NEVŞEHİR HACI BEKTAŞ VELİ ÜNİVERSİTESİ
Ara, bul.

Sosyal Bilimler Enstitüsü Dergisi
Cilt: 14 Sayı: 1 Mart 2024
E-ISSN: 2149-3871

KABÜL MÜ, RET Mİ? AKADEMİSYENLER YAYINLARDA CHATGPT'NİN KULLANIMI KONUSUNDA NE DÜŞÜNÜYORLAR? 1

ACCEPT OR REJECT? WHAT DO ACADEMICS THINK ABOUT UTILISING CHATGPT IN PUBLICATIONS?

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Geliş Tarihi:
02.01.2024

Kabul Tarihi:
19.02.2024

Yayın Tarihi:
25.03.2024

Anahtar Kelimeler
Yapay Zeka
ChatGPT
Türk Akademisyenler
Akademik Yayınlar

Keywords
Artificial Intelligence
ChatGPT
Turkish Scholars
Academic Publications

ÖZ

Chat Generative Pre-Trained Transformer (ChatGPT), 2022 yılında Amerika Birleşik Devletleri'nde ilk kez kullanıma sunuldu. İnsan geri bildirimlerini bir araya getirerek oluşturulan ve milyonlarca kullanıcıya ulaşan ChatGPT, geniş bir çevrimiçi kaynak havuzundan yararlanarak ve sıklıkla kullanıcıdan ek girdi gerektirmeden bağımsız olarak bir yanıt oluşturabilmektedir. Bireylerin bilimsel yayınlar oluşturmak için ChatGPT'yi kullandığı bilinen ChatGPT, büyük ölçüde internette mevcut olan önceden var olan metinsel verilere dayanmaktadır. Bunun sonucunda, elde edilen ürünlerin özgünlük, güvenirlilik ve kesinlik sağlamak zorlu ve belirsiz olabilmektedir. Bu çalışma, Türkiye'nin farklı bölgelerindeki üniversitelerle bağlantısı olan, çeşitli akademik unvanlara sahip akademisyenlerin, ChatGPT'nin bilimsel yayınlarda kullanımına ilişkin bakış açılarını incelemeyi amaçlamaktadır. Araştırmaya toplamda 121 akademisyen katılmış olup hem nicel hem de nitel formatta veri toplanmıştır. Elde edilen bulgular, akademisyenlerin ChatGPT' yi taslak hazırlama prosedürlerine dahil etme konusunda herhangi bir sorun algılamamasına rağmen, akademik bir kişilik oluşturarak ve bilimsel çalışmalar üzerinde işbirliği yaparak bu teknolojiyi benimseme konusunda tereddüt ettiklerini göstermektedir.

ABSTRACT

The Chat Generative Pre-Trained Transformer (ChatGPT), a chatbot with artificial intelligence, made its debut in the United States in 2022. The platform created by incorporating human feedback has garnered millions of interactions. ChatGPT can generate a response autonomously, drawing from a vast pool of online sources and frequently without requiring additional input from the user. It has been reported that individuals have utilised ChatGPT to generate academic essays and scholarly publications. AI tools utilising extensive language models, such as ChatGPT, heavily rely on pre-existing textual data available on the internet. Consequently, ensuring their results' authenticity, credibility, and precision poses a challenging and uncertain task. This study aims to examine the viewpoints of scholars holding various academic titles and affiliated with universities located in diverse regions of Turkey regarding the utilisation of ChatGPT in scholarly publications. A total of 121 academicians participated in the study, and data were gathered in both quantitative and qualitative formats. The findings have indicated that while scholars did not perceive any issue with incorporating ChatGPT into their manuscript drafting procedures, they remained hesitant to embrace this technology by establishing an academic persona and collaborating on scholarly works.

DOI: https://doi.org/10.30783/nevsosbilen.1413539
Atıf/Cite as: Tunçer, M., & Zeybek, G. (2024). Accept or reject? What do academicians think about utilising ChatGPT in publications? *Nevşehir Hacı Bektaş Veli Üniversitesi SBE Dergisi14*(1), 203-218.

[1] The study was presented at the International SCOFOLA23 Conference.

Introduction

ChatGPT is an intriguing technological advancement, and various language-based software utilising artificial intelligence is currently being developed, each possessing distinct capabilities. The emergence of ChatGPT in late November 2022 was met with significant attention and rapidly gained widespread popularity, amassing a user base of one million within a week (Cox & Tzoc, 2023). ChatGPT possesses a comprehensive understanding of the English language, may assist researchers in enhancing the calibre of their scholarly writing and publications, and is generally user-friendly when employed in academic writing (Zohery, 2023). It is capable of generating a diverse array of written materials, encompassing essays, literary works, media pieces, and even scientific articles, both published and unpublished. The texts exhibit a notable level of creativity and coherence in the arrangement of concepts and contribute to the advancement of current scientific knowledge. Additionally, ChatGPT has the capability to aid in the identification of suitable statistical techniques for data analysis (Quintans-Júnior et al., 2023).

There is a growing trend among scholars and researchers to utilise AI-assisted writing tools for various purposes, including but not limited to idea and text creation, review of literature, and proofreading. However, these growing advancements in artificial intelligence have raised concerns regarding the appropriateness and legality of its utilisation within scholarly settings (Tomlinson et al., 2023). In contemporary scholarly literature, a wide range of perspectives have been presented. Prior to delving into these perspectives, it would be advantageous to review the trajectory from the inception of artificial intelligence to the development of ChatGPT.

