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Using ChatGPT to Create an Interactive Learning and Teaching Class

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Abstract

Artificial Intelligence is everywhere, particularly in education. Its rapid expansion affects all aspects of our lives and will leave its mark on our future. When it comes to AI in education, many educators fear its effects on students. In contrast, others see a lot of potential and ways to improve teaching and learning by turning classes into interactive ones [1-3]. One way to explore the effects of AI, particularly ChatGPT 4o, on teaching and learning is to test the effects of ChatGPT's developed activities on students' learning. Thus, this study investigates how ChatGPT could improve the process of teaching and learning in three humanities classes at a local Lebanese university because the results would entail significant implications for teachers and teaching methods. The following question is asked to address the issue: How can ChatGPT-generated activities be used to create an interactive and effective learning environment?

To answer the study's research question, the data collected consisted of interviews and surveys 37 participants of the three humanities classes an observation checklist completed by the researcher and the researcher's reflective analysis. The findings indicated that using ChatGPT 4o-generated activities into the curriculum improved student engagement and their learning outcomes, with the students showing positive attitudes toward the AI-assisted approach. Based on these results, the author, therefore, recommends using ChatGPT 4o generated activities as a pedagogical tool to create an interactive and learner-centered class that facilitates the teaching of the instructors.

Keywords: Artificial Intelligence, Interactive Learning, AI in Education, ChatGPT 4o, Teaching Strategies, Student Engagement

Introduction

The AI technologies alongside the Large Language Models (LLMs) such as ChatGPT have been used in multiple domains for multiple purposes. They have been used as translation tools and are being gradually incorporated into educational institutions, which has its advantages and disadvantages for learning [4, 5]. Technology is used by educators to design new curriculum structures, minimize workloads, and enhance research and lesson planning [6, 7]. Students use it as a teaching material; but there are those who also use it to cheat in examinations and plagiarize [3].

Artificial Intelligence (AI) and its automation potential may well be the next big thing in education. With the advent of technology new challenges and expectations have been raised for educators and learners. AI allows for personalized learning, which means that in the near future, students will be able to learn on their own without the help of a teacher. Although there are some doubts and uncertainties, many studies indicate that AI can be useful for education and as a result, AI-based learning tools have been developed for individualized education [1].

The rapid advancement of Artificial Intelligence is set to create unprecedented effects in the industrial and societal realms,

changing the current and the future. To be a participant in the AI revolution all young people must have a basic understanding of the functioning of AI and its consequences for their life. Major obstacles are present in AI education. The current state of AI education is unequal. AI training for children can be obtained from specialized programs, but they are usually costly, and thus not available to all students especially those from low-income families.

There are very few educators who can effectively teach about AI and there are no clear national standards for AI education. It is possible that the introduction of the new curriculum in Lebanon may imply that the teaching of the use of AI could be a part of the necessary shift. Moreover, AI education is not available to many students, particularly those who are in schools with no qualified teachers or those who cannot afford private tutors [8]. A plan is necessary to equip educators with the capacity to incorporate AI in curricula across many subject areas [2]. Just like educators have used Intelligent Tutoring Systems (ITS) to improve student learning, they can also use AI, such as ChatGPT 4o [9].

Problem Statement

Due to rapid advancements in artificial intelligence (AI), tools such as ChatGPT are being gradually introduced in educational settings to open new possibilities for improving teaching and learning. Nonetheless, there is a gap in the knowledge of how to effectively incorporate activities generated by ChatGPT into humanities courses where critical thinking, discussion, and interpretive analysis are important. Traditional teaching practices in Lebanese institutions are mostly based on lectures, text-based discussions, and instructor-led activities, which may not always promote active participation and deeper engagement with course materials.

Purpose

The study sought to determine the effectiveness of using ChatGPT in three humanities courses at a local Lebanese university since the results could have important implications for teachers and teaching. It also looked at the application of ChatGPT in the development and implementation of interactive learning activities in three humanities courses at a local Lebanese university. This paper aimed at analyzing the use of ChatGPT in pedagogical activities to establish whether or not AI based activities could enhance student engagement, achievement, and teachers' effectiveness in teaching. This research will contribute to the conversation on AI in education, offering practical recommendations for educators looking to incorporate AI-based tools into their teaching practices.

