GPT-3 for Education;

Benefits and Concerns

Mohamad Izani Zainal Abidin[1] [ID], Abdulsamad Alkhalidi[2] [ID], and Fauzan Mustaffa[3] [ID]

[1] Higher Colleges of Technology: Abu Dhabi, UAE. izainal@hct.ac.ae
[2] University of Sharjah, United Arab Emirates. aalkhalidi@sharjah.ac.ae
[3] Multimedia University, Malaysia. fauzan.mustaffa@mmu.edu.my

Abstract.

Education is undergoing continuous transformation due to technological advancements, and one such recent breakthrough is the emergence of GPT-3 (Generative Pre-trained Transformer 3). Developed by OpenAI, GPT-3 represents a cutting-edge natural language processing (NLP) system capable of generating human-like text, performing language translation, and answering questions. This paper serves as an introductory exploration of GPT-3 and its applications in the realm of education. We cover some of the historical development behind this technology, some of the key features of GPT-3, and discuss the machine learning model and the datasets used. We discuss some of benefit and challenges that GPT-3 offers education. In conclusion, the incorporation of GPT-3 in education has the potential to enhance accessibility, efficiency, and personalization in the learning process. However, it is necessary to carefully consider and implement the use of GPT-3 and other artificial intelligence technologies in education with appropriate safeguards in place.

Keywords: GTP-3, NLP,AI, Education.

1   Introduction

Artificial intelligence (AI) has the potential to revolutionize the way we teach and learn, and natural language processing (NLP) technologies like GPT-3 (Generative Pre-trained Transformer 3) have garnered significant attention in recent years for their ability to generate human- like text.

1.1   What is GPT-3

GPT-3 is the third generation of the GPT (Generative Pre-trained Transformer) series, developed by researchers in Open AI in 2020. It is the largest and most advanced natural language processing (NLP) model to date. This version is designed to perform even better on tasks requiring a high level of understanding and context, such as translation,

summarization, and question answering. It also has a more advanced API that allows developers to easily access and use GPT-3 for their own projects.

The GPT series made its debut in 2018[1] with the release of GPT (Generative Pre-trained Transformer). Trained on an extensive dataset of web pages [2], this model demonstrated the capability to generate human-like text. In 2019, GPT-2 (Generative Pre-trained Transformer 2) was introduced as an enhanced and larger version of the original GPT model[3]. The release of GPT-3 followed in 2020 [4], showcasing substantial improvements compared to its predecessors. With 175 billion parameters, it stands as the largest NLP model to date, offering a diverse range of functionalities such as language translation, summarization, and question answering. Its training data encompasses an extensive collection of web pages, books, and articles. A significant milestone in the development of GPT-3 occurred in August 2021 when OpenAI introduced GPT-3 175B [5, 6], the most extensive version yet, with 175 billion parameters. This version demonstrates exceptional performance in tasks requiring a deep understanding of context, such as translation, summarization, and question answering. Moreover, it was complemented by the introduction of an API, facilitating access and utilization of GPT-3 for developers in their own projects. The API provides pre-trained models and allows users to fine-tune them for specific tasks. GPT-3 has received significant attention and has been widely used in a variety of applications, including language translation, content generation, and chatbots [6]. It has the potential to revolutionize the field of NLP and has the ability to significantly improve the accuracy and efficiency of language processing tasks[7].

GPT-3 uses an unsupervised NLP model, meaning it generates responses without labeled training data. It was trained on publicly available data, including the Common Crawl dataset, which contains a vast amount of text from the web. GPT-3 excels in language translation, question answering, and human-like text generation. Compared to previous models, GPT-3 has ten times more trainable parameters (Figure 1).
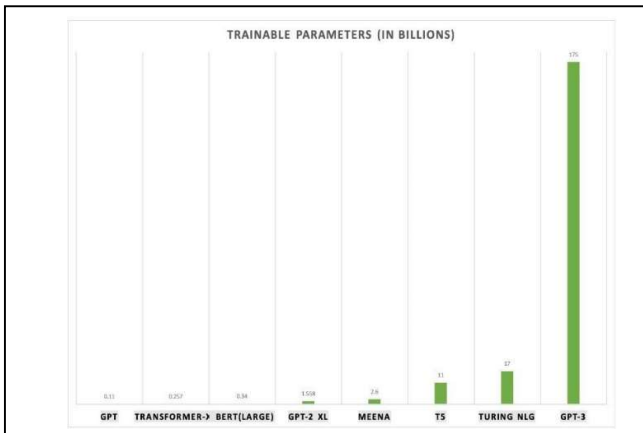