The Creation and Development of Artificial Intelligence Tools

AI is an interdisciplinary science that connects with several academic disciplines and spans a wide range of fields of study. The emergence of this phenomenon has experienced significant expansion since the introduction of computers run by humans in the 1950s (Haenlein & Kaplan, 2019). According to Lu (2019), cognitive computing is defined as a comprehensive framework that incorporates many theories, techniques, and approaches to facilitate the analysis, modelling, application, and exploration of human cognitive processes and behaviours, with a particular focus on technology, particularly computers. Artificial intelligence is the study of how to programme computers to mimic human intellect, namely linguistic and cognitive abilities like learning and problem solving (Chowdhary, 2020). For artificial intelligence (AI) systems, self-learning is crucial for knowledge expansion, better decision-making, and enhanced inference (Mintz & Brodie, 2019).

The literature extensively covers the emergence and change of digital tools, with a common conviction among individuals that these technologies have the potential to boost their productivity in writing (Nobles & Paganucci, 2015). There has been a profusion of applications that aim to go beyond the simple role of detecting elementary defects in composition, in addition to the grammar, spelling, and style checks built into word processing software. These tools provide additional assistance to users, with the aim of improving their writing abilities. According to Fitria (2021), Digital Writing Assistants (DWAs) utilise AI to augment the writing proficiency of students. Prominent examples of such DWAs include Perusall, Grammarly, and WordTune. The tools listed above have demonstrated a particular ability to support persons engaged in the process of learning English as a Foreign Language (EFL) in improving their written English skills by aiding in the articulation of ideas (Gayed et al., 2022). Automated Paraphrasing Tools (APTs) can be classified as a type of AI software tool. Automated translation systems (APTs) utilise machine translation methodologies to facilitate the conversion of text from one language to another (Rogerson & McCarthy, 2017).

In recent times, there has been an upward trend in the advancement of technologies that employ AI to assist in the production of novel textual content. Large Language Models (LLMs) are a type of tool that has the potential to create significant amounts of original content by utilising short input prompts (Perkins, 2023). The models, which have undergone training using comprehensive datasets, are widely recognised as foundational models (Bommasani et al., 2022). In 2017, with the rise of transformer-based machine learning models, these instruments became more commonplace. According to research by Vaswani et al. (2017), these models perform better than their predecessors on linguistic tasks that were trained with traditional machine learning techniques. In November 2019, OpenAI released the GPT-2, and in June 2020, they released the GPT-3 (Dale, 2021). ChatGPT"s release to the public heralded a major improvement in the programme's capacity to generate creative prose. This was accomplished by integrating current models (GPT-3.5) and improving the interface.

These technical advancements have expanded and will continue to expand artificial intelligence's potential. The significance of the prospects presented by ChatGPT, an artificial intelligence (AI) tool, for academics in terms of academic publications and the ethical concerns that arise from these opportunities cannot be overstated. There is ongoing scholarly discourse on the advantages and drawbacks of ChatGPT in relation to scientific publications. However, several scholars have advanced their perspectives on potential resolutions to these disagreements.

ChatGPT in Academic Writing: Opportunities, Challenges, and Solutions

Quintans-Júnior et al. (2023) advise researchers to acquaint themselves with ChatGPT, since this technology is expected to bring about significant transformative effects in the academic fields. Considering this perspective, ChatGPT was queried with the question, "How can we use ChatGPT in academic research and publications?" The answers are presented in the following table (see Table 1).

Table 1. Verbatim answer of ChatGPT to the following question: "How can we use ChatGPT in academic research and publications?" (Access date: August 10, 2023)

Literature Review	Input a list of topics or keywords, and ChatGPT can help you generate a summary or overview based on its vast knowledge, although this should be a supplementary method rather than a primary one.
Ideation & Brainstorming	When trying to come up with new research ideas or angles for exploration, ChatGPT can be a sounding board to brainstorm with.
Data Generation	For some fields, especially in computational linguistics or machine learning, ChatGPT can be a source of data. For instance, generating conversational datasets or simulating user inputs.
Survey Design	ChatGPT can assist in formulating questions, providing advice on survey structure, or generating example responses.
Language Translation	While it may not be perfect for all languages or nuanced contexts, ChatGPT can be a helpful tool in getting a general sense of translations for various texts.
Statistical Analysis	ChatGPT can assist in explaining complex statistical methods, guiding through analysis processes, or even checking calculations.
Paper Drafting & Proofreading	While writing a paper, ChatGPT can help with structuring, suggesting edits, or proofreading for grammatical errors.
Citation and Reference Assistance	Though ChatGPT's knowledge is only up-to-date until 2021, it can help guide users to foundational literature or clarify citation formats.
Public Outreach	If a researcher is trying to distill their findings into more digestible terms for a general audience, ChatGPT can assist in generating simpler explanations or analogies.
Educational Tool	In classroom settings, ChatGPT can be used as a tool for students to interact with, ask questions, or test their knowledge.

In its answer to the above question, ChatGPT also warns the users to remember the following points:

- *Cite Properly*: It is important to properly credit ChatGPT when using insights or direct information from the platform. Even though ChatGPT draws on a tremendous quantity of data to give insights, it is not a main source.
- *Verification and Accuracy:* Always check the veracity of the data given by ChatGPT. It is a tool, not a substitute for professional judgement or thorough research.
- *Ethical Considerations:* If you are utilising ChatGPT for data creation involving human participants, be sure you have the necessary permits and are abiding by the ethical norms of your institution.
- *Transparency:* Be up front about how and when you are utilising ChatGPT or any other AI tool in your study. This preserves the validity and repeatability of the study.