Research Question

In order to achieve the purpose of the study, the following question was posed: How can the activities offered by ChatGPT help to create an active learning and teaching environment?

Review of Literature

The Role of Artificial Intelligence

Research on AI in language acquisition must address the role of educators. AI technologies for the support of language learning have to be consistent with the ways in which teachers teach and students learn languages. The use of AI in language teaching is an example of the greater use of computer technology in educational settings. Steenbergen-Hu and Cooper (2014) claim that the use of AI has a minimal effect on student learning. However, current research indicates that AI is not a safe learning resource, and in many cases, the language it generates is alien and improper, or out of context [10, 11]. Problems that may be encountered while integrating AI in the classroom may be due to lack of proper pedagogical models for AI integration or lack of pedagogical knowledge among teachers [12-14].

Kukulska-Hulme and Lee (2020) in their systematic review of journal articles on intelligent assistants and language learning from 2010 to 2020 noted that, despite the advantages that AI has for language learners, there is very little research on how teachers can use it in the classroom. Gaps in job design and teacher support in the use of AI tools are not well addressed. These apprehensions also apply to other kind of AI technologies. Winkler & Roos (2019) proposed that the use of AI in the classroom through smart personal assistants as learning assistants can improve learning experiences. When teachers use smart personal assistants like ChatGPT 4o, it may have the same intended effects in teaching and learning.

The Role of Educators

The following are the views of the teachers on the use of AI, their interest and willingness to use it in teaching and learning based on the pre and post surveys. The results of the Anxiety toward AI items showed that teachers had ambivalent attitudes toward AI [2]. At the end of the study, the participants had lower levels of anxiety and concern about the impact of AI compared to their initial responses. Nevertheless, their optimism about the future of the world decreased. This shows that teachers have to have a positive attitude towards AI in order to use it effectively.

Many studies have been conducted on teachers' perception of technology in language learning classrooms but very few have been done on EFL teachers' perception of AI. As AI is included in the general area of technology, it is important to consider it in the general framework of educational technology. Earlier studies have revealed that many teachers have positive attitudes towards the use of technology in language learning [15-20]. Nevertheless, in combination with these positive results, there has been also some critical issues. Arnold and Ducate (2015) found that language teachers struggled to fully harness the educational benefits of technology. Similarly, Susanto and Yosephine (2019) noted that the high cost and time required for integration may deter teachers from harnessing the benefits of technology.

They suggested that teachers should focus on learning objectives and use creative strategies when incorporating technology into their teaching. Ding et al. (2019) recommended that teachers should be empowered to embrace technology as a means of enhancing their practice in the classroom. Also, Wilson et al. (2021) investigated teachers' attitudes towards automated writing assessment tools and found that, on the one hand, it may be helpful for teaching, on the other hand, it brings new pedagogical problems. In conclusion, though the overall perception of the use of technology in language learning classrooms is positive, certain problems need to be taken into account [1].

Artificial Intelligence and Students

Freeman (2024) conducted a survey of 1,250 undergraduate students in the UK to explore their perceptions of generative artificial intelligence (AI) tools such as ChatGPT. The results show that more than half of the students (53%) have used generative AI for academic purposes, with the most common being as an "AI private tutor" (36%) to explain concepts. Furthermore, 13% of the students who use AI to generate content for examinations, though most of them tend to edit the content before submission, only 5% of them submit AI-generated work without editing. However, over one-third (35%) of students using generative AI are not aware of its ability to make up facts, statistics or references, which is referred to as "hallucination". The study also highlights a possible "digital divide" in the use of AI, with 58% of the students from high-income families using AI in assessment as compared to 51% of their low-income counterparts. The AI usage is higher among Asian students as compared to white or black students and male students are more active than female students.

Problems of ethics come in as the majority of the students consider AI to be useful for explaining concepts (66%), generating research questions (54%), and summarizing articles (53%), but only 3% of them admit that it is acceptable to use AI-generated content in tests without modifying it. Regarding institutional policies and assistance, 63% of students are of the view that their institution has a clear policy on AI usage while 12% are not sure. Also, 65% of students believe that their school is in a position to detect AI generated work.

