Exploring the Opportunities and Challenges of ChatGPT in Tertiary Education: A Case Study on Assessment and Academic Integrity

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Abstract

The introduction of ChatGPT has revolutionized the tertiary education sector, leading to significant changes in teaching and learning experiences within AI-driven environments. This has raised questions about the adequacy of traditional assessment tools in upholding academic integrity in this new era. The opportunities and challenges presented by such tools in tertiary education are still being discussed. In order to contribute to this discussion and provide a more comprehensive understanding of the opportunities and challenges that these tools bring to module-level assessments, this case study combines empirical experiments to test the performance of ChatGPT-generated assessments, changes in assessment design to adapt to these new tools, and surveys to gather students' perceptions of the implemented assessment changes. Additionally, interviews with teachers will be conducted to explore these issues in a broader policy context, such as the role of assessment in learning and the relationship between assessment and learning outcomes.

The objective of this study is to inform policy-making on the ethical use of ChatGPT or similar tools, re-evaluate the role of performance evaluation in law modules, and enhance the teaching and learning experience in AI-driven environments.

Key Words: ChatGPT, Tertiary Education, Assessment, Academic Integrity, AI-driven Environment