Besides the aforementioned capabilities of ChatGPT, it is crucial to consider the manner in which it executes these tasks. Zohery (2023) enumerates the benefits that ChatGPT provides to individuals engaged in academic writing. First of all, according to Zohery (2023), ChatGPT has a commendable ability to generate text promptly and effectively, resulting in time and effort savings for authors (Tomlinson et al., 2023). The time saved would enable academics to benefit from the time-saving opportunities that ChatGPT provides to concentrate on more creative parts of their research, such as presenting original empirical and theoretical discoveries and participating in critical thinking about the larger ramifications of such findings (Chubb et al., 2022). Secondly, ChatGPT facilitates users in locating pertinent information from many sources, including web pages, scholarly articles, books, and other relevant resources. Thirdly, this AI model possesses the capability to produce novel, varied, and captivating texts that inspire the author's creativity and imagination and facilitate the generation of novel ideas, hypotheses, inquiries, and viewpoints for writers to further investigate. Additionally, it has the capability to offer comments and ideas pertaining to the author's material, such as rectifying grammatical and spelling issues, enhancing clarity and coherence, and including additional facts and examples. Finally, it has the capability to generate scientific writing that is both enjoyable and captivating and has the capability to incorporate elements of humour, emotions, and personality in order to enhance the quality of connection, rendering it more enjoyable and akin to human-like conversation (Zohery, 2023).

Nakazawa et al. (2022) add to the advantages of AI in academic writing, asserting that the employment of AI writing tools can be considered a way to encourage originality and creativity. It is widely recognised that ChatGPT has the potential to effectively remove the language barrier that has kept non-native researchers from competing on a level playing field with their native-speaking peers. Since many language editing tools are paid services, non-native researchers from regions with moderate to poor economic stability might be at a significant disadvantage. Therefore, ChatGPT presents itself as a tool that may facilitate entry into the world of prestigious, peer-reviewed academic journals, making it easier for scientists from a wider range of backgrounds to participate in the publishing process with more comfort and ease without encountering restrictive language prejudices (Doskaliuk, B., & Zimba, 2023).

Contrary to all these benefits mentioned, ChatGPT is not well received by some academic circles. The issue of academic integrity is widely recognised as a prominent and frequently discussed concern. Academic integrity and the possibility of plagiarism have frequently come up in discussions on ChatGPT and academic writing (Salvagno et al., 2023; Habibzadeh, 2023). Many editors are concerned that the use of AI technologies might result in a rise in plagiarism. Furthermore, it is important to acknowledge that AI technologies are incapable of completely supplanting the critical and reflective thinking abilities of research and lack the capacity to analyse study outcomes, engage in discussions on discoveries grounded in the most robust evidence, and effectively communicate with readers (Quintans-Júnior et al., 2023). According to some, the use of AI in academic writing compromises the integrity of scholarly activity since it can result in a loss of creativity and originality (Nakazawa et al., 2022). The possibility for AI-generated text to reinforce prejudice and mistakes is another worry (Van Dis et al., 2023). Knowing the data and training that the AI model has received is essential since it may reflect the biases of the data and the model's developers (Van Dis et al., 2023).

In light of this new paradigm, according to Quintans-Júnior et al. (2023), several questions must be addressed, such as "who would regulate the use of chatbots in academic fields, and how would this be done?"; "on what standards would these regulations be based?"; "what are the non-negotiable conditions?"; and "how would those who maliciously employ it be punished?".

Lund et al. (2023) have suggested a number of actions to address the issues raised by ChatGPT. First, academic journal publishers might collaborate with experts in computer science to create anti-ChatGPT software that works similarly to adblockers and can identify articles produced using ChatGPT (Abd-Elaal et al., 2022). There are some effective engines and methodologies employed for the discovery of AI-assisted work, including style analysis, information analysis, and internet platforms such as CopyLeaks and Turnitin. However, it is important to acknowledge the limits of these methods and prioritise efforts to improve the quality and reliability of detection techniques (Uzun, 2023). Second, academic publications and research organisations may promote more original and creative research. This could contribute to the academic community's growth and increase the variety of research subjects currently being investigated. Additionally, it could make it less likely that papers submitted to journals were created via ChatGPT. Third, one of the most important ways to address the moral

problems with academic publishing brought on by ChatGPT is to alter the standards for evaluating tenure or reconsider the reason for tenure in higher education and research organizations. Institutions can discourage the use of ChatGPT and promote more ethical practices in scientific publication by moving the emphasis from quantity and status to quality and relevance of research (Lund et al., 2023). Additionally, Tsigaris and da Silva (2023) propose two methodologies: (1) the exclusive attribution of authorship to human individuals rather than artificial intelligence entities, and (2) the requirement for human writers to explicitly recognise and disclose any content that is authored by AI, as well as their own contributions.

Amidst the active deliberations surrounding this matter and the divergent viewpoints within academic communities, we deemed it prudent to seek the insights of scholars who contribute to scholarly literature. Consequently, this paper endeavoured to get insights from scholars of diverse academic ranks affiliated with numerous universities regarding the utilisation of ChatGPT in scholarly papers. This study aimed to address the following research question:

"What are the opinions of Turkish academicians on using ChatGPT in scholarly publications?"

