

ChatGPT: The INNOVATION OF ARTIFICIAL INTELLIGENCE in ONLINE ASSESSMENT within an E- LEARNING ENVIRONMENT

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Abstract:

The brainwave of artificial intelligence (AI) in education is becoming ever more relevant, and the impact s of its exploit on online education and assessment is a subject of great significance to researchers and teachers. ChatGPT is one such AI model that has been trained on a considerable quantity of text data to construct human-like answers to questions with alacrity. Considering the theory of disruptive innovation as groundwork for our contention, this academic article probes the prospect and possible limitation of ChatGPT in online assessment. This article also allows for the ethical and pedagogical implications of utilizing ChatGPT, chiefly concerning online assessment in an e-learning environment. This article aspires to enhance the continuing discussion and debate about the use of AI in university distance education and assessment, underlining the necessity for sustained research and analytical valuation of its impacts.

Keywords: Artificial Intelligence, ChatGPT, e-learning online assessment.

I. INTRODUCTION

The term ChatGPT, referring to Generative Pre-trained Transformer, is the hottest spectacle of San Francisco based startup Open AI (Jolly, 2023). ChatGPT3.5 is a large language model (LLM) chatbot unveiled in late November 2022, which is utilized by both professionals and non-professionals. ChatGPT is a conversational LLM that exploits artificial intelligence (AI) to sustain a conversational style with a personality or individuality that stays coherent all through the conversation (Qadir, 2022). Its magnetism is its capability to produce replies that are humanlike, consistent, and significant. ChatGPT can respond to follow-up questions, let in mistakes, dare mistaken assumptions, and refuse irrelevant questions (Assaraf, 2022). This strengthens its credible involvement with the user. ChatGPT users can reach one million within five days only (Buchholz, 2023). ChatGPT is the go-to AI in a comparable way to what Google has pioneered for information (Metz & Weise, 2023; Tung, 2023). The disparity between ChatGPT and Google is that Google provides a user with information that should be read and comprehended whereas ChatGPT gives particular answers in a conversational way like a human answering a query. It is for this motive that ChatGPT has been viewed as 'Google on steroids' (Timothy, 2022). Maintained by the rate of the internet connection, ChatGPT can turn out an answer to an inquiry in less than thirty seconds. The downside of ChatGPT is that the attribute of the answer given by ChatGPT (output) will be based on the attribute of the question or input. Understandable questions will produce improved answers by ChatGPT. Many ChatGPT users have uncovered that ChatGPT can generate erroneous responses with incomplete information (Montti, 2022). Also, ChatGPT does not involve the period post-2021 and if its servers are besieged, then the platform is unreachable for periods (Visagie, 2022).

1.1 Rational

It might still be ahead of time days, but our prevailing thoughts, experimenting with, and reasoning about ChatGPT appear to show that ChatGPT is expected to disrupt online assessment practices in higher education institutions (HEIs); particularly in an open-distance and e-learning (ODEL) environment. It is for this motive that this study inquires: What is the future of online assessment in higher education in an ODeL environment within the world of ChatGPT?

The importance of this research paper goes beyond the limits of this study; it attempts to probe the dependability of online assessment in HEIs and the quality of questioning what online assessment will entail. The debate engendered in this article has great significance for teachers, students, and directors across HEIs. This theoretical article discusses our philosophy on ChatGPT in an ODeL environment and focuses on the following themes:

1. ChatGPT's functioning in traditional assessment
2. The limitation and merit of ChatGPT to transform online assessment
3. Ethical implication of ChatGPT for online assessment
4. Pedagogical implication of ChatGPT for online assessment

To discuss these themes, the theory of disruptive innovation (Christensen, 1997) is being employed to investigate ChatGPT's impact on e-learning and assessment in HEIs.

1.2 Hypothesizing ChatGPT as a Prominent Disruptive Innovation in Online Assessment

Perceiving ChatGPT as a prominent disruptive novelty in online assessment, the concept of ‘disruptive innovation’ has become a fetish term over the past ten years, with many researchers using it to explicate phenomena that can change the world in a constructive way (Manocha et al., 2022). Christensen (1997) describes disruptive innovation as “a process by which a product or service takes root initially in simple applications at the bottom of a market and then relentlessly moves up the market, eventually displacing established competitors” (p. xviii).

