Enhancing Presentation Performance with AI: A Qualitative Study on ChatGPT's Educational Impact

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Abstract

This research paper explains how ChatGPT or other large language models (LLM) can be utilized in higher education to improve students language retention and presentation skills. This study collected written statements from 11 students during the fall semester of an English presentation course in 2023. The presentations all covered current social issues from around the world. The students' statements were translated then analyzed for similar patterns and coded into specific categories. The main goal was to identify benefits and various challenges associated when using LLMs. This paper recognizes several areas where AI LLMs can enhance learning at a faster and more accurate pace. Students seem to improve overall at their presentations with a few caveats to add. The pluses were seen in how students obviously had a deeper understanding of what they were presenting in English. Some caveats would be how students need to understand how to implement these new tools into their learning process while still gaining knowledge of the theme they wrote about. This paper also addresses the ethical considerations when utilizing AI and what the future holds for student employment. This study suggests the necessity for proper guidelines to create a clear vision for AI in higher education. LLMs could easily act as 24 hour tutors for students who are behind in their studies as well as help those who already excel to catapult themselves beyond what would be expected for younger people. The key point is that AI should be used to enhance rather than replace the traditional benefits of higher education with technology to open a new world of creativity.

Introduction

This paper offers a qualitative response to previous papers published in 2024 on increasing practice time for students performing presentations by using large language models (LLMs) (O'Keefe 2024a; O'Keefe 2024b).

For this paper, I have taken responses from students, translated them into English[1], and coded their answers into groups. I attempted to apply the information gathered from my previous papers to maximize the efficient use of ChatGPT to assist them in creating their presentations. It is widely known in the academic world that translations of papers are not counted as separate publications. Doing so would be academically dishonest. The reasoning behind this is that the meaning of the paper in the first place is not the language it is published in but the information that has been painstakingly collected for said publication. This would be like an author who wrote a book that has been translated into ten languages. The author did not write ten books. The idea of the translation is to make the information that the paper has collected available to a wider audience. I have used this example in the past, but I think it needs to be said because it acts as a base for everything I will be reporting in this paper.

Society has been struck by lightning with the introduction of large language models. While it is a shock to many, just like lightning, if the power of this strike is harnessed, it will change the world. We all hope that this change will be a good one. It cannot be ignored; it needs to be understood and implemented in ways to enhance willing students' learning at incredible rates. There are also many students who have fallen behind the curve in the Japanese education system. I have heard many students truly believe that they are not bright or not smart enough to interact on a certain academic level. I have researched in the past that everyone has their own internal genius and realize that academics may not be for everyone. If students are entering a university that offers an academic atmosphere, they should do their best to advance academically, even if just a little, beyond the level they were at when they entered.

In addition to just advancing academically, students need to advance their analytical skills for the future. The chances of LLMs taking over many jobs are highly probable. Students need to understand how they can use LLMs to improve their probability of future employment. If they can learn more analytical skills, they will be able to self-generate the necessary inputs for LLMs and learn to use them as the power tool that it is. This

[1] Translations were performed by ChatGPT and then corrected by the author of this paper.

new skill is called prompt engineering and it may be a necessary part of many jobs in the future.

Early on, many universities were limiting the implementation of AI, but that stance has evolved to a willingness to give AI systems a try (Okunlaya et al 2022). The educational system in general moves slowly, so any action forward is most likely beneficial to students. In the case of AI, if the system doesn't change, AI could just sweep over the system. For example, Baidoo-Anu & Owusu (2023) recorded the fast growth of ChatGPT, which beat out every major tech company's performance after gaining over 100 million users in 2 months. That sort of growth cannot be stopped; it needs to be attended to in some form or another. Another example would be when there was news (Atlas 2023) that ChatGPT will eventually be able to ace the MBA course at Wharton School of Finance. This is while AI is still basically in its adolescent stage. Although this paper does not cover this specific topic, as the author, I deem it very important to mention the advent of Artificial General Intelligence (AGI). AGI, unlike AI, needs no input to solve problems and can somewhat autonomously solve problems that it has never received input about. This will be a huge step into the future when this happens, but this evolution needs to be addressed as a priority and not as a secondary matter.