Methodology

An embedded design, which is a type of mixed-method research design, was adopted in the present research. The embedded design aims to gather both quantitative and qualitative data either concurrently or sequentially (Creswell, 2012). Embedded designs are capable of gathering both quantitative and qualitative data. This aspect is considered valuable within the scope of this study as it facilitates researchers in comprehending the experiences and perspectives of academics pertaining to their interactions with ChatGPT. Quantitative data has the capacity to demonstrate the frequency of specific attitudes or behaviours, whereas qualitative data possesses the ability to clarify and provide a contextual understanding. Additionally, qualitative data offers a comprehensive and nuanced framework for explaining the perspectives and choices of academics using ChatGPT. It is challenging to obtain this level of insight using only quantitative data (Li & Zhang, 2022). Within the framework of the investigation related to the perspectives of scholars regarding ChatGPT in Turkey, the utilisation of an embedded design presents a notable benefit by facilitating a comprehensive examination of the underlying motivations, challenges, and ethical considerations associated with the adoption of ChatGPT. This facilitates a more comprehensive understanding of this emerging phenomenon within the context of academia, which holds significance in shaping forthcoming policies and practices.

Setting and Participants

This study was carried out with 121 academicians working at universities in Turkey. No limitation was detected in terms of departments or faculties for the reason that this study focused on examining the academicians' ideas on the use of ChatGPT in Turkey. Learning English as a foreign language is a requirement for becoming an academician in Turkey. In addition to their content knowledge, academicians have to know a foreign language, which is generally English, and they need to certify this with a score on a foreign language examination such as YDS and YÖKDİL for academic advancement.

The following table shows the distribution of participants in the study according to their titles, years of experience in academic careers, and the types and locations of their institutions.

Table 2. Background of the academicians

		N	%
Titles	Assistant Prof. Dr.	39	32.2
	Instructor	32	26.4
	Associate Prof. Dr.	20	16.5
	Research Asst.	14	11.6
	Instructor Dr.	7	5.8
	Prof. Dr.	6	5
	Research Asst Dr.	3	2.5
Years of Experience in Academic Career	11-15 years	41	33.9
	6-10 years	25	20.7
	0-5 years	21	17.4
	16-20 years	18	14.9
	21-25 years	9	7.4
	25-30 years	7	5.8
	More than 30 years	0	0
Types of Institution	State University	116	95.9
	Foundation University	5	4.1
Locations of Institution	City Centre	70	57.9
	Metropolitan City	36	29.8
	Rural Area	15	12.4

As it can be seen in Table 2, the highest numbers belong to participants who were 'assistant professor doctor' (N = 39) and 'instructor' (N = 32), while the lowest numbers were from 'instructor doctor' (N = 7), 'professor doctor' (N = 6), and 'research assistant doctor' (N = 3). The biggest group in terms of having experience in academic careers worked between 11 and 15 years (33.9%), and following this, they worked from 6 to 10 years (20.7%). Except for five people, all the participants worked at state universities. A total of 70 participants lived in the city centre, 36 in metropolitan cities, and 15 in rural areas. From an ethical standpoint, all participants demonstrated informed permission by voluntarily consenting to complete the online questionnaire for the study. Additionally, the research gained formal approval from an ethics committee affiliated with a state institution.

The following table clarifies these participants' familiarity with and desire to deepen their understanding of ChatGPT.

Table 3. The academicians' familiarity with ChatGPT and desire to learn it

Participants who…		N	%
1. …. have information about ChatGPT	Yes	70	57.9
	Partially	37	30.6
	No	14	11.6
2. ….. would like to learn about ChatGPT	Yes	14	100
	No	0	0

Table 3 above shows that more than half of these academicians (57.9%) reported having information about ChatGPT, and 30.6% stated being partially informed about it; however, only a small group of the participants (11.6%) expressed not being acquainted with the tool, and the same group also reported their claim of learning how to utilise it.

Data collection and analysis

The study used an embedded research design in order to integrate the strengths of both quantitative and qualitative data (Creswell, 2012). A questionnaire that was developed by two academicians was used to gather data, and some changes were made accordingly in order to increase the validity of the questionnaire.

The questionnaire is organised into multiple sections in order to gather information from scholars regarding their level of familiarity with and perspectives on the use of ChatGPT in academic writing in the English language. The questionnaire employed in this study, with the purpose of understanding the use of ChatGPT in academic publications among scholars, was carefully designed to ensure its reliability and validity. The questions were first formulated by the researchers of the present study, who have specialised knowledge in teaching foreign languages and a profound comprehension of the complexities of academic communication. Additionally, in order to strengthen the reliability of the questionnaire, two extra expert opinions were obtained, providing valuable insights and perspectives. Afterwards, the questions were carefully examined to guarantee they were clear, relevant, and suitable for the intended audience. Furthermore, in order to ensure credibility, the questionnaire was formulated based on previous studies related to academic publishing and AI technology.

- *Participant Information:* This section aims to gather fundamental demographic information, encompassing the academic title, duration of experience in academia, type of institution, and geographical location.
- *Familiarity and Utilisation of ChatGPT:* Respondents are queried regarding their acquaintance with ChatGPT, inclination towards acquiring knowledge about it, and whether they have employed it for scholarly writing purposes. Individuals who have utilised ChatGPT can offer additional information regarding their utilisation of the system and the specific objectives for which they employed it.
- *Ethical Considerations:* This section explores the ethical perspectives of participants regarding the utilisation of ChatGPT in academic publications and prompts them to elucidate their reasoning for deeming it either ethical or unethical.
- *Academic Sharing:* Participants are asked about their inclination to disclose their utilisation of ChatGPT within their academic community.
- *Ethical Considerations in Peer Review:* This section examines the participants' perspectives on the acceptance of papers co-authored with ChatGPT and the appropriateness of academic journals for publishing such works.
- *Additional remarks:* The survey concludes by extending an invitation to participants to offer any supplementary comments or reflections pertaining to the subject matter of the research.

