportunities with academic integrity. On one side, AI has proven to be a powerful ally in education by enhancing personalized learning, improving accessibility, supporting teaching efficiency, and encouraging student creativity. It provides students with instant feedback, enables teachers to save time on administrative tasks, and offers interactive learning experiences that traditional methods often cannot replicate. These opportunities highlight AI's potential to transform education into a more inclusive, engaging, and adaptive system.

However, alongside these benefits lie serious academic integrity concerns. The misuse of ChatGPT for plagiarism, ghostwriting, and over-reliance threatens the authenticity of student work and weakens essential skills such as critical thinking, problem-solving, and creativity. Furthermore, the limitations of AI-detection tools and the absence of consistent institutional policies make it challenging to regulate AI use effectively. These risks underscore the importance of developing clear frameworks that uphold honesty and originality in education while still embracing technological progress.

To address these challenges, several recommendations can be made. First, institutions should implement AI literacy programs**,** teaching students how to use AI responsibly and ethically. Second, assessment models must evolve to prioritize creativity, collaboration, and applied knowledge, reducing opportunities for AI misuse. Third, schools and universities should develop transparent policies that clearly outline acceptable and unacceptable uses of AI, ensuring students and teachers share a common understanding. Additionally, teachers should adopt innovative pedagogical practices, such as oral exams, project-based learning, and peer assessments, that emphasize human judgment and reasoning. Finally, collaboration between educators, policymakers, and technology developers is necessary to establish reliable detection mechanisms and ethical standards.

In conclusion, AI and ChatGPT need not be viewed as threats to academic integrity but as tools that, when guided responsibly, can enrich the learning process. The future of education depends on finding the right balance—leveraging the opportunities AI provides while safeguarding the principles of fairness, originality, and intellectual honesty that form the foundation of academic growth.



References

[1] Lo, C. K., & Hew, K. F. (2023). A critical review of AI chatbots in education: Applications, opportunities, and challenges. *Educational Technology & Society, 26*(3), 1–15.

[2] Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. *Innovations in Education and Teaching International, 60*(2), 111–122.

[3] Bowen, A., & Thomas, A. (2023). ChatGPT in higher education: Academic integrity and the future of assessment. *Journal of University Teaching & Learning Practice, 20*(3), 45–59.

[4] Lund, B. D., Wang, T., Mannuru, N. R., et al. (2023). ChatGPT and a new academic reality: Artificial intelligence-written research papers and the ethics of authorship. *Journal of the Association for Information Science and Technology, 74*(5), 570–581.

[5] King, M. R., & ChatGPT. (2023). A conversation on artificial intelligence, ChatGPT, and academic integrity. *Journal of Applied Learning & Teaching, 6*(1), 1–13.

[6] Susnjak, T. (2023). ChatGPT: The end of online exam integrity? *Journal of Applied Learning & Teaching, 6*(1), 1–13.

[7] Zhou, N., & Zhang, Y. (2023). Academic integrity in the age of generative AI: Risks and opportunities for higher education. *International Journal of Educational Integrity, 19*(1), 7.

[8] Foltynek, T., & Sutherland-Smith, W. (2023). The academic integrity landscape in the era of AI text generators. *Assessment & Evaluation in Higher Education, 48*(5), 755–768.
[9] Hu, X., & Li, Z. (2023). ChatGPT in the classroom: A tool for learning or a threat to integrity? *Computers & Education: Artificial Intelligence, 4*, 100123.
[10] McGee, P. (2023). Generative AI and assessment design: Safeguarding academic standards. *Assessment & Evaluation in Higher Education, 48*(8), 1157–1172.
[11] Green, D., & Page, S. (2023). AI in higher education: Balancing innovation with academic integrity. *Higher Education Research & Development, 42*(6), 1201–1218.
[12] Selwyn, N. (2023). Education in a post-ChatGPT world: Opportunities, challenges and policy responses. *Learning, Media and Technology, 48*(3), 246–258.
[13] McMurtrie, B. (2023). What role should ChatGPT play in education? *The Chronicle of Higher Education, 69*(7), 12–19.
[14] Zou, D., & Xie, H. (2023). Impacts of AI chatbots on student learning: A systematic review. *Educational Research Review, 39*, 100512.
[15] Kumar, P., & Rose, C. (2023). Students and AI chatbots: Understanding perceptions of integrity and usefulness. *International Journal of Educational Technology in Higher Education, 20*(1), 22.
[16] Culwin, F., & Lancaster, T. (2023). Generative AI, plagiarism detection, and the future of academic integrity. *Journal of Academic Ethics, 21*(2), 233–249.
[17] Whitaker, M., & Popham, M. (2023). ChatGPT and assessment: Ethical dilemmas for universities. *British Journal of Educational Technology, 54*(4), 1125–1138.
[18] Dawson, P., & Sutherland-Smith, W. (2023). Can assessment survive AI? Academic integrity in the ChatGPT era. *Assessment & Evaluation in Higher Education, 48*(6), 1034–1046.
[19] West, D. M. (2023). How ChatGPT is transforming education. *Brookings Report*.
[20] Tigwell, G., & Maclean, F. (2023). ChatGPT in academic writing: Student perspectives on authorship and originality. *Studies in Higher Education, 48*(9), 1772–1788.
[21] Ng, W., & Tan, S. (2023). Teachers' attitudes toward ChatGPT in classroom teaching. *Asia Pacific Journal of Education, 43*(4), 678–693.
[22] Perkins, R., & Roe, J. (2023). ChatGPT and student engagement: Redesigning teaching practices for integrity. *Computers & Education, 198*, 104735.
[23] van der Veen, J., & Rienties, B. (2023). The role of ChatGPT in collaborative learning: Innovation or misconduct? *International Journal of Computer-Supported Collaborative Learning, 18*(3), 401–421.
[24] Fuchs, C., & Fizek, S. (2023). ChatGPT in education: Critical perspectives on ethics and pedagogy. *AI & Society, 38*(5), 1143–1156.
[25] Eaton, S. E., & Curtis, R. (2023). Academic integrity in the ChatGPT era: A call for proactive strategies. *Journal of Academic Integrity, 18*(1), 2–15.
[26] Anderson, P. (2023). AI literacy and integrity: Preparing students for ChatGPT and beyond. *Educational Review, 75*(5), 909–926.
[27] Heaven, W. D. (2023). ChatGPT in the classroom: Promise and peril. *MIT Technology Review, 126*(3), 44–51.
[28] Young, J. R. (2023). Colleges are scrambling to respond to ChatGPT. *EdSurge*.
[29] Hill, P. (2023). Generative AI in education: Balancing opportunity with risks to academic honesty. *Inside Higher Ed*.
[30] Reich, J., & Ito, M. (2023). The future of learning with AI: Towards responsible and ethical integration. *Harvard Educational Review, 93*(2), 157–175.