Nevertheless, the use of AI in education has not been accompanied by a considerable transformation of assessment approaches as 9% of students reported that there was a significant change in assessment approaches while 24% said that there was no change at all. Many students believe that institutions should provide more AI tools and 30% agree or strongly agree with the statement that universities should offer them and only 9% stated that such tools are currently available. Also, only 22% of students are satisfied with the AI-related help they have been offered, and 62% are neither satisfied nor dissatisfied. In the future, about 73% of students plan on using AI after graduation, mostly for translation of texts (38%), improvement of written works (37%), and summarizing of material (33%), although only 19% expect to use it for generating text [21].

Artificial Intelligence in Higher Education

Although LLMs can help in generating study materials that can benefit students, the role of teachers remains crucial. It is crucial to assess the AI-generated content and determine the best way of implementing it in a certain classroom by subject matter expertise and teaching expertise [3]. This stresses the importance of developing critical thinking skills for educators to incorporate in their curriculum [22, 23]. In higher education, mixed-initiative multimodal conversations enhance the construction of knowledge. Dialogue-based teaching systems assist learners by answering questions, assessing their responses to the prompts provided by the tutor, and adapting the following activities to the level of each learner's engagement and proficiency. These AI-driven instructors create opportunities for students to explain themselves while detecting confusion, misconceptions, frustration, and knowledge gaps. The information can then be passed to the teachers through a dashboard and hence enable them to provide specific intervention and support [9].

Hence, in order to understand how AI works in higher education it is crucial to consider how it affects teaching and learning, how it affects marking strategies, and how it will affect the employment of graduates. Kokku et al., (2018) found that AI is important in defining the future of higher education because it helps in equipping students with new skills that are relevant for the job market. The study also highlights the need to address the ethical issues that come with AI in educational settings and stresses on the need for institutions to integrate AI into their curriculum in order to prepare students for the real world.

AI can also enhance education by offering individualized learning, immediate feedback and automating administration tasks. Also, it can help in the process of grading and evaluation thus enabling teachers to spend more time on course content and teaching. The study revealed that AI improves learning by helping to learn new things and skills, and provided a clear understanding of how it can improve higher education and graduate employability (Slimi, 2022).

Crompton and Burke (2023) undertook a systematic review of studies that were published between 2016 and 2022, and found that both students and teachers have increased their use of AI in learning and teaching. The five most common applications of AI identified are: assessment, teaching systems, prediction of lesson or exam content, AI-assisted tools, and the facilitation of student learning.

According to Mullick & Mullick (2023), teachers should explain the processes and the requirements of the AI generated activity to the students, since at the end of the lesson, students should be able to explain the lesson or concept to their peers [24]. Furthermore, educators can employ AI tools like ChatGPT 4o to create individualized examples and assignments, as well as to create different explanations of materials and concepts that include information from multiple perspectives [3]. ChatGPT 4o is useful in the construction of Low-Stakes Tests that can be considered as learning experience [25]. These assessments assist students in recalling knowledge from memory, thus enhancing the storage of the information in the future [26]. Through the use of AI applications such as ChatGPT 4o, instructors can generate quizzes to check students' understanding of certain material and therefore meet the goals of low-stakes assessment [3].

Furthermore, Mollick & Mollick's (2023) review looks at the shifting role of artificial intelligence (AI) in education, with a focus on language learning and higher education, and the need for AI technologies in language learning that mimic the role of a teacher to improve learning. AI has its benefits as a study aid and a tool for automation of work; however, research shows that it is only moderately effective, and has some downsides such as unnatural language generation, decontextualization, and poor pedagogical design. Teacher engagement is critical to the optimal use of AI; however, many teachers are constrained in its adoption by factors such as lack of preparation and time.

The perceptions of teachers are crucial in the adoption of the technology in the learning environment. Despite the fact that ed-

ucators are expected to have positive attitudes towards AI, studies have shown that the perceived advantages of AI are received with uncertainty by educators. For the successful application of the AI tool, it is crucial to ensure that there is good pedagogical reasoning, creativity and sufficient support for the teachers to be able to exploit the many benefits of the tool [27].