It is known that Christensen’s (1997) theory of disruptive innovation is generally used in the subjects of business and technology innovation. However, it can also be used as a theory to search the possible disruptive and inventive potential that ChatGPT can have on online assessment in higher education. This article draws on the theory of disruptive innovation, as described by Christensen (1997), to identify processes that are promising for positively transforming existing systems. Christensen’s (1997) theory of disruption is a framework for comprehending how new-fangled technologies and business models can disrupt acknowledged industries and markets. This theory explicates how disruptive innovations come out, get traction, and eventually substitute existing products, services, or technologies (Manocha et al., 2022; Urlaub & Dessein, 2022).

Though disruptive innovations are poorer in functioning compared to established technologies, they are cheaper and more reachable (Manocha et al., 2022). After a while, they enhance and at last surpass the established technologies, inventing a new market. Paradigms of disruptive innovation in online assessment involve the use of AI and machine learning to computerize and personalize the assessment process (Chen et al., 2018; Li & Lalani, 2020). AI-powered assessment tools can ensure more reliable and independent assessments compared to human assessors, at a lower cost. Another paradigm of disruptive innovation in online assessment is the utilization of gamification to create involving and interactive assessments that can perk up student involvement and motivation (Kapp, 2012). This approach would offer a more engaging and pleasant assessment experience, assuring better learning upshots. In this article, Christensen’s (1997) theory of disruptive innovation is used to know how ChatGPT might disrupt the traditional methods of assessment employed in the teaching and learning process.

ChatGPT’s possible disruptive potential is its capability to learn and accept user input by constantly enhancing its answers in time (Christensen & Horn, 2008). This capability promises to develop the way students manage their teaching and learning tools with ChatGPT. Kumar et al. (2021) and Manocha et al. (2022) consider that the exploitation of new technologies like ChatGPT has relieved the burden of the challenges encountered during the COVID-19 pandemic. It is revealed that new technologies show all the signs to be disruptive innovations by transforming the traditional assessment processes of an onsite classroom environment. In a post-COVID-19 era, this paradigm shift in teaching-learning transfer supplies students with low-cost, high-quality, adapted, flexible and easily reached education (Naidu & Sevnarayan, 2023).

II. ChatGPT's Functioning in Traditional Assessment

Recently, the use of ChatGPT is gaining rising interest. However, there are narrow peer-reviewed articles to mention in online learning since ChatGPT is a recent phenomenon. To clearly understand the success and merits of ChatGPT in face-to-face evaluation, some useful peer-reviewed publications and pre-prints are inspected. In a study executed in the Netherlands (de Winter, 2023), ChatGPT was employed to realise an English comprehension test. The test was made of multiple-choice questions and questions involving short answers. In the Netherlands, a mean score of 5.50 would ensure a pass in the high school certificate. The average student's mean score was 7.0 for this comprehension test while ChatGPT got a mean score of 7.18. These results recommend that ChatGPT performed likewise to the average student in the Netherlands. This would trigger concerns if students were enabled to have their test online. Providentially, students in the Netherlands stay on traditional assessment practices (de Winter, 2023)

It is conceived that the use of ChatGPT might encroach on the traditional approach of online assessment; still, HEIs may struggle to enforce a ban on ChatGPT as they may go through challenges and resistance in legalizing its implementation. As with any novelty, stakeholders should adjust to its perspective to remain relevant and competitive in the shifting facade of AI in education. Despite the promising novelty of ChatGPT, it may be viewed as a disruptive technology.

2.1 Disruption and Potential of ChatGPT to Transform Online Assessment

Assessment is an essential element of education, and is meant to gather, investigate, and comprehend a student's progress (Gikandi et al., 2011). This feedback is indispensable for students as it lets them know their potencies and feebleness in a module (Black & William, 1998). Besides, this feedback is also helpful for teachers as it can allow them to adapt their teaching and learning process for their students.

Online assessment represents the assessment that employs technology to analyze a student's aptitude, know-how and capability via digital platforms such as web-based applications, mobile devices, or computer-based tests (AlMaqbali & Hussain, 2022). Online assessment can be explored by a range of assessment tools. These comprise multiple-choice, short answers, essays, e-portfolios, self-assessment, and peer assessment. The genre of assessment tools employed will be based on the learning objectives and the course plan. Online assessment can be integrated into diverse methods; this will be decided by the learning objectives, the assessment ambitions, and the obtainable technology. Online assessment can be controlled by learning management systems (LMSs) such as Moodle. Assessment features can use such as time limits, randomization, and the number of times students can access the assessment.