In general, the questionnaire has been formulated with the intention of collecting both quantitative and qualitative data in a comprehensive manner. This approach aims to facilitate a more profound comprehension of how individuals in the academic community perceive and engage with ChatGPT in the context of their scholarly endeavours. Additionally, the questionnaire seeks to explore the ethical considerations and peer review perspectives of these academicians.

Descriptive statistics were used for quantitative data analysis, and graphics, figures, and percentages were utilised for the demonstration of the analysis. The constant comparative method (CCM) enables researchers to create categories depending on the data and put them into these categories (Corbin & Strauss, 2015), and CCM was used to analyse the qualitative data in the current study. To begin this process, each researcher individually assigned codes to the lines demonstrating the ideas of the academicians on ChatGPT. The second step was that researchers held their first meeting to compare the applicable categories they had defined. Following this, the second individual data analysis was run, and the codes grouped for these categories were discussed during the second meeting of the researchers. Finally, the last meeting was held in order to finalise the data analysis.

In order to uphold the trustworthiness and dependability of the qualitative data analysis, a rigorous methodology was implemented. During this procedure, a subset of the data was analysed by two researchers separately, demonstrating a dedication to ensuring inter-coder reliability. The researchers demonstrated a high level of agreement, suggesting a robust consensus in the identification and categorization of themes and codes. The substantial degree of inter-coder reliability serves to emphasise the strength and trustworthiness of the qualitative findings. In order to augment the dependability, additional meetings were organised to resolve any lingering inconsistencies and achieve a collective agreement, which eventually ended in the completion of the data analysis.

Results and Discussion

In order to investigate the scholars' opinions regarding the utilisation of ChatGPT in scholarly publications, quantitative and qualitative data results are presented in this part. Detailed explanations are given, respectively, in the following sections.

Quantitative Data Results

The participants were asked whether they already used ChatGPT for writing English academic papers or not and whether they would like to use it. The results of this question are shown in Figure 1.

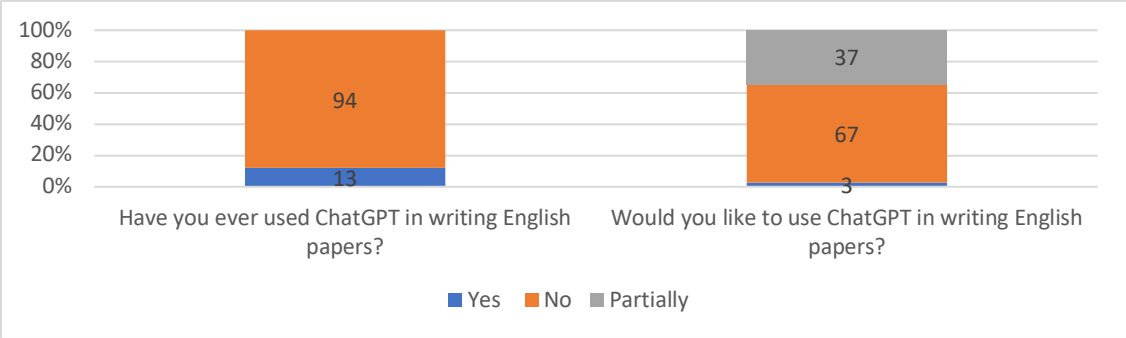

Figure 1. Participants' previous experience and desire for future to use ChatGPT in writing English papers

Figure 1 demonstrates that most of these participants (87.9%) did not utilise ChatGPT in composing their articles yet; however, only a small group (12.1%) tried to use it before. The same group was also directed to the question "Would you like to use ChatGPT for writing English papers". While more than half of these participants (62.6%) stated their unwillingness to make use of this tool, a relatively smaller group (34.6%) chose the option 'partially'. Interestingly, only three academicians taking part in this questionnaire voiced their desire to utilise ChatGPT in the preparation of academic texts. To the group that answered this question either 'yes' or 'partially', another question was posed: 'Which part(s) of your papers would you prefer taking advantage of ChatGPT?' The majority of the participants stated not to use ChatGPT when writing English papers. However, advantages have been revealed, including saving time and effort for authors (Tomlinson et al., 2023), producing novel, varied, and captivating texts that inspire the author's creativity and imagination (Zohery, 2023), concentrating on more creative parts of their research (Chubb et al., 2022), and eliminating restrictive language prejudices for non-native authors (Doskaliuk & Zimba, 2023).

Table 4 Parts academicians prefer using ChatGPT

Parts	N	%
Literature Review	26	56.5
Abstract	22	47.8
Method	11	23.9
References	10	21.7
Discussion	9	19.6
Conclusion	6	13
Findings	5	10.9

What stands out in Table 4 is that 'Literature Review' (N = 26) and 'Abstract' (N = 22) are the two categories rated most by the academicians. From the table, it can be seen that 'Discussion', 'Conclusion', and 'Findings' are the least preferred ones among all these categories. To further examine parts they think preferable, the academicians disclosed three significant points as responding to the open-ended question: preparing interview questions (N = 38), analysing data (N = 32), and preparing questionnaire items (N = 32). In conclusion,

'literature review' was found to be the part rated most (N = 26) by the participants who preferred to use ChatGPT in preparing their academic texts. This result corroborates the findings of a great deal of the previous studies (Salvagno et al., 2023; Mohammed et al., 2023). These findings may help us to understand in which parts academicians preferred utilising ChatGPT and it could not be surprising to reveal the 'literature review' as the most rated part in accordance with the outcomes obtained in the current literature. It is impossible to reject new technologies in this changing world. For the reason that it is a relatively new technology, it may take time for academicians to accept it. In doing this, personal prejudices and challenging old habits need to be kept away.