In higher education, AI tools such as dialog-based instructors tailor learning through assessing students' understanding and providing instant feedback to students and teachers [28]. Artificial intelligence increases the opportunities to learn, enhances academic performance and prepares students for their future careers. However, ethical clearance and institutional support are crucial for the successful implementations. The review revealed that AI has the potential of transforming education through enhancing the learning process, adapting learning to individual students, and decreasing administrative work. However, this is because its effectiveness lies on the teachers' reception, explicit guidance, and efforts to address the current challenges in AI design and pedagogy.

Methodology

This study aimed at assessing the impact of activities created by ChatGPT on teaching and learning in three humanities classes at a Lebanese university. The study adopted a mixed design, whereby both qualitative and quantitative data collection methods were employed to offer a comprehensive understanding of students' learning experiences and their views on AI-generated activities. This methodology is in line with the recommendation by Creswell and Plano Clark (2018) who emphasized the importance of mixed methods in embracing different perspectives and generating meaningful findings.

Design

The study adopted a descriptive design to determine the effectiveness of ChatGPT activities in enhancing engagement and interaction in the classroom. A questionnaire was administered to students immediately after the activity to gather their perceptions and experiences. A reflective notebook kept by the researcher complemented the questionnaire data and provided more insight into the findings. This design was chosen because descriptive studies are appropriate for examining events in real life settings [29]. The use of a post activity questionnaire helped the study to focus on the students' experiences and feedback after they had been involved in the ChatGPT activities, thus ensuring that the data properly captured the effects of the intervention.

Participants

The study involved 37 undergraduate students from three humanities courses. Subjects were selected based on purposive sampling to ensure that they came from different departments and had varying levels of ability. This sampling method is appropriate for studying a particular group of people with similar characteristics [30]. Informed consent was explained to the participants, and consent was obtained before data collection. Moreover, the researcher herself participated in the study as an observer and a reflector on the lessons.

Procedure

Activities Generated by ChatGPT

A number of tasks were created using ChatGPT in order to create an interactive learning environment. These exercises were developed in relation to the course objectives and were intended at increasing critical thinking, creativity, and student participation. Group discussions helped by ChatGPT prompts, collaborative problem-solving tasks, and short content generating activities were included. The research follows Kokku et al. (2018) who state that AI technologies offer personalized and interactive learning opportunities. Each activity was developed to match the curriculum requirements and fulfill particular learning goals.

Post-Activity Survey

Following the activities, the students received a survey questionnaire to complete. The questionnaire consisted of both closed and open-ended questions to assess the students' participation and interaction during activities, their perceived effects on comprehension and information retention, and the problems encountered when using activities generated by ChatGPT. The use of a questionnaire was justified because it provided a good way of collecting data from a large sample of participants [31]. The advantages of the closed-ended questions were that they provided quantifiable data; however, the open-ended questions provided richer information about the students' experiences.

Reflective Journal

The researcher maintained a reflective journal during the study to note down observations, challenges and emerging patterns while implementing the activities. Schön (1983) in his work on reflective practice states that qualitative instruments provide valuable context and additional layers of meaning.

Data Analysis

The data collected was analyzed using a combination of qualitative and quantitative approaches:

Quantitative Analysis involved the assessment of responses to the closed-ended questionnaire items using descriptive statistics such as means, frequencies, and percentages to determine the student perspectives. Thematic analysis was used to examine the open-ended responses and reflective journal entries. The use of coding helped in the identification of recurring themes on student participation, learning outcomes and challenges. According to Braun and Clarke (2006), thematic analysis is a suitable method for studying subjective experiences and gaining deeper understanding.

Rationale for Instruments and Techniques

The post activity questionnaire helped in getting feedback from the students immediately after they completed the ChatGPT activities, thus avoiding the recall bias [32]. The use of mixed methods approach is in agreement with Creswell and Plano Clark (2018) who stated that combining qualitative and quantitative data may increase the dependability and credibility of the findings. The reflective diary assisted in the timely recording of observations and thus provided rich data and a teacher's perspective on the effectiveness of the intervention.

Ethical Considerations

The study is conducted in accordance with the ethical standards. All the participants were briefed on the purpose of the study and their right to leave the study at any time. All the data collected and analyzed were anonymized to ensure confidentiality.

Limitations

The study has several limitations that include; first, the small sample size which limits the generalization of the results to other educational settings. Secondly, the use of self-reported data might introduce bias because the participants might have over- or under-reported their participation. Lack of a pre-activity survey limited the ability to monitor students' perceptions before and after the survey.