There are two frequent types of assessment employed in HEIs; formative assessment and summative assessment. Formative assessment is employed to evaluate the student's learning during a course or curriculum and gives students feedback on their potencies and feebleness (Black & William, 1998). For summative assessment, it is employed to evaluate students' learning upshots at the end of a course or curriculum as it evaluates their performances, understanding, and competencies (Al-Maqbali & Hussain, 2022; Airasian, 2000; Black & William, 1998).

The benefits of online assessment are countless (Al-Maqbali & Hussain, 2022). One of these benefits are expediency and flexibility, which permits students to get assessments at their own pace, time and location thus eliminating scheduling limitations while raising accessibility. Scalability is one more plus of online assessment as it can accommodate many students concurrently. Online assessments can also afford instant feedback. This is useful to students who want to work on their feebleness. It is also cost-effective as it saves the use of paper, printing charges, manual grading, and invigilating. In addition, as online assessment is controlled distantly it can save time and travel fees for students. Online assessments can be intended to avoid cheating (Lee & Aslam, 2023; Stevens et al., 2022) by using parameters such as randomization and time limits (Novick et al., 2022; Oravec, 2022), making it an extra benefit.

Some of the disadvantages of online assessment involve technical challenges, cheating and examination anxiety. For online assessment to be successful, students need a good internet connection, fitting devices and suitable software, which can be a real challenge for students with poor supplies and skills. Cheating is another problem of online assessment as it is more complicated to be stopped and spotted in a virtual class and this can truly question the reliability of the assessment (Lee & Aslam, 2023; Stevens et al., 2022). Students are also exposed to high levels of examination anxiety in an online assessment as compared to traditional assessments (Al-Maqbali & Hussain, 2022; Novick et al. 2022).

There has been an expansion in online assessment in teaching and learning all over the world. This speeding up is in part because of the COVID-19 pandemic, which compelled HEIs to move to distant learning and assessment (Guangul et al., 2020). Though online assessment has been integrated in lots of countries, there is no evident consensus so far as to whether online assessment has a preference over traditional onsite assessment. A study carried out with undergraduate students at a Hong Kong University revealed that less than 20% of all students inspected (752) were contented with online assessment. Almost half of the students wanted the traditional paper-and-pencil test.

The main obstacles stated by students in online assessment were computer difficulties and internet connectivity (Lee et al., 2022). In a further study conducted with undergraduate students in the UK, it was disclosed that students' performance was improved in online assessments compared to paper-based assessments (Osabutey et al., 2022). Osabutey et al. (2022) highlight that for students to succeed; appropriate technologies should be employed in the remote assessments. In online assessments, the teachers need to check that questions are structured clearly and unambiguous and that comprehensible instructions are given to students on how to access the assessment and submit responses. Teacher's assistance should be provided in case of technical issues or breakdowns.

Integrating online assessments involves thoughtful planning, effective communication and the deployment of suitable tools and technology. With the appropriate strategy, online assessments can be a successful approach to assess students' expertise, competencies and performance. Online assessments can be measured with different methods according to the type of assessment tool and goals. Evaluation approaches entail automatic grading, particularly for multiple-choice and short-answer questions. This economizes time, and sources, and decreases errors. Manual scoring is employed for essays and can be done online with the use of rubrics and grading guides. To double-check that the assessment results are

fair, consistent, and correct, plagiarism detection tools can be employed to ensure accuracy and prevent cheating (Novick et al., 2022; Oravec, 2022).

Learning outcomes refer to particular invoices that underline the adeptness, proficiencies, and competencies that students are supposed to get at the end of a learning process. The association between assessment and learning outcomes is that assessment is meant to gauge the extent to which the learning upshots have been accomplished (Guangul et al., 2020). So, assessment props the learning experience and gauges the level of learning. This is why, it is imperative to investigate the use of ChatGPT in online assessment.

ChatGPT can be considered as a possible intrusion to online assessment in the same way that calculators were considered as an intrusion to Mathematics education and computers were considered as an intrusion to the teaching of handwriting. This theoretical paper between hands attempt to address the following questions: What shapes our real worries about ChatGPT? Are we concerned that ChatGPT will intrude online assessment that we are familiar with? Does it mean the “end” of online assessment? Does it indicate the emergence of a mode type of assessment that can co-exist with ChatGPT? To answer these questions, one of the main worries and anxieties about ChatGPT is its risk of cheating and academic dishonesty

Even with these concerns, the utilization of ChatGPT in online assessment has already revealed promising results (Kasneci et al., 2023). ChatGPT can personalize students' learning experiences, analyze their writing and responses and provide them with instant and significant feedback, it can also propose materials that would side with the students' learning needs (Kasneci et al., 2023). This potential of ChatGPT can support teachers in saving the time spent on personalizing learning and affording feedback to their students. These intrusions and the potential set by ChatGPT could lead to a need for teachers and executives in HEIs to reflect on new approaches of questioning and pedagogies to avoid cheating in assessments.

