



A COMPREHENSIVE INQUIRY INTO THE USE OF CHATGPT EXAMINING GENERAL, EDUCATIONAL, AND DISABILITY-FOCUSED PERSPECTIVES

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Abstract

The study delved into perspectives regarding the use of ChatGPT across diverse contexts, exploring general, educational, and disability-focused viewpoints. The study comprised 71 individuals who were recruited from a higher education institution and completed an online survey consisting of the Demographic Questionnaire and the Use of ChatGPT Questionnaire. The study aimed to investigate general perspectives, educational perspectives, disability-focused perspectives, the outlooks on the effects on ChatGPT on specific proficiencies, willingness to use and recommend ChatGPT, and comparison among three views. The findings indicated that the possession of a mixed tone, praising ChatGPT's usefulness while expressing concern about its possible misuse and overuse, was reaffirmed across various contextual perspectives. The opinions on its impact similarly mirrored its mixed tone and prompted a debate about employing ChatGPT as a supplement versus a substitute for genuine effort. The comparison of three contextual perspectives indicated that disability-specific perspectives exhibited a more optimistic viewpoint. The manifestation of hesitance to use and recommend ChatGPT and a multitude of neutral responses suggested that the use of ChatGPT is still experimental and in its trial phase, and perspectives may shift with broad adoption. Finally, the study highlighted the need for ongoing and continuous investigations to empirically and systemically explore the utilization of ChatGPT.

Keywords

ChatGPT, AI, Technology, General Perspectives, Educational Perspectives, Disability-Focused Perspectives

Introduction

The growth of artificial intelligence (AI) has sparked a drastic evolution in technology. The broad implementation of AI has catalyzed changes in various facets of people's life circumstances. Discussions on the integration and implementation of AI have been actively ongoing across various fields and have addressed its benefits and challenges (Davenport et al., 2022; Makridakis, 2017). The field of education is not exceptional. The utilization of AI technology in education has been a persistent endeavor, serving to extend educational opportunities, but it has also yielded its limitations (Popenici & Kerr, 2017). Such discussions necessitate an acknowledgment of both its potential and limitations, and an effort towards better ways of integrating AI technology.

In recent times, considerable attention towards its integration has been garnered by the emergence of the AI chatbot, ChatGPT, a generative AI tool that promptly provides relevant answers and completes tasks through conversational interactions. The issues with ChatGPT have become more thought-provoking topics for discussion since its public exposure. Especially, the use of ChatGPT has brought about a heated discussion within the education field, with the question of whether or not to employ ChatGPT being raised (Strzelecki, 2023). Discussions in the field of education have acknowledged the potential of ChatGPT for educational purposes, but have also addressed limitations that call for cautious utilization (Vázquez-Cano et al., 2023; Kasneci et al., 2023). Highlighting its capacity to revolutionize teaching and learning techniques while presenting challenges for educators, the necessity for further research efforts has been emphasized (Montenegro-Rueda et al., 2023). However, as the use of ChatGPT is a relatively new agenda, there is a scarce approach to see how the use of ChatGPT is actually perceived in various contexts. Therefore, this study aimed to systemically explore the viewpoints and perceptions towards the use of ChatGPT by taking a funnel approach to narrow down its scope from general perspectives to educational perspectives. In addition, an investigation into the use of ChatGPT for

individuals with disabilities was conducted to explore disability-focused viewpoints that have not been given much attention.

Narrowing the range of stakeholders to people with disabilities, the literature on technology primarily concentrated on assistive technology within its scope (AI-Zboon, 2023; Bouck & Long, 2021; Comfort, Jones, & Krueger, 2020). There have been relatively limited efforts to extend discussion on the integration of AI technology to support individuals with disabilities (Sharma, 2021). For the use of ChatGPT, there is a shortage of approaches for discussing its use, especially for individuals with disabilities. Thus, the study was designed to address this gap by aiming to shed light on how ChatGPT is perceived in a range of contexts, encompassing general, educational, and disability-focused perspectives.

The following research agendas were explored: (1) general experiences and thoughts on ChatGPT, (2) perspectives on the use of ChatGPT in educational settings, (3) outlooks on the effects of ChatGPT on specific proficiencies, (4) viewpoints on ChatGPT's application for individuals with disabilities, (5) willingness to utilize and recommend using ChatGPT, and lastly, (6) comparison of different contextual perspectives, ranging from general to educational, and disability-specific viewpoints.