Another conundrum that will arise in the future is the increase in undetectable plagiarism. Currently, programs like Google Classroom have built-in plagiarism checkers for student submissions, but these will not catch AI-generated text. I mentioned in an earlier paper that the term "second-generation" plagiarism (Malesky 2016) could rise as students become more knowledgeable about how to use AI. There are already YouTube channels specifically explaining to students how to use AI and not get caught. The question could be asked: is this concerning, or should the system evolve to accommodate and enhance how information is retained?

I personally see the future of AI as either a soon-to-come renaissance era or the downfall of society as we know it. These are obviously two very opposing outcomes, but the power of knowledge that the human race is facing is no different from past empires in our history that have overwhelmed our world. It could be a system that everyone can benefit

from, or it could sweep over us like a bad storm, whether we are ready or not. I don't think this statement requires much proof. Time will show us.

While this conversation could turn dark, I will be describing the current state of usage of this educational-enhancing gift in a positive light. With AI, there are benefits on both the student and the teacher side when utilizing ChatGPT. Students can efficiently use their time and clearly understand how to translate what they wish to say in English. One of my students wrote: "It uses expressions I don't typically use; it's also educational" (Student #011). While teachers allow students to use ChatGPT to complete certain tasks, teachers' time is freed up for other tasks. One example is that I have used my newly found free time to create videos to help students with listening skills and speaking practice.

Methods

This study collected reports from 11 students about how they used ChatGPT during the fall semester of 2023. The students who took part in this research all tested in the higher range of English placement tests offered by the department. All the reports except one were written in Japanese. The Japanese reports were translated using ChatGPT, and slight changes were made to these translations by the author to fully represent what the students were trying to convey. The student who wrote their report in English was Nepalese and used ChatGPT to fix the grammar. The students were taking part in a presentation course in which they needed to perform three English presentations on various current social issues. These interviews were broken down into various segments, then coded to be added into specific sections of this paper.

The three presentations for the semester were set up to allow a comparison between various factors. For the first presentation, students were allowed to use any AI or translation software they wished. This was expected to create an observable difference between the two. For the second and third presentations, they were expected to use ChatGPT only. The second presentation was used for everyone to get accustomed to prompting the system. Then, for the third presentation, I asked students to show me the prompts they used to get their results for their second paper. Then I helped them refine the prompts to smooth out some of the

challenges they faced. In theory, their presentations should structurally improve over the three trials.

Students' ChatGPT workflow

A study (Strzelecki 2023) that I referenced in my previous paper on ChatGPT highlighted the importance of forming new habits. This is especially true for Japanese students who have gone through the rigorous and inflexible *juken* (exam) system, where doing something different may be correct in reality but could affect their competitiveness on tests. The Strzelecki study pointed out that changing these habits could be predicted through "behavioral intention, performance expectancy, and hedonic motivation." My guess is that the skill of writing prompts will become a new habit for students to learn. One student who was experiencing ChatGPT for the first time wrote this:

> "First, I put into writing what I want to convey in Japanese. Then, I ask GPT to translate it, typing "Please translate the following Japanese into simple English" for the first attempt. After that, I paste the Japanese text to have it translated into English. I read the English text, and because I typed "simple," the content often becomes very brief, and what I wanted to convey or the examples I provided are often omitted...Therefore, for the second attempt, I type "Please translate the following Japanese into English" and paste the Japanese text again. After having it translated into English, I check the English text, and I find that what I wanted to convey or the examples are translated properly. However, there may be difficult words or phrases. So, I remove the difficult parts and, if the first translation is more understandable, I include those words or phrases. For challenging sections in the first translation, I sometimes ask GPT by typing "Please translate the following Japanese into English" for that specific part, or I search for words on Google and include them." (Student # 010)

This student quickly began using various progressive prompts to obtain the information she not only wanted but could also understand and use in her presentation. The ability to focus on points of interest is a valuable feature of ChatGPT. It encourages students to think differently

and more proactively instead of reaching a point they do not understand and then giving up because they lack the resources to solve their problem. Another student employed a more specific method in her wording.