Fig 1 Comparison GPT-3 with other models

Mechanism of GPT-3: GPT-3 uses a type of artificial intelligence called a transformer to process and generate text. Below are the mechanisms of how GPT-3 works:

1. The model is "pre-trained" on a large dataset of text. This means that it is fed a large amount of text and learns to predict the next word in a sequence based on the words that come before it.

2. When given a specific task, the model fine-tunes its predictions based on the task at hand. For example, if the task is to generate a summary of an article, the model will adjust its predictions to focus on generating a shorter and more concise version of the text.

3. To generate text, the model takes in a prompt or a starting point, such as a sentence or a question. It then uses its pre-trained knowledge and fine-tuning to generate the next word or sequence of words.

Figure 2 shows how GPT-3 works.

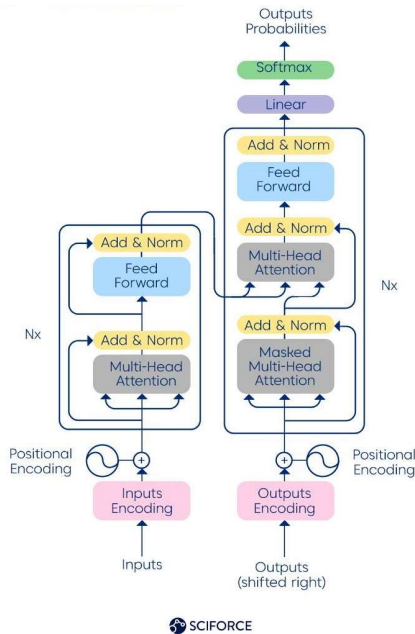

Fig 2 Transformer model architecture of the GPT-3 [8]

Key features: GPT-3 has a number of key features, including:

Large scale: GPT-3 is one of the largest language models currently available, with 175 billion parameters in the largest version. This allows it to have a high level of understanding and context, making it capable of generating human-like text for a wide range of tasks.

Versatility: GPT-3 is capable of performing a variety of tasks, including language translation, summarization, question answering, and even generating code. This makes it a powerful tool for a wide range of applications. However, it is important to note that GPT-3 is not a one-size-fits-all solution and may not be suitable for every use case. For example, while GPT-3 may be able to generate code, it may not have the specialized knowledge or expertise that is required for certain programming languages or tasks. This could lead to incorrect or incomplete code being generated, which could be costly or time-consuming to fix. In addition, GPT-3's performance is heavily dependent on the quality and quantity of data it has been trained on. If the data is biased or incomplete, the model's output may also be biased or incomplete. This can be problematic in an educational setting, where it is important to ensure that the information provided is accurate and appropriate. It is important for organizations and individuals considering the use of GPT-3 to carefully evaluate their needs and the capabilities of the system to ensure that it is the most appropriate and effective solution for their needs.

Automated machine learning: The "davinci" feature of GPT-3 allows users to fine-tune the model for specific tasks without the need for manual data labeling, which can save time and resources and make it easier for developers to use the system. However, it is important to note that "davinci" is not a complete solution and requires a certain level of expertise and understanding of the system to be used effectively. Fine-tuning GPT-3 for specific tasks can also be a resource-intensive process, and it may not always be possible to achieve the desired level of performance. It is essential for organizations and individuals considering the use of GPT-3 to carefully evaluate their needs and the capabilities of the system, including the "davinci" feature, to ensure that it is the most appropriate and effective solution for their needs.