This study also aimed to critically investigate whether academicians think using ChatGPT is ethical in their academic writing. In the group answering this question, nearly half of them (47.7%) chose the option 'no', while 40.2% of these participants stated 'partially' and 12.1% said 'yes'. According to these results, although slightly less than half considered using ChatGPT unethical in academic texts, a group close to this number thought it could be used to a certain extent. However, there was still another group that viewed the use of ChatGPT positively. What follows are the results of academicians' ideas about sharing their experiences related to the use of ChatGPT with other academicians shown in Table 5.

Table 5. Academicians' ideas about sharing their experiences related to the use of ChatGPT with others

Questionnaire Items	N	%
I do not list ChatGPT as the co-author, but I do not hide that I have used it.	52	48.6
I list ChatGPT as the co-author.	33	30.8
I do not list ChatGPT as the co-author, and I tell someone that I have used it.	13	12.1
I do not list ChatGPT as the co-author, and I tell no one that I have used it.	9	8.4

The table above illustrates the number and percentage of people who defined their behaviours of using ChatGPT in writing academic papers. It can be seen in Table 5 that 52 academicians in this group preferred not including ChatGPT as an author of their articles but could let others know their usage of the tool in writing papers. On the contrary, a number of participants (N = 33) identified ChatGPT as the co-author of their papers. It is also apparent from this table that some of these academicians (N = 13) did not add the ChatGPT as an author of their papers while at the same time sharing this with the others; however, the other group (N = 9) who did not list it as an author also did not mention their use of the tool. Furthermore, 107 academicians reported to examine the content and use the content produced by ChatGPT, and 97 of them underlined changes they absolutely make before using it in their academic papers, while 10 stated to use it without change under the appropriate conditions.

The next part sheds light on the academicians' views about the usage of ChatGPT from the perspective of an academic referee.

Table 6. Academicians' views about the usage of ChatGPT from the perspective of an academic referee

Questionnaire Items	Yes	No
Should academic journals accept the publications co-authored with ChatGPT?	18	89
Do you check a paper through programs (such as Turnitin) to test whether it has been written by an artificial intelligence (such as ChatGPT)?	99	8
Do you accept a paper that has been written by an artificial intelligence to be published?	25	82

Table 6 shows that most of these academicians (N = 89) expressed not being inclined towards journals' approval of articles in which ChatGPT was listed as an author. Further to that, nearly all the participants, except for eight, chose the option that they control a text in order to reveal whether artificial intelligence has written a text or not. From the same group, the number of people who stated they would accept a study written by artificial intelligence for publication was 25.

The next part of this paper presents the analyses of the qualitative data, which are crucial to examining the comprehensive perspectives and choices of academics using ChatGPT.

Qualitative Data Results

This section attempts to show the qualitative analysis of the open-ended question, which revealed 241 codes on Turkish academicians' views on using ChatGPT in scholarly publications. These codes were grouped into three main categories and six sub-categories. The main categories were *Academic Writing Processes, Academic Publishing Processes,* and *Authorship Debates* while the sub-categories were *Advantages, Drawbacks, Ethical Considerations, Need for Changes, Contribution of Researcher,* and *Role of Researcher* seen in Table 7.

Table 7. Main categories and sub-categories related to Turkish academicians' views on using ChatGPT on scholarly publications

Main Categories	Sub-Categories	N*
Academic Writing Processes	Advantages	105
	Drawbacks	
Academic Publishing Processes	Ethical Considerations	82
	Need for Changes	
Authorship Debates	Contribution of Researcher	54
	Role of ChatGPT	
	Total	241

N*: *Number of codes*

Academic Writing Processes

What stands out in Table 7 is that academicians mostly reported on ***academic writing processes (N = 105),*** which points out *advantages* and *drawbacks*. In terms of the *advantages,* most of the academicians stated they had used this tool during the process of academic writing (N = 75) in several ways, which were literature review, use of language, feedback provision, text organisation, data collection and analysis, and time saving. The academicians indicated their views on how they benefitted from ChatGPT during the text construction as follows:

> *"After all, it does not do anything that I can't do. It can do my work faster than I can."*
>
> *"ChatGPT can review the literature in detail and in a shorter period of time."*
>
> *"I wanted ChatGPT to provide feedback for the text I wrote."*
>
> *"It can be used to prepare an outline for a research paper."*
>
> *"For data collection, it is also successful in qualitative data analysis."*

As it can be understood from the quotes above, ChatGPT can be beneficial for the academic writing process. However, the qualitative results also revealed some problematic issues related to its usage during the formation processes. The academicians underlined several critical issues with using this tool in connection with constructing these texts, which were being not reliable, being not scientific, and preventing productivity, as follows:

> *"An article consisting only of these texts can be seen as a summary of the literature and it will not be successful because it does not contribute to academic innovation."*
>
> *"In my opinion, it is far from being scientific."*
>
> *"Sources are not reliable, and it may refer to a non-existent publication written by a non-existent author."*

These quotations above reflected the academicians' hesitation in utilising ChatGPT for the preparation of their scholarly publications. Thus, it was not wrong to interpret these statements as these academicians could not rely

on this tool for academic writing process. Although the possibility of generating more original and creative works using this tool has been put forward (see Lund et al., 2023), Uzun (2023) sees the need for the development of tools to guarantee the accuracy and reliability of the studies.