Method

The study was conducted in a metropolitan university setting on the East coast of the United States. An online flyer was distributed among the school community and participants were invited to share their perspectives and viewpoints on the use of ChatGPT by filling out an online survey. The online survey didn't seek any identifiable information and was collected anonymously. The survey included (1) The Demographic Questionnaire to collect participants' demographic information including age, gender, educational status, and disability status and (2) The Use of ChatGPT Questionnaire to explore how participants viewed the utilization of ChatGPT. The Use of ChatGPT Questionnaire was newly developed to explore the current study's research agendas such as (1) general experiences and thoughts on ChatGPT, (2) perspectives on the use of ChatGPT in educational settings, (3) outlooks on the effects of ChatGPT on specific proficiencies, (4) viewpoints on ChatGPT's application for individuals with disabilities, and (5) willingness to utilize or recommend ChatGPT. The Use of ChatGPT questionnaire contained a total of 23 items, comprising both Likert-scale items, open-ended inquiries, and a multiple-answer question. In the study, 71 survey responses were collected and used for data analysis, all of which came with a signed informed consent form.

In order to analyze the initial five research agendas, the study utilized descriptive statistics to summarize participant demographics and viewpoints on 5-point Likert-scaled items, which ranged from very positive (5) to very negative (1). In addition, the study attempted to identify the primary themes associated with the research agendas by qualitatively analyzing the written responses of the participants to the open-ended questions. In an effort to analyze the last research agenda, which aimed to compare different contextual perspectives on the use of ChatGPT, a one-way ANOVA was conducted to see how the employment of ChatGPT is perceived in a range of contexts, extending from general to educational and disability-specific outlooks.

Results

A Summary of Participant Demographic Characteristics

The study involved 71 participants who completed a survey comprising of the demographic and ChatGPT questionnaires. The survey indicated that 66% of the participants were between the ages of 18-23, while 10% were aged 24-30, and 6% were aged 31-35. Their educational status was reported as 87% students and 13% faculty. Furthermore, 92% were female, 7% were male, and 1% preferred not to disclose their gender. Among the participants, 89% claimed not to have a disability, 7% reported having a disability, and 4% chose not to share this information.

General Experiences and Thoughts on ChatGPT

Participants were asked to share their general viewpoints on the use of ChatGPT. Among them, 72% stated they were aware of ChatGPT while 28% were not. Also, 31% of the participants has used ChatGPT while the remaining 69% have not. The findings indicated that 14% found ChatGPT very satisfactory, 18% found it satisfactory, and 68% were neutral. Dissatisfaction was not reported.

According to responses to an open-ended question about experiences with ChatGPT, participants found ChatGPT served as a powerful, useful, fast-paced and interesting tool for finding accurate, concise, and relevant answers. It was noted by some participants that they were utilizing it in the same manner as a typical search engine like Google.

The survey results for general opinions about ChatGPT showed that 7% were very positive, 28% were positive, 54% were neutral, and 10% were negative. No one reported being very negative. Open-ended question responses revealed that participants expressed both positive comments (e.g., praises on its usefulness and helpfulness) and negative comments (e.g., concerns regarding its overuse and misuse). A notable number of

participants presented these conflicting opinions in their individual responses. Some participants mentioned that ChatGPT could make finding answers easy but cautioned that it could result in effortless typing and answer generation without critical thinking.

Perspectives on the Use of ChatGPT in Educational Settings

In terms of education settings, the use of ChatGPT viewed as very positive by 3%, positive by 35%, neutral by 44%, negative by 14%, and very negative by 5%. Benefits of using ChatGPT in education were identified as followed: (1) idea generation, (2) time-saving research, (3) better understanding of learning, (4) assistance with writing and organizing tasks, and (5) access to more resources. According to participants, the beneficiaries of its usage were identified as students by 7%, teachers by 3%, both students and teachers by 53%, and none by 12%.

The most prominent challenges associated with using ChatGPT in educational settings were identified as (1) its misuse, which resulted in problems such as plagiarism and cheating, (2) overusing or relying on it too much that may restrict thinking skills, and (3) its inaccuracy. The use of ChatGPT not as a tool or aid but as a replacement for actual work and critical thinking was a concern raised by some participants. According to participants, ChatGPT was expected to pose a struggle for students only (5%), teachers only (37%), both students and teachers (49%), and none (9%).

Outlooks on the Effects of ChatGPT on Specific Proficiencies

Participants' perspectives on the effects of ChatGPT on specific proficiencies such as (1) content learning, (2) project/assignment completion, (3) skill acquisition, (4) creativity, and (5) communication were explored in the study.