> "I first wrote down what I wanted to talk about in the presentation in Japanese and asked ChatGPT to "translate it into English at an elementary school level." I often used this method because simply asking for a translation without specifying the level might result in words or grammar that I find difficult to understand. By adding the words "elementary school level," the translated English contains easily understandable and simple words, so I regularly used this approach...
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> After reading the English translation generated by ChatGPT, if there were words or phrases I didn't understand, I would ask ChatGPT again. Furthermore, after translating my Japanese-written text into English, if there were instances where the translation seemed paraphrased or not accurately conveyed, I would pick up those parts of the original Japanese text and ask for a translation." (Student #009)

The most interesting part about this is that students can communicate in Japanese when they don't know how to ask for something in English and still get the results they need. While there will be various arguments for or against this process, I am fully in support of this method as long as the students review their work and understand the importance of comprehending the English that has been provided to them. In the newer version, there is an option to have the text read to the user. Currently, the voice is somewhat non-human-sounding, but with time, it has improved, so it is realistic to say it will continue to do so.

First Contact

A few students in my classes were already aware of the existence of ChatGPT and other AI models, but others were completely unaware of the major changes in language learning that were taking place. Another issue was that some students had been using various low-grade translation software for several years and were seemingly uninterested in learning something new. This was quickly addressed through a live demonstration using ChatGPT versus other translation software. They saw the difference,

but this didn't necessarily mean they changed what they were using. Unfortunately, many students think within the confines of the grading system. If they were getting good grades with the low-grade software, why would they change now?

I had a similar experience to Huang (2023), who realized one day that a specific student was performing well above not only his current but past students as well. When the student admitted to using ChatGPT, he was surprised at the advanced nature of the content. My experience has been more self-initiated from my end by allowing students to use ChatGPT while also raising my expectations for their performance and accuracy. I used to be very forgiving with grammar, pronunciation, and spelling errors, but these days I openly let students know my expectations. I grade much more strictly than before. I have noticed not only that their presentations have improved greatly, but also that confidence levels have risen as well.

I firmly believe that students should become aware and motivated about what they need to learn rather than being forced to do anything. I explained to the students my plan: since I was allowing them to use AI and /or translation software for their first presentation, I would be a little stricter with several aspects that I have been usually more lenient on. After they performed their first presentation, there was a clear distinction between those who used translation software and those who used ChatGPT correctly and incorrectly.

Those who used translation software produced directly translated, often convoluted sentences that sounded like a cross between a famous professor and a confused student. This made the gap between usable and unusable sentences rather large and noticeable. Those who used ChatGPT correctly followed my instructions by using prompts to receive a level-and-time-appropriate presentation. The sentences were easy to understand, and the students knew which words needed pronunciation practice before they performed their presentation. Those who used it incorrectly simply didn't follow the prompt ideas I gave them. Their sentences were too difficult for them to read, or their presentations were too long. I even had one student ask if she could stop after 6 minutes into her originally 3-minute presentation. For the second presentation, for the purpose of research, I asked if they would cooperate and use only ChatGPT for their

presentations. This was when I saw some lightbulbs come on. For some, it was an easy transition. I just introduced them to ChatGPT, and they did the rest. One student put it this way: "Since Professor O'Keefe suggested using AI to create presentations, I could openly used both ChatGPT and Speechify" (Student #006). This particular student was already serious about her studies. Many of the other students also commented on this difference.

> "Nowadays, there are various apps available for translation, but sometimes it's difficult to get the exact translation you want, and the meaning can become mixed up. However, ChatGPT not only provides accurate translations but also adjusts the level of translation, making it very user-friendly." (Student #011)

These types of adjustments make ChatGPT stand out from translation software. For example, I have students directly instruct ChatGPT to make the translation easy enough for a 10-year-old native speaker to understand. Even then, there may be issues with some sentences and vocabulary. So the students ask directly about those specific sentences and words. Finally, they need to ensure the timing and length of the presentation are acceptable. They practice reading it once, and if it is too long, they can ask to have it shortened or edit it themselves. Those who follow this process produce not only solid presentations but also gain a strong foundation to learn from, with English generated from their own original thoughts.