In summary, these results demonstrate that the academicians were in a contradiction between the benefits and drawbacks identified with ChatGPT in considering the academic writing processes.

Academic Publishing Processes

The second main category revealed as the result of qualitative data analysis was ***academic publishing processes (N = 82),*** which includes two sub-categories: *ethical considerations and the need for changes* (seen in Table 7). As for the first one, the issues of being ethical or not and leading to plagiarism were brought to the fore by scholars.

> *"I don't think it is ethical. While some people are spending their days to write their articles, how ethical are the ones that make this engine do their work in one or two minutes? We spend our days paraphrasing even our own works, just not to cause self-plagiarism and meet the conditions of academic journals. If it is ethical to use programmes like ChatGPT, the aim of using programmes like Turnitin to accept academic papers becomes useless. Then this system needs to be rearranged."*
>
> *"I do not find it ethical because it is not a personal effort."*
>
> *"It will be like using a calculator in data analysis, and I don't think it will be an ethical problem to use ChatGPT."*
>
> *"For the reason that this will not reveal the researchers' opinions, and it is a kind of plagiarism."*

These results suggest that these academicians discussed serious concerns on ethical issues of using ChatGPT in academic publishing. If it is needed to remember the quantitative data analysis, only a small group of these academicians (12.1%) considered using ChatGPT ethical, while the others stated it was not ethical or partially ethical. Now the similarity between quantitative and qualitative data results will be highlighted. The qualitative data results also reflected the academicians' views on the issue of whether these studies were ethical or not. The participants were mostly criticised for using ChatGPT during the academic publishing process due to it not being ethical, according to the qualitative data results. Ethical challenges, revealed as a significant result of this study, were also concluded in other studies conducted by Salvagno et al. (2023) and Habibzadeh (2023). A possible explanation of this might be that the evaluation of the academic papers has been made in the same way used before the development of ChatGPT, which was also argued by the participant academicians in the current study. Although this picture is seen as a bit disappointing, scholars have offered some ways to benefit from these tools without violating ethical and reliability issues. As for a solution to the ethical consideration, Hwang et al. (2023) have offered to check the ChatGPT-generated data with other tools such as Google and Turnitin. In a similar vein, it is possible to accept the suggestion of Gao et al. (2022), who put forward benefiting from AI output detectors for detecting its use in academic journals. Moreover, Tomlinson et al. (2023) have shared some qualified practices for scholars to prepare their academic papers concerning the issues of copyright, fair use, and plagiarism. Thus, it is possible to say that ChatGPT use in writing academic texts in English can result in success even with still-developing conditions these days.

The second sub-category comprises the inevitable use of AI, the need for academic journals for these texts, the need for software programmes for detecting ChatGPT use, and the need for a policy for AI use.

> *"It is possible to publish new journals for these kinds of articles."*
>
> *"I think it will become a tool that will be accepted in academic environments in a couple of years."*
>
> *"It can become official if it is recognised by law and responsible for the publishing outcome."*
>
> *"I am sure new programmes will be developed to detect artificial intelligence."*

From the results of this study, the occurrence of these uncertainties might not be unexpected because ChatGPT has been an outcome of this brand-new technology. Together, these results provide important insights into

academicians' ideas about the influence of ChatGPT use on academic publishing processes. One more interesting result obtained from the current study was that a great many of the academicians responding to the questionnaire (N = 89) thought that academic journals should not accept publications co-authored with ChatGPT. In the study, an academician offered to publish new journals for the articles written by ChatGPT. In responding to these results, it can be sensible to follow the idea proposed by Gao et al. (2022), who emphasised the need for a change in policy for abstract evaluation in order to keep scientific standards high. In line with these suggestions, Dwivedi et al. (2023) provided a summary of the updated policies of journals and conferences. As maintained by the Taylor and Francis journal, it is not allowed to list AI tools as the author in academic works, but the use of these tools is required to be documented. According to the expressions provided by the Elsevier journal, it can be permitted to use these tools for achieving readability and language use of the texts but not for standing in for the author (Dwivedi et al., 2023).

Authorship Debates

The final main category is also critical, which deals with the *contribution of the researcher and the role of ChatGPT*. The contribution of the researcher was taken into account in two different aspects. First, some of the issues emerging from these findings were related specifically to researchers' subjectivity, and one academician said, *"In my opinion, it eliminates the researcher's subjectivity inherent in human nature."* The second recurrent point detected in the open-ended questions was reasoning from the researcher's point of view. Another participant stated that *"I do not use the text produced by ChatGPT without a change. It cannot be co-author because I control and change some parts."* These findings also revealed a conflicting view on the use of ChatGPT in relation to the author's contribution. The following sub-category sheds light on the issue further.