Data Collection and Analysis

The data collection can be encapsulated as follows:

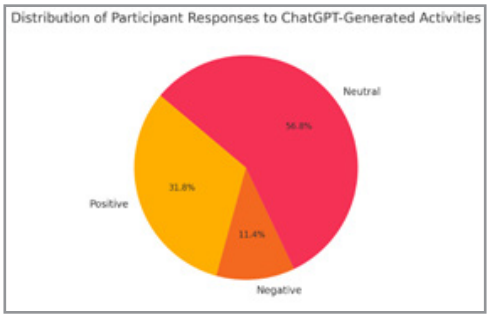

Table 1: Response Summary

Category	Count
Positive	14
Negative	5
Neutral	25

The data collected showed how the activities that were generated by ChatGPT affected an interactive learning and teaching environment and the benefits and limitations of the tool. The students' feedback on how the ChatGPT activity helped them in the acquisition and transformation of knowledge gave valuable information. Some of the students provided detailed descriptions of their learning process while others provided brief or negative responses. This diversity showed different levels of engagement, different learning strategies, and different expectations of AI-assisted learning.

Enhanced Comprehension and Efficacy

ChatGPT provided information on complicated matters and therefore served as a helpful resource for students who encountered new subjects. Its ability to break down complex ideas into easily understandable and organized ways of explaining them helped in learning and retention of information. Students stated that ChatGPT was a readily available and on demand teacher, thus saving time that could have been used in seeking content and allowing them to focus on application and discussion.

The researcher noted that ChatGPT helped in ordering information, thus helping students to arrange their thoughts and improve their written assignments and oral presentations. Observations showed that students were able to convey their learning well and many of them presented their work better and provided more coherent ideas. Nevertheless, although ChatGPT increased efficiency, it required careful incorporation to avoid over-reliance on AI-generated summaries which may limit deeper learning [3].

Research showed that ChatGPT helped students integrate different subjects, improve complex topics understanding and develop novel ideas. This backs the theory that AI serves as a cognitive extension to enhance students' awareness and processing of information [33]. Some students found ChatGPT useful for relating ideas from different subjects. For instance: “This activity made me think of media as networks and links as in computer networks in my field of study” and “ChatGPT has been very helpful in bridging the gaps between topics.”

ChatGPT was also appreciated by students for providing other viewpoints, simplifying the ideas into small chunks, and asking follow up questions: “ChatGPT exercises have helped me in developing and improving my thinking by consistently defining concepts, solving problems and giving examples from other fields of study.” At the end, the use of AI was welcomed as a tool to enhance creativity and encourage students to think “beyond the box”: “In a way, it helped me to get the information and enrich my knowledge since at times one may need a push or a trigger to start the process” [34].

Innovation and Involvement in Education

The use of the activities provided by ChatGPT is a way of increasing creativity through providing examples, multiple perspectives, and ways of interaction. Unlike the conventional approach of reading or memorization, ChatGPT’s approach is dynamic and engaging, which was evident from the students’ engagement and interest in the classroom activities as noted by Willingham (2023) and Slimi (2022). The researcher found ChatGPT particularly useful in coming up with new ideas in planning for lessons and increasing the interactivity of the sessions [35]. However, issues on the credibility of resources were highlighted, as some of the AI generated contents had broken links or wrong sources. The researcher emphasized the importance of cross checking the AI-generated content before using it in the classroom. It was observed that students were more involved in discussions and collaboration when using ChatGPT and this points to the potential of using the tool in SRL when properly guided.

Creativity, Analytical Reasoning, and Concept Development

Some students also mentioned that apart from learning facts, ChatGPT can be used as a tool for generating ideas that help in developing creativity [21]. Some students used ChatGPT to develop ideas for their studies and assignments. “I get assistance from ChatGPT in developing new ideas for my research, homework, and projects” said one of the students. Furthermore, AI helped to develop their logical thinking as another student said, “University topics are mostly business or social oriented. The information provided by ChatGPT has significantly helped me to understand a number of topics.” Thus, AI can help to improve students’ creativity through offering multiple points of view and providing recommendations. Educators can use AI based brainstorming exercises to harness these advantages.