> "I use it when summarizing sentences. Summarizing sentences can be time-consuming, but by using ChatGPT, I can save time on research and efficiently create reports or presentations. I also use it when considering the structure. By getting hints on what themes to write about and how to approach them, I can create even clearer reports or presentations." (Student #011)

> "To be honest, I was a little worried when using ChatGPT for the first time. AI has been a complex entity for me and I haven't been very fond of it. I used to rely on Google Translate, but there were many inaccuracies and unclear parts, which made me distrust AI...ChatGPT is different from my previous experiences. It is very user-friendly, understands my intentions, and provides accurate advice. I am

> grateful for its flexibility and effectiveness, and I plan to continue using AI to create high-quality presentations in the future." (Student # 002)

This transition into being able to see how your own thoughts would be expressed in English from Japanese is groundbreaking. The best part, as the next student explains, is how much time they save by using ChatGPT leaving more time for practice.

> "Using AI made the tasks required for presentations much smoother in an instant. I used ChatGPT for proposing theme ideas, laying the groundwork for the manuscript, and translating from Japanese to English. Normally, it takes about three hours to create a presentation, but using AI reduced the time to just over an hour." (Student #006)
> "The time required to create presentations using AI was much shorter than creating them without AI. Furthermore, I was able to create presentations with richer content." (Student #005)

Both students not only work faster, but they also have more time to practice rather than tediously translating their sentences, which often results in broken English. The problem with reading broken English sentences is that students are repeating incorrect language. Since we remember what we repeat, students end up reinforcing their weaknesses, and those mistakes become part of their lexicon. This has always been one of the chronic problems when Japanese students study English. ChatGPT has solved a large percentage of these issues when used correctly. There is no excuse not to learn English anymore. It is only a matter of effort. The tools are there and will only get better, and that should be very motivating for them.

Motivation

There is an adage that learning should be fun, but many educators know this is not the key to being a good learner. The key is motivation toward a goal with some sort of payoff. Studying can be interesting, but fun can lower the level of importance of a subject. This has always been one of the problems with Japanese students learning English. English is often seen as the "fun" class, while language and math are taken very seriously.

My class is similar to that found in King (2023) because we both use presentations and group-generated activities, which allow students to output what they have learned, resulting in a feeling of accomplishment. It is the output that is important, not the content the students are submitting. Active learning is all about getting students used to outputting their findings and making it a necessary part of their academic training. When students see results, they tend to become motivated as well.

Maintaining motivation is also supported within the ChatGPT service if applied properly. This is one of the positive aspects of AI that needs to be introduced to students. Students' ability to ask questions when they don't understand is one of the biggest hurdles they face. The Japanese system doesn't promote questions in class, so when students try to use a question-based system that requires a complete question—rather than a one-word adjective—generated from their own interests rather than a question about materials presented to them, they can become frozen. The ability to prompt AI models will become a very valuable skill in the future, and this should be fueled by motivated curiosity. Self-generated curiosity leads to a large pool of knowledge and skills only a question or two away. One or two questions could unlock this knowledge if they improve their ability to ask about what they want or need to learn. Once they learn to express their thoughts better in question form, they will be able to achieve benefits such as self-generated motivation, improved language skills, and the ability to promote collaboration within groups (Fauzi et al. 2023).

Students seem to grow in a short amount of time when they collaborate with ChatGPT. Until now, some students felt they were truly in trouble because they didn't know how to get help. Even when I first try to explain how to use the LLM in class, these same students seem to resist it at first. This is often because when they hear about some new system, they feel like something is being sold to them. This resistance disappears once they realize the value of what they are being given.