Accessibility: The GPT-3 API provides developers with easy access to the powerful capabilities of GPT-3. The API includes a number of pre-trained models, ranging in size and capability, and allows users to fine-tune the models for specific tasks using the "davinci" feature. This enables developers to leverage the capabilities of GPT-3 for a wide range of applications, such as language translation, question answering, and text generation. The API also includes a number of tools and resources to help developers get started with using GPT-3, including documentation, tutorials, and sample code. Overall, the GPT-3 API offers a convenient and flexible way for developers to incorporate GPT-3 into their projects.

Dataset: GPT-3 was trained on a massive dataset of web text, books, and other publicly available sources. The exact size of the dataset is not publicly disclosed, but it is believed to be in the tens of billions of words. The dataset includes a wide range of text from various sources, such as news articles, books, websites, and social media posts. It is designed to capture the diversity and complexity of real-world language, and includes text from multiple languages and a wide range of topics and genres. It was trained using

a process called pre-training, which involves learning to predict the next word in a sequence of text. The model is then fine-tuned on specific tasks, such as translation or summarization, by adding task-specific layers to the model and training it on a smaller dataset specifically designed for the task. One of the key features of GPT-3 is that it can perform a wide range of language tasks without the need for explicit task-specific training. This is because the model has learned a broad and general understanding of language from the large dataset it was trained on, which allows it to adapt to new tasks relatively easily. This makes GPT-3 a very powerful and flexible tool for natural language processing. Figure 3 shows the dataset used to train GPT-3.

Dataset used to train GPT-3

"Weight in training mix" refers to the fraction of examples during training that are drawn from a given dataset, which we intentionally do not make proportional to the size of the dataset. As a result, when we train for 300 billion tokens, some datasets are seen up to 3.4 times during training while other datasets are seen less than once.

Dataset	Quantity (tokens)	Weight in training mix	Epochs elapsed when training for 300B tokens
Common Crawl (filtered)	410 billion	60%	0.44
WebText2	19 billion	22%	2.9
Books1	12 billion	8%	1.9
Books2	55 billion	8%	0.43
Wikipedia	3 billion	3%	3.4

SCIFORCE

Fig 3 Dataset used to train GPT-3 [8]

1.2 GPT-3 in Education

In the field of education, the utilization of AI and NLP tools, such as GPT-3, holds great potential for various advantages both for educators and students. For instance, students can utilize it to seek explanations for complex concepts and receive fast and comprehensive responses. It can also generate problem sets and homework assignments, enabling teachers to customize tasks for individual students or groups. Additionally, GPT-3's ability to generate text that is indistinguishable from human-written text makes it a powerful tool for creating personalized educational content like problem sets, quizzes, and interactive learning materials. Moreover, GPT-3 can create interactive simulations, demonstrations, and graphical representations of intricate systems and processes.

Several studies and demonstrations have already explored the use of GPT-3 in education. However, the gap lies in the limited understanding of its specific applications and effectiveness in educational contexts. While there has been growing interest in exploring the potential of GPT in various fields, including natural language processing and machine learning, its specific implications and impact on education are still relatively unexplored. More specifically, there is a need for research that investigates how

GPT can be effectively integrated into educational settings to enhance teaching and learning processes[9]. This includes understanding its potential benefits for student engagement, knowledge acquisition, critical thinking, problem-solving skills, and overall learning outcomes.

Moreover, studies examining the potential challenges, ethical considerations, and concerns related to the use of GPT in education are also lacking[10, 11]. It is important to investigate issues such as algorithmic bias, data privacy, teacher-student interactions, and the impact on traditional teaching approaches to ensure responsible and effective implementation of GPT in educational contexts. In light of these considerations, this paper attempt to address two research questions:

1. What are the perceived benefits and challenges of incorporating GPT-3 in education, as reported by educators and students?
2. What are the anticipated future developments and recommendations for leveraging GPT-3 in education, considering the current state of the field and emerging trends?

2   Methodology

This study adopts a secondary research approach, utilizing existing literature and data to achieve the research objectives. By conducting a systematic search of electronic databases, including Google Scholar, IEEE Xplore, and Scopus, a wide range of peer-reviewed articles was identified. To ensure the inclusion of relevant and recent studies, a systematic search strategy was implemented. As GPT-3 was introduced in 2020, the search was limited to articles published within the past 3 years to maintain the currency of the research study and using relevant keywords such as "GPT-3," " education," "benefits," "challenges," "limitation," and variations thereof, which were used in combination with Boolean operators. Additionally, only peer-reviewed articles were considered, while non-English articles and studies falling outside the defined timeframe were excluded.

