

# **Impact of a ChatGPT-Enhanced Curriculum on Postgraduate Teaching, and Learning in a Mixed Economy College**

**Dr. Michele Fuller**

University Centre Colchester, United Kingdom

## **Abstract**

This study explored the perceived impact of integrating Generative Artificial Intelligence Systems (GenAI) such as ChatGPT into a postgraduate Master of Education program, drawing on the dual perspectives of participants who were students and educators teaching students at different levels of education in England. Using the Situated Expectancy-Value Theory and Activity-Centred Analysis and Design theoretical frameworks, the findings revealed a complex landscape of opportunities, benefits, and challenges. Benefits included personalized learning and efficiencies in course design while the challenges consisted of ethical concerns, holistic skill development and problem solving. The surprising outcome of this study was the strong emotive anxiety around using AI and GenAI in participants' academic and personal lives. A balanced, critically reflective approach can help realize ChatGPT's educational potential while navigating implementation barriers and associated challenges. Participants insights can add to the dialogue negotiating ways of effectively integrating GenAI into the higher education curriculum.

**Keywords:** GenAI, MA in Education, lifelong learning, Teachers, students