This emphasizes the significance of cautiously pondering the implications of ChatGPT in the assessment process, both in terms of its achievements and challenges. The possible disruptive potential of ChatGPT in e-learning and assessment underlines the significance for teachers and decision-makers to accept new technologies and innovations in education (Kumar et al., 2021; Manocha et al., 2022). It also accentuates the need for HEIs and teachers to positively adapt to these challenges and develop approaches to control the risks and reap the benefits of these novelties.

2.2 Ethical Implications of ChatGPT for Online Assessment

The use of ChatGPT in online assessment triggers some ethical implications that should be cautiously sought (Kerrigan et al., 2022); mainly in remote education contexts. One of the chief concerns is the risk of bias in the language prototype's responses, which could bring about unfair scoring or assessment. Another concern is the risk of cheating, as the use of AI in evaluation could easily let students get answers without completely grasping the learning material. Furthermore, there is a risk that the use of ChatGPT in distant assessments could bring about a lack of human interaction and personalization, which could negatively impact students' motivation and engagement. So, it is fundamental to thoroughly reflect on the ethical implications of using ChatGPT in online assessment and take measures to tone down any possible biases or negative impacts (Kung et al., 2022; Terwiesch, 2023).

Perceptions about ChatGPT are bilateral: On one side, its use in online assessment may be viewed as a menace to academic integrity and dependability, as it may consent to students to submit work that is not theirs and may potentially encourage plagiarism. In the main, the use of ChatGPT destroys students' engagement in critical thinking and original writing by making them dependent on its use to do their assignments. This could weaken the authenticity of the assessment approach and threaten the learning process.

The use of ChatGPT in academic writing challenges this standard by enabling students to bypass the learning experience and make content with the use of AI. This would seriously intrude on the traditional mode of online assessment in HEI by undermining the significance of critical thinking, original writing, and knowledge acquisition. It is conceived that this could also have dramatic implications for academic institutions by spoiling their reputation and weakening their degree's value.

ChatGPT is presently being referenced as an author in academic publications in some credited journals. Because AI cannot bear responsibility or confidence for its work, its research publications are substandard. However, the use of ChatGPT can also enrich the learning process by enabling students to access information and sources that they may not have had access to or else. By allowing students access to a huge amount of information and resources, ChatGPT can help endorse the use of authentic and reliable information in their academic work, which is critical for upholding academic integrity (Chen et al., 2018; Kumar et al., 2021).

It should be mentioned that ChatGPT possesses a self-improving possibility, where it is regularly trained and updated with new data sets; this denotes that its responses can become better accurate in future (Rudolph et al., 2023). Also, by affording proposals and adaptations for writing and editing, ChatGPT can support students in enhancing the quality of their assignments and ensure that they meet the academic standards required. In addition, ChatGPT has the potential to comprehend complicated questions and supply relevant answers concurrently, as revealed by a study that found ChatGPT's answer time to be less than two minutes for a 300– 500-word output (Deng & Lin, 2022; Kumar, 2023). This attribute can facilitate retrieving information, and gaining time and effort in exploring diverse sources, making it extremely useful for students who struggle with the time and stress of online assessment deadlines.

From an academic standpoint, ChatGPT can allow students to save time; and thus have more time for critically reading questions in an online assessment (Cascella et al., 2023). Lastly, by heartening students to engage with different concepts and perceptions, ChatGPT can support them in developing their critical thinking skills, which is pivotal for defending academic integrity. Though the use of ChatGPT may symbolize a potentially disruptive innovation that can renovate the process students learn and research, it is imperative to consider the ethical implications of its implementation. Ethics of learning entails considering the ethical implications of using technology in learning and education. This involves the risk of bias or misuse of technology, with the need to ensure that technology is developed and employed wisely, with a focus on obtaining positive learning outcomes.

Though, it is significant to acknowledge that students' use of AI tools does not necessarily create academic misconduct or plagiarism instead, the reliability lies in assuring that its exploit is reasonable and rational. Therefore, HEIs need to revise their academic integrity policies to explain the use of these tools and uncover what generates academic

misconduct. Failure to adjust strategies to accept the use of AI tools could bring about inconsistent integration and obstruct the growth of future online assessment environments.