The collected data was thoroughly analyzed and interpreted to provide valuable insights into the utilization of GPT-3 in education. A comprehensive synthesis and thematic analysis were conducted to identify patterns, trends, and common findings across the literature. For the purpose of this paper, key information such as outcomes, benefits, challenges and concerns were extracted from the selected studies.

3   Results and Discussions

3.1   Benefits

Overall, the studies in using GPT-3 in education has shown positive outcomes. The use of AI and NLP tools such as GPT-3 may offer numerous benefits, including the ability

to offer feedback, and facilitate collaborative learning [1, 12, 13]. To discuss in more detail, the results are grouped into two categories namely for the educators and students.

Educators:

*Increased efficiency***:** GPT-3 offers increased efficiency by automating tasks like grading and providing feedback, thereby alleviating the workload of educators. This automation enables them to dedicate more time and attention to essential responsibilities such as teaching and mentoring. By utilizing GPT-3 for tasks like grading and feedback, educators can potentially reduce their workload and concentrate on higher-level activities, including lesson planning and student engagement [4, 14]. This eventually could lead to changes in the roles and responsibilities of educators. It is important, however, to recognize that GPT-3 cannot replace human educators. Therefore, when incorporating technology into education, it is crucial to carefully evaluate and implement it in a manner that complements, rather than displaces, the role of teachers.

*Enhanced assessment***:** By examining student responses and seeing patterns and trends in performance, GPT-3 can be utilized to create more sophisticated and accurate assessment systems. This could be particularly useful for assessing complex concepts or skills that are difficult to evaluate using traditional methods [15, 16].

Students:

Collaborative learning: GPT-3 can facilitate collaborative learning by enabling students to work together on projects and assignments in real-time, using natural language to communicate and collaborate. This could be especially useful for students who are studying remotely or in different locations, as it would allow them to work together as if they were in the same place. Phillips, Saleh [15] demonstrated a project on student collaboration in computer supported collaborative learning environments while Shakeri, Neustaedter [17] developed a creative collaboration application for communication among users.

Personalized learning experience: GPT-3 can be used to provide personalized instruction by generating personalized feedback and recommendations based on a student's specific needs and learning style. This includes as a tool for a personalized learning provider to customize learning materials or assignments. For instance, students can generate personalized study plans or practice problems based on their strengths and weaknesses [18]. Study shows that the use of AI to personalize learning experiences has demonstrated positive benefits on exam results and student engagement [15].

Improved feedback: By analyzing the content and structure of student assignments and providing constructive feedback and recommendations, GPT-3 can provide moretimely and accurate feedback on student work. This could help students to better un- derstand their strengths and weaknesses and to identify areas where they need to focus

their efforts. Projects like digital clinical simulations [19], intelligent support for computer science education [20] and student evaluation [16] are some of the examples.

Facilitating online learning: GPT-3 could be used to create interactive online learning experiences, such as virtual tutoring or adaptive learning platforms, allowing students to learn at their own pace and in their own time. In the field of education, the societal impact of GPT-3 could be significant, as the technology has the potential to revolutionize the way knowledge is taught and learned. In addition, allowing more people to access education regardless of their location or socio-economic status.

Improved learning outcomes: GPT-3 could be used to generate personalized learning materials for individual students based on their interests, learning style, and progress, potentially improving the effectiveness of the learning experience and leading to better learning outcomes. Using GPT-3, students can also generate code [21], generate high quality reviews[22] create creative literature and demonstrations, and interact with complex processes and systems.