Constraints in the Advancement of Critical Thinking

However, the immediate answers from ChatGPT may not encourage self-directed learning and critical thinking. Some of the students admitted that they relied on the AI answers instead of reading and comprehending the content which affected their problem-solving skills. The systematic manner in which

ChatGPT provides its responses sometimes reduces the need for students to analyze, synthesize and evaluate the material learned, which is a concern regarding rote learning [1]. The results of interviews revealed that students have a tendency to accept the explanations provided by AI without checking their credibility, which is a potential threat to the development of critical thinking [36]. It was observed that students who used ChatGPT a lot for their work lacked critical thinking skills when working on their own. As a result, teachers proposed the use of AI as an additional tool as opposed to the main source of information and underlined the value of traditional research methods.

Problems on Precision and Specificity

The quality of the answers provided by ChatGPT depends on how specific the user's request is. The survey and interview results showed that students were challenged by open-ended or vague questions, which often led to irrelevant or too general answers. The researcher pointed out that students needed help in crafting effective questions to help ChatGPT work better [37]. Furthermore, ChatGPT also had some challenges in understanding complex academic topics and sometimes provided basic or wrong answers, thus casting doubt on its effectiveness in higher level learning. These problems highlight the necessity of instructor intervention to guarantee that AI-generated content adheres to academic standards and trustworthiness.

Accuracy Requirements for Instructional Direction

Many participants recognized the importance of teacher supervision when introducing ChatGPT in educational environments. Teachers remain essential for filtering AI-produced content, authenticating sources, and providing additional explanations when required [2]. The researcher determined that ChatGPT might function as a basis for lesson planning; nevertheless, its output required refinement and adaptation to meet course objectives. Students achieved the most educational benefit when ChatGPT operated in cycle with human instructors instead of functioning as a standalone resource. The most effective strategy to make use of ChatGPT's benefits while upholding academic integrity involved striking a balance between AI assistance and conventional teaching methods [38].

Unsettling Views About Long-Term Impact of Learning Experiences

Educators displayed divided opinions about how ChatGPT would impact education throughout time. Some students appreciated the ease of access and speed at which ChatGPT taught basic concepts yet others found the information insufficient for deep understanding. Data from observations showed students demonstrated strong memory retention of elementary concepts during short-term assessments yet faced challenges with more complex applications. Educators stressed that ChatGPT needed to be part of an extensive educational resource strategy combining textbooks and academic and peer-reviewed sources to achieve comprehensive learning. The interview findings highlighted AI-generated misinformation as a concern which emphasizes the need for students to verify information and develop critical evaluation skills.

Transformation of Knowledge Across Disciplines

ChatGPT enables disciplinary relationships to form through its organized presentation of information which fits various fields. Multiple students noted that the platform helped them create links between different subjects including media networks and computer networks [9]. The ability to link different topics enhances students' understanding while promoting holistic learning. Students who demonstrated competence in using ChatGPT learned to make connections between theoretical concepts and real-world applications which improved their ability to understand academic material in context. The researcher discovered that ChatGPT's organized explanations proved beneficial for students who used them to establish connections between different topics and develop analytical thinking.

Progressive Efficiency and Information Availability

The major benefit of using ChatGPT involves its quick information delivery which reduces students' research time. Students in time-sensitive learning environments benefit from ChatGPT because this tool lets them efficiently handle multiple subjects. Student feedback showed that the platform excelled at consolidating large amounts of information and presenting crucial details to enhance knowledge retention. Several students during interviews reported improved study habits because AI produced summary explanations for them [39]. The observations showed that students who properly used ChatGPT needed fewer obstacles to understand the material thus improving their knowledge retention. The researcher stated that although ChatGPT enhances efficiency, educators should use it as a supplement to traditional research methodologies.

Students most frequently discussed ChatGPT's ability to gather information as well as organize and process it during their responses. The platform received praise as a tool that dramatically reduced the amount of study time needed. Multiple students found ChatGPT to improve their learning through its ability to help them understand concepts more quickly than traditional educational methods. One student noted that "It delivered multiple subjects within one hour whereas the typical online research process would need at least six hours." However, the ability to get instant answers proved to be a common point throughout the research. Students reported that: "Quick responses provide instant clarification of uncertainties thus supporting information retention" and "When I get confused, I turn to AI for clarification."