2.3 Pedagogical Implications of ChatGPT for Online Assessment

The pedagogical implications of ChatGPT for online assessment in distance education are significant, and the theory of disruptive innovation sheds light on the challenges and opportunities that come with its development and use. Distance learning universities like Unisa may particularly benefit from incorporating ChatGPT into their teaching and assessment practices; especially if we can find ways for its use in larger modules. However, ChatGPT is expected to become a regular part of writing in HEIs (Chen et al., 2018; Kumar et al., 2021; McMurtrie, 2023). Exposing distance education students to ChatGPT can help promote learning and incorporate technology into teaching (Sharples, 2022).

As ChatGPT is already able to constitute bright plots in seconds (McMurtrie, 2023), the growth of GPT-4 launches even more advanced AI-generated content—scrutinizing images, videos, and other media—making new challenges for ensuring academic integrity in online assessment platforms. So, universities should incessantly adjust their regulations and guidelines to stay beside the swiftly developing technology and make sure students are employing AI tools responsibly and ethically.

As teachers in online education, it is critical to not only adopt AI technology into teaching and assessment practices but also to train students on how to employ it properly to improve their learning. The integration of ChatGPT in online assessment in remote education engenders both challenges and potentials, so its evolution and utilization must be approached carefully. The theory of disruptive innovation emphasizes the importance of adjusting to evolving technologies by implementing them into teaching practices while assuring academic integrity. Online learning institutions need to be particularly careful of these implementations and take hands-on steps to maintain the appropriate use of ChatGPT in their curriculums.

III. Methods and Materials:

A quantitative approach was adopted in this study. Semi structured questionnaires of EFL students are conducted. A cyclic procedure of data collection, interpretation, and analysis is underlined in this action research. Mishra, (2020) maintained that action research seeks to present convenient solutions to problems. It also propped experts and decision-makers, to be actively engaged in the study.

Semi-structured questionnaires were intended to inspect EFL students' perceptions about the prospect and possible limitation of ChatGPT in online assessment. In this study, open-ended questionnaires were appropriate to gather data and permit the informants to remain anonymous. Four questions with definite instructions, which could be responded in about less than ten minutes, were administered. It sought to decrease the time participants would require to complete them and therefore, minimize the return rate. The use of questionnaires enables respondents' answers to be free from any biases of the researcher. They are also considered effective and supply structured answers. In this study, the questionnaire brings to light the ethical and pedagogical implications of utilizing ChatGPT in EFL context.

A master two class of twenty-five EFL students enrolled in the English language department, at Oran university of Algeria, were selected to partake in the study in March 2024. EFL students participating in the study were in their second year master studies. Participant students concur to participate in this study and disclose their perceptions about the

use of AI in university distance education and assessment, underlining the necessity for ongoing investigation and analytical valuation of its impacts.

IV.RESULTS AND DISCUSSION

The rising encroachment of ChatGPT has become ever more manifest in HEIs. This theoretical article attempts to present an overview of the potential of online assessment in remote higher education; especially, what the future holds for online assessment in an ODeL environment from the perspective of ChatGPT. The sampling of students participating in the study revealed that they did conceive the prospects and challenges of ChatGPT for online assessment. This is illustrated in table one below.

Positive Perceptions about ChatGPT	%
Evaluating students' assignments	79%
Creating involving and interactive assessments	78%
Assuring better integrity	75%
Capability to learn and accept user input	71%
gaining time, money, and resources	68%
Diminishing the workload of teachers	75%
Providing instant feedback to students	%77
Use of gamification	%74

Table1. Positive Perceptions about the use of Chat GPT

The ethical and pedagogical implications of ChatGPT have been put under the microscope for online assessment. Another advantage of ChatGPT is its potential to evaluate students' assignments (79%), create involving and interactive assessments (78%) and provide instant feedback to students (77%). This means that teachers are not supposed to assess their students' assignments, ChatGPT can take care of it. The assessment process will shift from human-centred to machine-centred, transforming the traditional model of grading and evaluation. Informant students also pointed out that the use of chat GPT is assuring better integrity (75%), using gamification (74%); and gaining time, money, and resources (68%).

Automatic scoring will be advantageous in classes with large modules. Not only it will gain time, money, and resources, but it will also get rid of human bias and human error in the scoring process. Most of all, it will guarantee better integrity as large modules demand many assessors who need incessant examination and perseverance in their assessment to ensure integrity.