3.2   Concerns

There are several potential downsides to using GPT-3 in education:
Cost: The cost of implementing GPT-3 may vary based on the intended use and volume of data processed. While the use of GPT-3 for a small number of requests or a limited amount of data may be more affordable, the use of GPT-3 for a large volume of data or requests may be significantly more expensive. This cost may pose a financial burden for some organizations, particularly those with limited budgets or resources, such as educational institutions. As a result, the adoption of GPT-3 in education may be limited, which could potentially restrict the benefits that the technology could provide to students and educators. It is therefore crucial for organizations considering the implementation of GPT-3 to carefully assess the costs and potential benefits of using the technology in order to determine its appropriateness and cost- effectiveness for their needs.

Limited domain knowledge: While GPT-3 is trained on a vast amount of data, it may not possess the specialized knowledge or expertise that is required for certain topics. This could result in the provision of incorrect or incomplete information, which could have negative consequences for the learning process. It is important for educators and students to be aware of the limitations of GPT-3 and to carefully evaluate the information provided by the system to ensure its accuracy and relevance. Additionally, the use of GPT-3 may also present ethical concerns, such as the potential for biased or discriminatory language to be generated. It is important for educators and students to be aware of these issues and to consider the potential impacts of using GPT-3 on students and society as a whole.

Dependence on data: GPT-3's performance is heavily dependent on the quality and quantity of data it has been trained on. If the data is biased or incomplete, the model's output may also be biased or incomplete. This can have negative consequences for the

accuracy and effectiveness of the model, and may result in incorrect or misleading information being generated. It is important for organizations and individuals using GPT-3 to carefully consider the quality and relevance of the data being used to train the model. Ensuring that the data is diverse and representative of a wide range of perspectives can help to minimize the potential for bias in the model's output. Additionally, regularly updating the training data with new and relevant information can help to improve the model's performance and accuracy over time.

Difficulty in controlling output: One potential issue with using GPT-3 is the difficulty in controlling the output. GPT-3 is designed to generate human-like text, which can make it difficult to control the content and tone of the output. This can be problematic in an educational setting, where it is important to ensure that the information provided is accurate, appropriate, and meets the needs of students. For example, if a user were to use GPT-3 to complete a research project, and the output contained incorrect or misleading information, this could lead to the user receiving a low grade or even failing the task. Similarly, if GPT-3 were used to generate a project presentation, and the output contained inappropriate or offensive language, this could create a negative or uncomfortable presentation environment for the other audiences. It is important for the users to be aware of the potential difficulties in controlling the output of GPT-3 and to carefully evaluate the information provided by the system to ensure its accuracy and appropriateness.

Limited customization: Customization for GPT-3 can be a challenging and resource-intensive process. Customizing the system to meet specific needs or requirements requires expertise in machine learning and natural language processing, as well as a deep understanding of the system itself. This can make it difficult for organizations or individuals without these resources or skills to effectively customize GPT-3. In addition, customization may be limited by the size of the model being used. GPT-3 is available in several different sizes, each with its own capabilities and limitations. The larger the model, the more data it has been trained on and the more powerful it is, but it is also more expensive to use and may require more computing resources. This can limit the extent to which an organization or individual can customize GPT-3, as they may not have the resources or budget to use a larger model.

Plagiarism and integrity: One potential downside of using GPT-3 in education is the risk of plagiarism, as students may use the model to generate assignments or other coursework and pass it off as their own original work, leading to cheating and undermining the integrity of the educational system. Another potential issue is the risk of automation content generation, as GPT-3's ability to generate large amounts of content quickly and easily may lead to the automation of certain tasks or the replacement of human educators with AI-generated content, which could negatively impact the employment prospects of educators and the quality of education provided to students. The use of GPT-3 and other AI technologies in education also raises ethical questions about the reliability and accuracy of generated content, as it may be biased or contain errors.

Despite GPT-3's potential to revolutionize education and improve the learning experience for students, it is important to carefully consider these potential downsides and ethical implications and take steps to mitigate risks and ensure the generated content is reliable and accurate.

3.3   Discussions

Concerns may arise regarding the possibility of GPT-3 displacing human jobs, and it will be crucial to address these concerns when implementing the technology in the field of education. There is a risk that employing GPT-3 could lead to a decrease in the number of jobs for educators, especially in tasks like grading and providing feedback. While GPT-3 may not possess the complete capability to replace the discernment and expertise of human educators, there may be limitations to its abilities. Relying heavily on GPT-3 could result in a dependence on technology that neglects human interaction and critical thinking skills, which hold significance in education. Ultimately, the effects and implications of GPT-3 in education will hinge on how it is utilized and integrated into the educational process. It is vital to carefully consider the potential advantages and disadvantages of using GPT-3 in education and ensure that its implementation complements, rather than replaces, the role of human educators.