> "Through this Analysis and Discussion class, I believe I was able to work efficiently by utilizing AI in assignments and presentations. One aspect where I found AI to be particularly efficient is that it eliminates the need to use various tools for each item. Previously, for tasks such as presentations, I would search Google once for preliminary research,

write down the findings, and then repeat the process one or two more times for tasks like looking up unfamiliar words. However, introducing AI to this process allowed me to conduct research and revisions simultaneously, which I found to be very beneficial." (Student #004)

Thanks to AI and LLM, spelling mistakes and word errors have decreased. I have become more aware of student mistakes that I didn't notice before until the LLM pointed them out, which has deepened my learning in various ways.The students who struggled before feel like they have been given a life-line to learn for the first time.

"I didn't know much about ChatGPT. When I entered Fukuoka Jogakuin and had to write various reports and create presentations in Japanese and English, I was struggling a lot. At that time, a senior from a different university, although from the same country as me, recommended AI ChatGPT. They said it's helpful for people like us who lack knowledge in Japanese language and grammar and aren't very good at English because AI teaches us in various correct ways. However, I was hesitant to use AI because I thought teachers might say something negative about it. ... during a class, the teachers suggested that using AI could improve our writing, so I decided to give it a try. I truly feel that I've grown, and my reports, assignments, and presentations are now better than before." (Student #001)

For a student to recognize their own growth makes me, as a teacher, feel so good. While I was conducting my research, I saw this often, and even until the present day, this feeling continues. The students are not just translating their presentations but understanding the English they need to express their thoughts in a native speaking style. If not abused, this is a huge achievement. One student mention this in her statement:

"In the presentations in class, I first researched the strengths and weaknesses of the issue in English, then researched the same content in Japanese, and confirmed whether the content was similar. Next, to delve deeper into the topics raised, I used AI extensively to investigate points of curiosity and to gather more information. I wasn't sure if this was the right way to use it, but with this method, I was able to grasp the presentation content firmly and learn about various

information, which was good." (Student #008)

These are very observable differences in the students' attitudes toward learning. While there are some cases where students are being lazy, I would suggest that a large majority see this as a significant opportunity that needs to be taken advantage of. The reason this is important is that the future is rather unclear regarding how AI will affect the job market. Public safety, home activities, transportation, education, robotics, security, entertainment, overall workplace restructuring, and employment opportunities will all be affected in various ways (Stone et al., 2022). Even the medical fields could be overtaken by AI and robotics, possibly making medical doctors act more as technicians in the future rather than as professionals applying their expertise to specific diagnoses. Lawyers and tax accountants have already seen a significant uptick in AI software offering accurate, fast, and inexpensive services to customers.

As a teacher, I am extremely concerned yet excited at the same time when thinking about the potential for the field of education, especially when I see some of my students who perform at the lower end of the scale who have become motivated to learn. I am confident they will be able to use AI to bring them up to speed on any topic they are falling behind in, provided they have the will and motivation to do so. Hopefully, such learning will prepare them for the evolving job market.

Weaknesses

It must be remembered that artificially intelligent large language models are still problematic in some areas, but because the model answers with such confidence, it can be deceiving at times. This is especially true for students. Students have many assignments, so even the most attentive student may be fooled by some information translated by LLMs. I have noticed that Japanese place names and personal names are often mistaken. This is not too problematic because the student translating that text usually knows the correct readings. However, if someone from another country did that, they might get incorrect information. I have seen this happen with specific place names like temples and famous landmarks as well. These mistakes also occur with AI-generated images. As noted in the past (Brown et al. 2020), there are many recorded incidents of gender and

race-biased answers in even the present versions of ChatGPT and AI imaging models like DALL-E. For example, when asked to give an example of a samurai, DALL-E produced an image of a black samurai. While the story of Yasuke, who was a black samurai, is on record, it would not be the first image that comes to mind when the topic of samurai arises. The problem with this is that once the image is created, AI may associate that image as an example for the future if not corrected by the user. One concern is that images, as well as written text, could be used in nefarious ways to sway political views or marketing targets.