First, with regards to content learning, 5% of the participants reported very positive effects of ChatGPT, 24% reported positive effects, while 50% remained neutral. Furthermore, 17% indicated negative effects, and 5% reported very negative effects. Second, in terms of project/assignment completion, participants' viewpoints on ChatGPT's effect on project/assignment completion showed that 5% found it to be very positive, 28% found it positive, while 55% remained neutral. Also, 9% reported negative effects, and 3% indicated very negative effects. Third, for skill acquisition, participants' perceptions on the effects of ChatGPT were reported as 3% viewing it very positively, 18% positively, 51% neutrally, 25% negatively, and 3% very negatively. Fourth, when it comes to creativity, 5% of the participants viewed ChatGPT to have positive effects on creativity, while 15% saw it positively, 40% neutrally, 31% negatively, and 9% very negatively. Lastly, the effectiveness of ChatGPT in communication was perceived positively by 5% of the participants, while 17% had a positive perception, 49% remained neutral, 26% had a negative view, and 3% had an extremely negative perception.

Viewpoints on ChatGPT's Application for Individuals with Disabilities

In terms of participants' perspectives regarding the use of ChatGPT for individuals with disabilities, 6% of the participants viewed it very positively, 42% positively, 48% neutrally, 2% negatively, and 2% very negatively.

Participants were also asked to select the types of disability that could be benefited by the use of ChatGPT through a multiple-answer question. The number of selections made for each disability type was: autism (44), deaf-blindness (24), deafness (34), emotional disturbance (28), hearing impairment (35), intellectual disability (38), multiple disability (40), orthopedic impairment (23), other health impairment (22), specific learning disability (37), speech or language impairment (33), traumatic brain injury (27), and visual impairment (24).

The use of ChatGPT was perceived to be helpful for individuals with disabilities in terms of (1) its support in both receptive and expressive communication, (2) its enhancement of idea generation and comprehension of complex ideas, and (3) its contribution to productivity. It was mentioned by some participant that the advantages could assist people with disabilities in meeting expectations.

Perceived challenges associated with the use of ChatGPT for individuals with disabilities were identified as (1) limited accessibility and utilization, (2) difficulties in comprehension and application, (3) overreliance and abuse, and (4) accuracy issues. Some participant commented that ChatGPT's generic solution may not suffice for individuals with disabilities who need personalized intervention.

Willingness to Use or Recommend ChatGPT

The study additionally investigated the extent to which participants were willing to utilize and endorse ChatGPT. The findings revealed that 47% of the participants said yes, 17% said no, and 36% chose maybe. Besides, 40% of the participants expressed their recommendation for using ChatGPT, 19% did not, and 41% were uncertain.

Comparison of Different Contextual Perspectives

Perspectives on the use of ChatGPT were examined across several contexts, including general, educational, and disability-focused contexts, using a one-way ANOVA. According to the results, the Levene's test indicated unequal variances, $F(2, 192) = 3.199$ $p = .043$, so the Welch test was conducted for data analysis, $F(2, 126.49) = 4.203$, $p = .017$.

The findings noted that perspectives were significantly different across contexts, including general perspectives ($M = 3.19$, $SD = .618$), educational perspectives ($M = 3.18$, $SD = 0.875$), and disability-focused perspectives ($M = 3.50$, $SD = .707$).

Post hoc comparisons through the Games-Howell Tests indicated that general perspectives were significantly different than disability-specific perspectives ($p = .025$). However, educational perspectives did not significantly differ from general perspectives ($p = .998$). Also, educational perspectives were not significantly different from disability-specific perspectives ($p = .060$).

Discussion

Participant demographic characteristics showed that the study involved a larger group of younger individuals than older ones, a greater proportion of students than faculty members, a higher number of females relative to males, and those without a disability relative to those with a disability. This proposes that the study might denote the perspectives of a particular group, thereby suggesting careful consideration.

The study took a funnel approach to look into the perspectives of people on the use of ChatGPT by exploring their general experiences and thoughts on ChatGPT before delving into the views on its use in educational settings. The findings indicated that a larger proportion of participants knew about ChatGPT than those who didn't, and there were more participants who hadn't experienced it than those who had. It could suggest that the perspectives or opinions presented in the study may be more prospective rather than retrospective, as many participants knew about ChatGPT but didn't have real-life experience with it. Also, the participants' awareness of ChatGPT but lack of experience with it could imply their viewpoints may be changed once they start using it. This warrants further research. Dwivedi et al. (2023) brought attention to the vital role of taking a comprehensive perspective towards the utilization of ChatGPT, as well as conducting empirical examinations to explore its prospects and reflections.

The finding showed that most general experiences reported were neutral, with satisfied and very satisfied being the next most common, and no dissatisfaction reported. It can be inferred from this that participants had a satisfying experience with ChatGPT overall. It received high praise for its productivity in finding relevant answers, leading some to consider using it as a typical search engine.

