# Article information:

ChatGPT could help students cheat — but it could also revolutionize education
<https://www.inverse.com/science/chat-gpt-schools>

# Article summary:

1. ChatGPT is a powerful language model developed by OpenAI that has the potential to revolutionize the way humans interact with computers.

2. The implementation of ChatGPT in higher education poses a number of challenges, such as potential bias against certain groups of students and the possibility of cheating on exams or assignments.

3. Despite these risks, ChatGPT could be used to develop more authentic assessments that are tailored to students’ lives and future careers, helping them develop critical thinking and feedback skills.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article “ChatGPT Could Help Students Cheat — But It Could Also Revolutionize Education” provides an overview of the potential implications of using ChatGPT in higher education in the U.K., both positive and negative. The article is generally well-written and provides a balanced view of the issue, noting both the risks posed by ChatGPT as well as its potential benefits for assessment in higher education.

The article does an adequate job of exploring possible biases that may arise from using ChatGPT to grade assignments or exams, noting that it may be more likely to give higher grades to students who write in a style it is familiar with. It also acknowledges the potential for ChatGPT to be used to cheat on exams or assignments, since it can generate human-like text.

The article then goes on to explore how ChatGPT could be used positively in higher education, suggesting that teachers could use it to develop more authentic assessments tailored to students’ lives and future careers. This would help equip them with skills they need upon graduation while also making assessments more interesting and inclusive.

In terms of trustworthiness and reliability, there are no major issues with this article; however, there are some points which could have been explored further or presented differently. For example, while the article does note some possible risks associated with using ChatGPT (such as cheating), it does not provide any evidence for these claims or explore counterarguments which might challenge them. Additionally, while it does mention some potential benefits of using ChatGPT (such as developing more authentic assessments), it does not provide any examples or evidence for these claims either.

In conclusion, this article provides an overall balanced view of the potential implications of using ChatGPT in higher education; however, there are some areas where further exploration or evidence could have been provided for greater trustworthiness and reliability.

# Topics for further research:

* Cheating in higher education
* Authentic assessment in higher education
* ChatGPT applications in higher education
* Potential biases of ChatGPT
* Benefits of ChatGPT in higher education
* Counterarguments to risks of ChatGPT

# Report location:

<https://www.fullpicture.app/item/77bf60927372882c5fb89acb7d729abb>