

The Impact of ChatGPT on Higher Education: Evidence from German Universities

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ABSTRACT

ChatGPT has become a focal point in the discourse surrounding the integration of Artificial Intelligence into higher education. This study applied a qualitative research design to investigate the phenomenon in more detail. First, a structured literature review was carried out and semi-structured expert interviews were conducted, resulting in a thematic category map of the opportunities and risks identified. Key opportunities that were identified included learning development, improving the quality of assignments, learning AI skills and supporting the development of teaching materials. On the other hand, concerns were expressed about the authenticity of student work and the risk of plagiarism, which requires a critical examination of the generated content. Further risks included the generation of false results, the impairment of the fairness of examinations, a lack of uniform policies, and the risk of unlearning important skills due to increasing dependence on ChatGPT. These challenges emphasise the need for responsible use of ChatGPT and the importance of clear policies and targeted training for the effective use of generative AI in the higher education context.

JEL Codes:

Keywords: Artificial Intelligence, Generative AI, ChatGPT, Higher Education.