Likewise, the general experiences reported were positive overall but the general opinions about ChatGPT presented a more mixed tone. While the majority of opinions remained neutral, a fair number of participants shared positive opinions, followed by negative opinions and very positive opinions. Despite acknowledging its usefulness for generating and organizing ideas, participants voiced concerns about the potential negative outcomes of overuse or misuse. This once again confirms the existence of a mixed tone within the general viewpoints on ChatGPT. Grosz and Stone (2018) similarly noted that general observations can either be a double-edged sword, serving as a powerful tool for good or harmful, and underscored the crucial need to harness its potential for the betterment of society and individuals, while exercising caution towards misguided regulations and misconceptions. The study suggested that there can be a discrepancy between actual experiences and opinions of ChatGPT, potentially leading to misunderstandings and misregulations regarding its use. Therefore, the use of ChatGPT should be carefully viewed, and any biases or preconceptions should be avoided. In order to achieve this, further research endeavors should be undertaken to delve into the potentials and consequences of utilizing ChatGPT.

By limiting the scope to ChatGPT usage in educational settings, a broader spectrum of reactions was displayed, indicating a relatively more controversial conversation in the field of education. Neutral opinions were reported most frequently, followed by positive, negative, very negative, and very positive opinions. The wide range of satisfaction and dissatisfaction reported may signal a more intense discussion surrounding its implementation in educational settings.

The reported benefits of incorporating ChatGPT in educational settings included idea generation, efficient research, better learning comprehension, writing and organizing help, and extra resource access. The results suggest that these identifiers may be relevant in the learning process, specifically during brainstorming, searching, understanding, and organizing. The incorporation of ChatGPT could potentially aid in each of these stages.

The identified challenges regarding the use of ChatGPT in educational settings were the issues related to misuse, overreliance, and accuracy. One of the primary concerns was the potential for people to utilize it for academic misconduct. Moreover, excessive dependence may cause a decline in the proficiency of engaging in thinking and research. However, the concerns were more centered on the way people employ ChatGPT, in contrast to the functionality of ChatGPT itself. This implies that additional regulations concerning its usage are necessary to tackle these challenges and steer it in a better direction. Moreover, improving the platform's credibility and functionality should be importantly considered as well. The findings are consistent with earlier research, which acknowledges ChatGPT as a valuable resource for research and learning purposes, while also noting the potential for academic misconduct and misinforming content (Livberber & Ayvaz, 2023).

Both beneficiaries and those facing challenges, as reported, were mostly both students and teachers. Besides, the findings pointed out that ChatGPT would be more beneficial for students and challenging for educators, yet both parties were mainly perceived as beneficiaries and challengers. This indicates that guidelines should be established for both students and teachers. It's important that the guidelines apply to both stakeholders including students and teachers, without singling out any particular group. Furthermore, the discussion can be extended to consider more stakeholders including policymakers, technologists, and researchers, besides educators, to promote a more secure and constructive teaching and learning experience with ChatGPT (Baidoo-Anu & Owusu Ansah, 2023).

The findings regarding the outlooks on the effects of ChatGPT on specific proficiencies including content learning, project/assignment completion, skill acquisition, creativity, and communication showed that while a fair amount of participants remained their neutral stance but additional results showed participants were more positively viewing the effects of ChatGPT on content learning, project/assignment completion. On the other hand, when it comes to skill acquisition, creativity, and communication, participants more viewed the use of ChatGPT would negatively affect those particular proficiencies. ChatGPT can offer assistance in content learning and assignment completion by making more resources and prompt responses available. However, using ChatGPT can give the impression that one already possesses knowledge or skills without the actual process of engaging in learning concepts and completing tasks, which may inhibit individuals from engaging in creative thinking. The utilization of ChatGPT allows for task completion despite limited proficiency and knowledge, potentially hindering opportunities for creativity and critical thinking, thus, implementing ChatGPT in education aims to address this concern (Zhai, 2022). While ChatGPT can improve work efficiency and time management, it can also hinder the development of necessary communication skills for certain practices (Berşe et al., 2023). ChatGPT's wide range of capabilities can be advantageous, but it can also create the impression that actual participation in a task is unnecessary. Likewise, the use of ChatGPT as a resource for assistance versus a replacement for real work can spark a debate. The discussion surrounding the effects of ChatGPT indicated that excessive reliance on it as a substitute for actual work, rather than a tool for support and aid, may lead to further problems and complications. The study reiterated the controversial ChatGPT discussion, highlighting the necessity for further investigation to comprehensively explore this matter.