The use of ChatGPT to score assessments may interlude the engagement of many contract assessors. The spent of wages to assessors will be considered as technology obsessing their jobs. This was experienced when shifting from venue-based examinations to online examinations, and all traditional onsite assessments come to an end.

The use of ChatGPT in online assessment corresponds to eventually disruptive innovation in higher education, which has both positive and negative consequences for academic. While ChatGPT can improve online assessment by allowing students' access to information and resources, maintaining academic reliability, and enhancing the effectiveness and accuracy of assessment, it seems evident that it weakens academic integrity by authorizing cheating and plagiarism. In the second question, students were invited to reflect upon the negative perceptions regarding the use of Chat GPT.

<i>Negative Perceptions about ChatGPT</i>	<i>%</i>
Disrupting online assessment practices	78%
threatening teachers' jobs	75%
Lack of human interactivity	77%
Providing mistaken answers	73%
Inability to resolve complicated equations of mathematics	74%
Distrusting the authenticity of students outcome	72%
Encouraging and authorizing plagiarism	70%
Lack the ethical implications of academic reliability for online assessment	71 %

Table 2. Negative perceptions about the use of Chat GPT.

Findings from table two reveal that most students reflect on using Chat GPT as disrupting online assessment practices (78%). 77% of students maintain that it lacks human interactivity and 74% underline the inability of GPT to resolve complicated equations of mathematics. (73%) of students stated that the use of Chat GPT provides mistaken answers and distrusts the authenticity of students outcome (72%). They also underscore the issue of plagiarism and lack the ethical implications of academic reliability for online assessment (70% and 71%) respectively. In the third question, students were asked about the perceived barriers and obstacles met in the online class assessments with Chat GPT. Table three illustrates the main limitations

<i>Challenges of using Chat GPT</i>	<i>%</i>
Computer anxiety	60%
Lack of technical skills	67%
Lack of legitimacy using ChatGPT	
Technical breakdown	75%
No perception of benefits	73%
Resistance to change	74%
Lack to training to use online platforms	66%
weak internet connection	68%

Table 3.Challenges of using Chat GPT

Findings from table three show that lack of legitimacy using ChatGPT (75) ;resistance to change(74%); no perception of benefits (73%), lack of training (70%), lack of technical skills (67%), lack of training to use online platforms and computer anxiety (60%) were the major challenges encountered in online learning. There is a strong connection between parameters

that may spoil the experience of online assessments. When students lack motivation and training to draw on a technology, they would intentionally lack aptitude and get a sort of anxiety for technology and digital devices. As well, more than half of the students' answers reveal that technical breakdowns can badly affect the teaching-learning process. The informant students are invited in the last question to suggest some recommendations for better use of Chat PGT in the teaching/learning process.

<i>Suggestions for better use of Chat PGT</i>	<i>%</i>
Limiting students' access to online resources during the evaluation	72%
Encouraging teachers not to use Chat GPT in classroom assessments and assignments techniques	75%
Encouraging teachers to accept the change.	61%
Training teachers to conduct online assessment and assignments procedures	60%
Ensuring effectual technical support.	52%
Providing more interactive undertakings	58%
Encouraging teachers to reconsider online assessment techniques	61%
Exploring the advantages of Chat GPT.	62%

Table4.Suggestions for better use of Chat PGT

Table four shows that informants believe that encouraging teachers to conduct classroom assessments and assignments procedures, by their own, without the use of Chat GPT (75%) and limiting students' access to online resources during the evaluation(72%) are extremely recommended for a successful online assessment process in EFL context. Exploring the advantages of Chat GPT (62%), encouraging teachers to accept the change(61%), reconsider online assessment techniques (60%) , affording more interactive activities (58%) and ensuring an effective technical support mechanism (52%) as very significant for the effective use of Chat GPT in the teaching/learning process.

V. CONCLUSION

ChatGPT presents considerable growth in the context of online assessment, with the risk of intruding on traditional approaches and completely changing the mode of instruction and assessment. The theory of disruptive innovation places focus on the significance of adapting to evolving technologies and integrating them into assessment techniques while assuring academic integrity. Teachers are to be aware of the ability of ChatGPT and other language models to computerize assignments used to be done by humans and to promote their use. Future reflections on the use of ChatGPT in education will entail making a balance between embracing its prospect to offer accessible, personalized, and low-cost education, while also checking that academic integrity is not abolished. E-learning environments will need to revise their policies and train their students to appropriately explore AI tools like ChatGPT.

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