> "In terms of the advantages of AI, I think the ability to quickly find answers and complete assignments or research is a significant benefit. On the flip side, the downside is that AI is not always correct, so it's valuable to seek opinions from teachers or friends when the opportunity arises. Also, there was a situation where ChatGPT suddenly switched to casual language, so relying on AI for everything is uncertain and a bit scary." (Student #007)

While switching to casual language isn't that scary, I understand her feelings. My guess is that she used casual language, and the model was simply replicating the atmosphere she had created. The problems with accuracy are particularly troubling for researchers and even for the average user. As pointed out by Lo (2023), ChatGPT 3.5 does have accuracy issues, as many other studies have noted as well, and this can be concerning (Mogali 2023; Szabo 2023; Baidoo-Anu & Owusu 2023; Perkins 2023; King, M. R., & ChatGPT 2023). However, in the case of our presentation class, the problem is minimal because the goal is well-written presentations, not necessarily the accuracy of the facts presented within them. This is mitigated by the fact that students are translating what they have written in Japanese. In the end, while presentation content is important, the practice aspect of the class outweighs the importance of detailed factual accuracy. I have personally tested ChatGPT for the production of completely made-up content and discovered that as I asked the same questions to the four different versions—ChatGPT-3 through ChatGPT-4—the model has progressively improved. This also supports the promises of the earlier versions that as ChatGPT learns, it becomes the perfect tutor for students and researchers alike. Several students noted in their reports that they recognize the weaknesses of ChatGPT:

> "Using ChatGPT is like having conversations with someone. I think it is very convenient for students because it can help you with various tasks, like answering questions, providing explanations on different topics, and learning English as well. It's like having a smart study partner. It can be useful if you use it in a good way but if you depend upon it then it will be harmful for you. ...While it can generate human-like responses, it lacks true understanding of information. So, in the end, we can say ChatGPT is impactful and efficient and there is no doubt in spite of having some advantages and disadvantages but we all should keep in mind that we should not depend on it,..." (Student #003)

> "AI extracts and organizes appropriate content from various sources, allowing me to efficiently collect and summarize a large amount of information, thus saving time and proceeding quickly. Moreover, it provided opinions and information from different perspectives, which was very helpful. However, there were some points to be cautious about when using AI. The information provided by AI is not always perfect and may require corrections." (Student #005)

While some students will be able to keep this in mind, it needs to be written down and refreshed in the memories of some who may use the models in a way that doesn't promote learning and growth. Some students did mention the lack of the human touch they felt was missing when dealing with ChatGPT.

> "The drawbacks of using AI include the inability to create emotionally charged sentences, resulting in many unnatural sentences. When using Speechify, the reading sounded robotic, and without payment, natural sentence reading was not possible." (Student #006)

This is a problem for students who are high-level communicators and want to translate that skill into English. Online SNS platforms have been inundated with AI content to the point that some platforms have banned its use because it lacks the human creative touch and can regurgitate the same information over and over. This is a significant factor for some who choose not to use ChatGPT, but as time passes, especially after seeing this recent jump in accuracy, it would be safe to say that natural content is not beyond the realm of possibility. The real conversation for the future will be

the ethical one.

Ethics

The ethical battle that will ensue in the coming years with AI models will present a whole new world of challenges for nearly every industry. Some companies and universities have attempted to draft ethical guidelines, but ChatGPT and other models evolve so quickly that it can be very hard to keep up. The book *Data Ethics: Building Trust - How Digital Technologies Can Serve Humanity* (Stückelberger 2023) identified early on that guidelines would be needed to integrate digital versus traditional human inputs into society. Trust should stand at the center of all future decisions. Rather than solely controlling its use, unnecessary uses of AI systems should be addressed by understanding and educating people how to use AI. Overemphasis on control will only erode trust and transparency, limiting human adaptation and growth while AI continuously advances in its own abilities. One of my students seemed to realize that ChatGPT has a purpose and that the balance of how to use it versus when not to use it will depend on the situation.

> "I think using AI for translation is beneficial for learning new words and phrases, and above all, it saves time. However, I believe AI should not be used for writing documents like research papers. Instead, one should research independently and write in one's own words. Therefore, it is important to differentiate whether to use AI depending on the purpose." (Student #006)

These purposes may need to be defined clearly and somewhat universally, but restrictions should also be approached carefully so as not to slow the growth of various new uses. Educators such as Sabzalieva and Valentini (2023) have created systems for students to follow so they can easily get started using ChatGPT, but I believe the styles of how ChatGPT will be used really depend on the teacher's threshold of understanding. I personally hope to create an instructional video on how to use ChatGPT in my classes and how students can utilize it as a 24-hour-a-day tutor. However, I have a feeling that no matter what video I make, it may not be valid next year.