As per the findings on the perspectives on the use of ChatGPT for individuals with disabilities, although neutral viewpoints were more common, a significant number of positive viewpoints were also expressed. This was more noticeable compared to other viewpoints. Another key point to note is that the negative opinions were expressed by only a small number of participants. When it comes to the utilization of ChatGPT for specific disability types, autism, multiple disabilities, intellectual disability, and specific learning disability were the most frequently mentioned ones. Other health impairments, orthopedic impairments, deaf-blindness, and visual impairments were the least mentioned. It is of interest to note that many of the disability types mentioned earlier can be characterized as high-incidence disabilities, and the latter ones can be classified as low-incidence disabilities. The use of ChatGPT may be inferred as more advantageous for individuals with high-incidence disabilities. This can also imply that ChatGPT can have a broader application in the disability community. However, the discourse on technology integration was primarily centered around individuals with high-incidence disabilities (Bouck et al., 2012; Kumm et al., 2021; Ok et al., 2022). In addition, the literature on AI or ChatGPT usage for individuals with high-incidence disabilities is still in its infancy, necessitating additional exploration. Narrowing the scope of the use of ChatGPT towards individuals with disabilities, the benefited areas were communication, idea processing, and productivity. These three areas can be employed to minimize hindrances that obstruct them from achieving their full potential and expectations. The findings were as opposed to the previous results on the viewpoints on ChatGPT's effect on communication. ChatGPT was viewed as a valuable resource for enhancing the communication capabilities of individuals with disabilities. This can be inferred that one of the main purposes of implementing technology to assist individuals with disabilities is to facilitate communication (Lancioni et al., 2019; Miranda, 2001).

However, participants were concerned about the issues with accessibility, utilization, and application. It can be explained that the utilization of ChatGPT by people with disabilities may hinder its full benefits, as they might pose challenges in proper usage. Therefore, the utmost emphasis should be on educating individuals with disabilities on the appropriate usage of ChatGPT. Efforts were made to establish a system for utilizing technology to assist individuals with disabilities (Park et al., 2012; Sonne et al., 2016). It's necessary to establish a systemic framework for using ChatGPT with individuals with disabilities.

In terms of willingness to use or recommend ChatGPT, participants were more willing to use ChatGPT themselves but still uncertain and hesitant to recommend ChatGPT to others. The utilization of ChatGPT is seemingly experimental, and additional testimonials and evidential proofs are needed for broad implementation. Also, the results involved a multitude of neutral reactions, validating that the usage of ChatGPT is still in its trial phase and being explored, while individuals uphold a hesitant stance.

The results of comparing different contextual perspectives indicated that the use of ChatGPT was most positively perceived for individuals with disabilities in comparison to its general and educational usage. The probable explanation can be ChatGPT's empowerment in individuals' capability. There have been conversations on

ChatGPT's contribution to empowering individuals in various contexts and fields (Rawas, 2023; Vimalraj & Sekaran, 2023). The incorporation of ChatGPT can be understood in terms of empowering individuals with disabilities that it has the capacity to augment the potential of individuals with disabilities, deepening the complexity and scope of their actions. Moreover, the usage of ChatGPT may create more opportunities for people with disabilities to acquire knowledge and communicate. If used properly, individuals with disabilities can be in presence with fewer barriers and limitations compared to people without disabilities. Still, there is a scarcity of empirical evidence to support this explanation. Thus, there should be further empirical investigations to approach this matter more systemically.

Conclusion

The study examined the viewpoints towards the use of ChatGPT exploring general, educational, and disability-focused perspectives. General attitudes were a blend of praise for its utility and apprehension about its potential for misuse and overuse. Educational perspectives reaffirmed its mixed trend, emphasizing ChatGPT's contribution to the learning process while also cautioning against its potential misuse for academic misconduct. With regards to perspectives centered on disabilities, a mixed tone was sustained, albeit comparatively more optimistic regarding the usage of ChatGPT with individuals with disabilities as opposed to other contextual perspectives, suggesting the use of ChatGPT can be seen as empowering the capability of individuals with disabilities. This discussion has underscored the importance of developing a systematic framework or practical guidelines to govern the application of ChatGPT across diverse stakeholders. Furthermore, the discussion about the effects of ChatGPT demonstrated that more challenges and problems may occur when ChatGPT is used solely as a substitute for genuine effort and not as a means of assistance and support. Lastly, the expression of hesitance to use and recommend ChatGPT, as well as a variety of neutral responses, confirms that its use is still in the experimental stage and under investigation, and that perspectives may change with widespread adoption. Contentious discussions and debates may continue. The study ultimately highlights the significance and necessity of continuous and thorough investigations to explore the use of ChatGPT in a more empirical and systematic manner.

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