ChatGPT stands as a valuable educational resource because of its fast and efficient operations that particularly help students facing time constraints. The increased usage of AI for research leads to concerns about students becoming overly dependent on AI systems instead of conducting independent and detailed investigations. Thus, it should be used wisely.

Expanding Perspectives and Knowledge Deficiencies

Numerous students valued ChatGPT because it introduced them to multiple subjects that fell outside their primary academic focus. Students benefited from this multidisciplinary exposure which helped them understand more subjects and develop broader intellectual perspectives [38]. On the other hand, some students commented that ChatGPT delivered answers which lacked both depth and precision since the AI provided minimal explanation. Survey and interview data showed that developing precise question-building skills remains crucial for obtaining relevant AI responses while demonstrating the importance of competent AI usage training.

The research stressed the need for students to use critical thinking when verifying AI information through consultation of additional resources. Students learned from the broad knowledge base of ChatGPT according to observations but needed teacher support to fill knowledge gaps and improve their understanding of the material (Slimi, 2022).

Additionally, many students stated that ChatGPT is a good tool for solving problems, organizing research, and applying knowledge in practical life. They emphasized its ability to identify formulas, correct mistakes and give answers that may be beyond the grasp of even the teachers. A student said, 'It helped me to find out formulas and mistakes that even teachers cannot solve.' Several answers also pointed to the usefulness of ChatGPT in organizing research materials: "It has been useful in arranging the information I have collected for research." Moreover, ChatGPT's ability to give examples of real-life scenarios was particularly useful for making abstract concepts more concrete: 'It has been quite useful in giving examples that can be used in potential essay questions.'

The use of AI technologies can greatly enhance the practical learning process by giving students an extra edge in problem solving that can help them excel academically. It is important to encourage students to evaluate the answers provided by AI tools instead of accepting them without question.

Application in Educational Settings

ChatGPT is used mainly to assist with research, academic writing, and explanation. Students said it helped them to contrast ideas, improve on arguments and develop proper answers. The researcher noted that ChatGPT was particularly useful in mainstream media as it explained complicated ideas and gave relevant examples. Observations made during the study showed that activities developed by ChatGPT were well received in controlled learning environments, with students being more involved and attentive, and the knowledge being relevant [9]. Educators, however, cautioned against over-reliance on ChatGPT, emphasizing that it should be used as a supplement to other teaching resources [38].

Some students found ChatGPT particularly helpful in certain subject areas, including media studies and programming, which suggest that AI can be customized for certain types of learning. They praised ChatGPT for breaking down complicated subjects into simpler terms. One individual stated that "ChatGPT has assisted me in gaining and expanding my knowledge in different subjects by simplifying concepts." For instance, in mass media fundamentals, it broke down complex ideas into more manageable bits. Other students found new links between subjects. For instance, one stated: "I used to know mass media information, but the understanding of its linkages and implications in the society is helpful."

Hence, ChatGPT's ability in specialized learning shows that it can be used as a personalized tutor. Students should be made to combine the help of AI with conventional learning strategies to ensure that they gain a better and deeper understanding.

Diverse Opinions Concerning the Limitations of ChatGPT

However, there were some concerns raised by students on the use of AI, with students voicing their concern that over-reliance on ChatGPT may affect the traditional research methods [36]. The survey and interview results indicated that although ChatGPT increased the availability of information, it could sometimes provide wrong answers to questions. The observations also pointed out the inconsistencies in the responses generated by AI especially for the complex topics. The researcher stressed the need to complement ChatGPT with other educational materials to ensure that learning is holistic. The researcher also pointed out that while AI-generated lesson plans can help in teaching, they have to be adapted to the curriculum and learning goals.

ChatGPT-generated activities have a lot of potential to enhance interactive learning by increasing efficiency, engagement, and interdisciplinary connections. It is crucial to ensure that there is close supervision to prevent dependence and rote learning. Findings from observations, interviews, and comments point to the need for a balanced model where ChatGPT is used to complement other traditional teaching methods. Thus, in order to exploit the benefits of ChatGPT in improving learning, teachers need to address the issues of critical thinking, specificity, and accuracy.