Open discussion about the uses of AI in the classroom is very necessary. It should be clearly defined and not left up to the imagination of the students. One difficulty could be that older teachers may not have the time to figure out all the possibilities and necessary regulatory steps to create such a clearly defined system. Another student also mentioned how she would be mindful about how she uses the LLM.

> "...relying too much on AI can lead to a loss of one's own thoughts or a cessation of thinking, among other disadvantages. Therefore, I feel it's necessary to carefully consider how to use it and to use it judiciously. I will reconsider the situations in which to utilize it and strive to use it effectively once again." (Student #011).

Discussion

A conclusion in this study would be very difficult and somewhat arbitrary, so I would like to end it with a discussion of some of the points brought up in this paper. After a full year of personally working with ChatGPT, collaborative learning seems to be an inevitable outcome and something we should expect to grow in the future. This view has been shared in other studies as well (Neumann et al. 2023; Holmes et al. 2023). The key concept should be to enhance, not replace. Replacement would diminish the importance of the human mind and its potential.

I would suggest creating a clear method for students to use in classes. Many classes follow similar patterns, so it may be possible to create several scenarios for how to use ChatGPT or other LLMs in classes. For example, having a rating system that would be posted along with class syllabi, whether it be color, number, or letter coded, so students could clearly see how they can utilize ChatGPT in a specific class they are interested in. Another way would be to leave it up to the teachers, but this, in my opinion, opens the door to chaos. This method was used during the COVID-19 pandemic when students were given the choice to study from home or at school. This was mostly done to remove the responsibility from the university for requiring students to attend class in person. It is understood that some students may have needed to stay home for specific family reasons but that was never specified. This opened up a plethora of definitions for students to freely attend or not to attend school. In my

experience, I only had one student out of many who had a legitimate reason to stay online. Leaving the decision up to individual teachers may sound like autonomy, but in this author's opinion, it creates an atmosphere of confusion for students. The standard needs to be set up by the institution's central authority but also remaining completely open to suggestions from the teachers who are experiencing the changes in AI on a day-to-day basis.

Next, I would suggest using ChatGPT to motivate students to ask questions to their new 24-hour-a-day tutor, who will patiently reply to any questions they have no matter how simple. For much of their educational life, students have remained silent when they do not understand something. They progressively let the gap between what they should know and what little they actually know grow. Over the years, that gap can become quite large. Once students realize that gap can be closed through some attention and support with LLMs, they may feel empowered to do more with their education as well as their future goals. Realizing this for many students would be a revolutionary change in their lives and regenerate the motivation they need.

The weaknesses of LLMs like ChatGPT should be recognized, but the truth is that in the future, many of these will be weeded out, leaving only the human flaw factor of ethical misuse of the models. Ethics and philosophy may come back into style with this AI boom. The days of standing around discussing the validity of various axioms and tidbits of wisdom may actually be needed again. In a perfect world, AI would be used for all to have a better life, but with the ongoing competition between various companies and countries alike, it is difficult to say where it will all end up. There is one thing for sure: learning about the new system will only benefit students and teachers in the new economy based on AI. The human aspect is something we all hope to maintain and preserve for our families and children. Let's hope that AI systems in the future value that aspect of life on Earth as well.

I will end this paper with one last quote taken from the student reports I collected:

"AI has both advantages and disadvantages. The advantages include

rapid and massive information gathering, approaches from different perspectives, and initial idea formation. On the other hand, the disadvantages include the need for verification due to the accuracy of information, and the inability of AI to have human experiences and thoughts. While utilizing AI for presentation creation is highly effective, I believe presentations created from human experiences and thoughts may be more persuasive." (Student #005)

I agree that human thoughts are more persuasive as well...at least for now.

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※Translations of student's statements were performed by ChatGPT and checked by the author for accuracy.