

HOLUBNYCHA, L., KUZNETSOVA, O., SOROKA, N., SHCHOKINA, T., KOSHECHKINA, T., & KOVALENKO, O. (2025). APPLICATION OF CHATGPT BY EDUCATORS AT THE TERTIARY LEVEL: SYSTEMATIC LITERATURE REVIEW. *Journal of Theoretical and Applied Information Technology*, 103(15), E-ISSN: 18173195.

Abstract

The advent of the conversational AI model, ChatGPT, has garnered considerable attention from educators, presenting substantial avenues for pedagogical innovation and holding extensive promise for integration by tertiary-level educators. However, a definitive understanding of optimal strategies for ChatGPT's effective deployment within university pedagogy remains elusive. Consequently, this investigation undertakes a review of the extant scientific literature to address these critical inquiries. The purpose of the research is to thoroughly synthesize and critically evaluate the practical deployment of ChatGPT by tertiary level educators, involving a comprehensive assessment of its application across the initial two-year period following its introduction (November 30, 2022 – November 30, 2024) using a systematic review of scholarly publications. The study employed the PRISMA guidelines for data collection and evaluation, followed by a systematic review. The research findings derived from this process were then subjected to thematic analysis, organized around the identified themes and categories. The research results were examined based on the identified research questions. The results point to the determined in the article spheres of university educators' activities referred to and considered in experimental scholarly publications, in which the ChatGPT use offers educationally valuable help and assistance to university educators. Pedagogical activities augmented by ChatGPT are critically examined, highlighting key findings, benefits and concerns the incorporation of ChatGPT may have in every determined sphere of tertiary level teaching. The recommendations to prevent or lessen the likely negative aspects of ChatGPT being part of university educators' teaching practice are presented. The unique status of ChatGPT as a facilitative aid in university instructional settings is ascertained.

Keywords: Application of ChatGPT, Higher education, Literature review, Teaching