However, while the majority of the answers were positive, a small number of students expressed doubt or skepticism about the usefulness of ChatGPT. Some students provided responses that were unclear or noncommittal such as "Not much," "I don't know," and "It hasn't." On the other hand, some students stated that although ChatGPT was helpful, it was not always reliable as one put it: 'Yes, it did, though not always.' Thus, not all students use AI in the same manner. Some people may need more direct AI-based learning activities to appreciate its benefits, whereas others may need different teaching approaches. Also, it is important for educators to realize the limitations of AI and how to teach students to distinguish between the human generated content and the AI generated content. Students benefit from ChatGPT as an effective thinking tool which strengthens idea linking activities along with understanding development while supporting analytical operations in multiple subjects.

Its effectiveness along with fast operation significantly cuts down study time and boosts understanding clarity. The tool demonstrates multiple practical applications in real-world scenarios including problem-solving and organization and providing useful examples. Its subject-specific learning capabilities allow it to simplify difficult concepts so that it serves as an additional tool for various academic subjects. It encourages creative thinking along with critical thinking because it functions as a trustworthy brainstorming tool. The obstacles remain in place because some students remain unconvinced about its benefits which emphasizes the ongoing need to enhance AI literacy and engagement methods.

ChatGPT activities have shown positive effects on the majority of students who experienced better knowledge acquisition and problem solving and interdisciplinary relationships. Educators need to establish systematic AI-based learning plans that emphasize critical thinking along with creativity together with deep student involvement to reach their maximum benefits. The application of artificial intelligence should serve to enrich traditional learning methods which should form the foundation for an integrative educational approach.

Recommendation and Conclusion

Recommendation

Teachers need professional development to properly integrate ChatGPT in their teaching practices as well as teach students how to use it [2]. Educators can learn about how to apply critical thinking in their curricula through training about its correct application [22, 23]. Recent research has focused on both the necessary competencies for teaching AI to educators and the most effective pedagogical methods in AI instruction [40-42].

The MEHE-led curriculum update should now incorporate ChatGPT as an essential part of the solution. Moreover, using ChatGPT 4.0 to develop activities enables students to develop intercultural communication skills which may transform them into global citizens [8-43]. Educators together with their learners need training about how to effectively prompt ChatGPT to generate exact responses [7]. ChatGPT shows great potential as an educational tool mainly in generating assessments and activities that enhance students' critical thinking skills [7].

Conclusion

This research aimed to study how ChatGPT activity production could benefit humanities education at a Lebanese university while demonstrating potential and challenges. The results suggest that when educators properly use ChatGPT and provide adequate instruction ChatGPT can develop creativity time management and interdisciplinarity and knowledge retention among students. The majority of students reported enhanced comprehension of material along with faster access to complex information and enhanced classroom participation after AI became part of their curriculum [44-46].

The research revealed several shortcomings that need resolution to guarantee ChatGPT's successful application. The main concerns included doubts regarding AI-generated material accuracy along with dependence on instant responses and diminished critical thinking ability. The students often accepted AI solutions without skepticism which showed the need for teachers to assist in prompt development and output verification while emphasizing the value of traditional research and critical thinking. The advantages of ChatGPT in terms of efficiency and accessibility came with the disadvantage of presenting sometimes oversimplified or incorrect information particularly at higher academic levels [47-49].

The study indicates that a teacher plays an essential part in helping students use AI. Educators functioned as central figures in enhancing ChatGPT outputs and making them context-specific and meeting course objectives and academic standards. Their presence fixed the gaps in AI while preserving the academic standards of the classroom. The most effective approach involved balancing methods where ChatGPT served as a complementary educational aid instead of a replacement for traditional teaching practices.

Students exhibit different views regarding ChatGPT with some students viewing it as transformative while others show indifference or skepticism towards it. The range of opinions demonstrates that AI tools need personalized implementation based on students' individual learning needs and digital competencies and discipline-specific requirements. The findings confirm the need for institutions to support AI literacy education while updating curricula and teaching staff about AI educational potential [50].

Although ChatGPT is not a panacea, it has considerable potential to enhance interactive learning in humanities education. Success is dependent on the directed execution, analytical involvement, and deliberate educational integration [51]. In Lebanon and similar contexts, as educational systems are modernized, the incorporation of AI into classrooms, with defined frameworks and educator assistance, can help foster more dynamic, inclusive and future-oriented learning environments.

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