While automation in tasks such as grading and providing feedback on assignments can bring about benefits like enhanced learning collaboration, self-paced learning, and improved assessment, it is essential to acknowledge the significant ethical and societal implications for users. Besides spreading disinformation algorithmically, these models may also have difficulties mitigating model bias (e.g., racial, gender, religious, etc.), and they may adversely affect student performance, especially in the study, due to automation in completing assignments and projects [23].

According to a study by Katrak [24] the use of advanced language processing technologies, such as GPT-3 is expected to continue to grow in education in the future. These technologies have the potential to assist with tasks such as grading, tutoring, and generating personalized learning materials [25]. Its ability to understand and generate human- like text makes it particularly useful for providing feedback on assignments [25]. It is also predicted that GPT-3 and similar technologies will be utilized to create more personalized assistance for example, GPT-3 could potentially improve health care by analyzing and diagnosing patients based on their symptoms. This could make check-ups faster, easier, and more accessible. More research is needed to fully understand the benefits and limitations of using GPT-3 in health care. Additionally, the use of these technologies is not limited to the education sector, as they have also been found to be useful in tasks such as writing code, creating websites or apps, co-authoring stories, summarizing legal documents, and more [26]

4   Conclusions

Modern natural language processing (NLP) model GPT-3 has the potential to change education by enabling online learning, improving feedback, enhancing evaluation, personalizing instruction, and encouraging collaborative learning. GPT-3 can produce personalized feedback and recommendations based on a student's particular needs and learning style, enable real-time collaboration between students using natural language, provide more timely and accurate feedback on student work, create more advanced and accurate assessment systems, decrease the workload of teachers by automating tasks like grading and providing feedback, and create interactive online learning experiences. It has the potential to significantly impact education and society. One potential societal impact is that more people may have access to education, regardless of their location or socioeconomic background, if GPT-3 is used to create interactive online learning experiences like virtual tutoring or adaptive learning systems. Another potential impact is that GPT-3 could be used to create customized learning materials for specific students based on their interests, learning preferences, and academic progress, potentially leading to better learning outcomes. There are several potential drawbacks to using GPT-3 in education, including cost, limited domain knowledge, dependence on data quality, difficulty in controlling output, and limited customization. GPT-3 is a commercial product that can be expensive to use, and it may not have the specialized knowledge or expertise required for certain specialized topics. Its performance is also dependent on the quality and quantity of data it has been trained on, and it can be difficult to control the content and tone of its output. Additionally, GPT-3 is a pre-trained model that does not offer much customization, which may limit its usefulness in certain educational contexts.

As a conclusion, the potential of GPT-3 in education is significant. Its ability to generate personalized educational content and interactive simulations and demonstrations has the potential to revolutionize the way students learn and interact with course material. However, more research is needed to fully understand the capabilities and limitations of GPT-3 in education and to develop best practices for its use in the classroom. Additionally, there are concerns about the ethical implications of using AI- generated content in education, including issues related to the reliability and accuracy of the generated material. These issues need to be carefully considered as GPT-3 is integrated into education. The use of GPT-3 in education has the potential to improve accessibility, efficiency, and personalization in the learning process. It is important to note, however, that the use of GPT-3 and other artificial intelligence technologies in education should be carefully considered and implemented with appropriate safeguards in place. It is important to continue to evaluate and refine the use of GPT-3 in education to ensure that it is meeting the needs of both students and educators. GPT-3 was designed to assist with tasks, rather than replace human workers. It is important to recognize the potential advantages that GPT-3 and other advanced language processing technologies can provide, and to use these technologies in ways that augment and enhance our work, rather than replacing it. Further research is needed to fully understand the potential impacts of these technologies on employment and to identify strategies for maximizing their benefits while minimizing any potential negative effects.

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