The role of ChatGPT was also articulated by these participants from the points of view of being a researcher, a tool, and the responsibility of the publication, as follows:

> *"ChatGPT is a tool, something like software, used for data analysis. For this reason, I think ChatGPT is a tool but not a co-author."*
>
> *"For an academic publication, an author follows ethical principles and takes full responsibility. However, it is not clear who will be responsible when artificial intelligence (such as ChatGPT) is an author."*

When these two quotes are compared, it can be seen that academicians generally evaluate this tool as beneficial, along with suspicions. Future investigations are needed to establish how academicians can use these tools efficiently for scholarly publishing. It was among the aims of the study to contribute to this growing area of research by exploring whether ChatGPT could be accepted as the co-author of a study. Nearly half of the participants (48.6%) reported not to list ChatGPT as the co-author and, at the same time, not to conceal that they had used it in writing academic texts. This result suggests that academicians mostly did not regard ChatGPT as the author of the texts. However, around one-third of these participants (30.8%) expressed a desire to list ChatGPT as the co-author in the present study. These contrasted findings pointed to an uncertainty academicians encountered about the role of ChatGPT among the academicians in this study. In the current study, one of the academicians disclosed the idea that ChatGPT failed to sustain researchers' subjectivity. However, in the study of Salvagno et al. (2023), an opposite view has been pointed out: papers produced by this tool may not be effective in choosing words and phrasing, or unclear expressions, while academicians could succeed in transferring the meaning.

This study set out to understand the scholars' opinions on the utilisation of ChatGPT in academic publications in Turkey. Although a general agreement on the benefit of this tool was detected, some suspicions were also uncovered related to its usage for academic texts written in English. These findings could be used to help us understand how academicians from various departments evaluate the use of this tool in Turkey, and this research extends our knowledge of ChatGPT usage for academic purposes. One issue with the current study was that it did not focus on a specific branch or the distinct difficulties or problems in a unique department; however, the study aimed to reveal the general picture in an academic setting in Turkey. Future research should be carried out to allow us to see the specific issues of several branches by focusing on them separately.

Conclusions, Implications and Recommendations

This study aimed to examine the perspectives of scholars about the incorporation of ChatGPT in academic literature. The findings of this study have provided significant insights into the perspectives and encounters of scholars in relation to this developing technology. A significant number of the participants had not yet employed ChatGPT in their scholarly writing endeavours; nonetheless, there existed a noteworthy tendency towards investigating the prospective uses of this tool. The areas of academic papers in which ChatGPT was most favoured were literature reviews and abstracts. Issues pertaining to ethics and reliability dominated academics' opinions on the use of ChatGPT in scholarly publications. The aforementioned findings shed light on the ever-changing and dynamic nature of academic writing in relation to artificial intelligence technology. The utilisation of ChatGPT has potential advantages in terms of efficiency and improved text production. However, it also gives rise to ethical and trustworthiness concerns that need careful consideration.

The implications of the findings have broad relevance for multiple stakeholders, encompassing the research community, academic institutions, and policymakers. It is important for scholars to maintain interest in their investigation of the capabilities of AI tools such as ChatGPT in order to improve their research methodologies. In order to optimise the advantages while addressing ethical and reliability concerns, it is advisable for researchers to engage in collaborative efforts with professionals specialising in the field of AI ethics. Additionally, it is expected of them to assume the responsibility of critically evaluating the outcomes produced by AI systems. It is also important for universities and academic institutions to recognise the increasing utilisation of AI tools and to offer appropriate guidance and training to scholars regarding their responsible application. Additionally, they have the capacity to facilitate online platforms where scholarly publishing can be discussed in relation to the role of artificial intelligence. Moreover, there is an urgent need for academic journals to revise their policies and review procedures in order to effectively address the incorporation of artificial intelligence (AI) in research publications. This may involve the formulation of author guidelines for individuals utilising AI tools as well as the establishment of mechanisms to verify content generated by AI systems. Lastly, it is essential for policymakers to actively participate in debates concerning the involvement of AI in the realm of academic publishing. They should carefully evaluate the implementation of guidelines and regulations that ensure the principles of honesty, ethical behaviour, and trustworthiness.

In order to address the ethical and trustworthiness concerns presented by AI technologies in the context of scholarly publication, academic institutions can include ethics training in their research programmes as a means to educate academics on the ethical utilisation of AI in the context of academic writing. It is essential for academic journals to establish and disseminate clear and comprehensive guidelines for authors who employ AI technologies, outlining the anticipated outcomes and constraints associated with AI-generated material. Additionally, academic journals and publishers have the opportunity to use resources towards the implementation of AI verification tools, which can effectively evaluate the utilisation of artificial intelligence in the development of articles submitted for publication. These technologies have the potential to enhance the quality and trustworthiness of research that is supported by AI. In order to create AI frameworks and tools that fit academic standards and guarantee trustworthy and ethical use, interdisciplinary collaboration between scholars and AI experts can be promoted. It is necessary for policymakers and academic institutions to engage in regular assessments of the ethical, legal, and trustworthiness concerns associated with AI within the realm of scholarly publication.

By implementing these suggestions and cultivating a cooperative methodology, the scholarly community may effectively benefit from the advantages of artificial intelligence while maintaining the utmost ethical and trustworthy criteria in the field of academic publication. This will provide a more responsible and enduring incorporation of AI techniques into the realm of academic writing.

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GENİŞLETİLMİŞ ÖZET

Mevcut araştırma, hem nicel hem de nitel verilerin eşzamanlı veya sıralı olarak toplanmasına olanak tanıyan, ayırt edici bir karma yöntem olan Gömülü Araştırma Tasarımını benimsemiştir. Bu çalışmanın amacı, OpenAI tarafından geliştirilen yenilikçi bir dil modeli olan ChatGPT ile akademisyenlerin deneyimlerine ilişkin bütünsel bir anlayış kazanmaktır. Araştırma, Türkiye'deki çeşitli üniversitelerden, farklı unvanlarda 121 akademisyen arasında gerçekleştirildi. Araştırmada, katılımcıların akademik yazı alanında ChatGPT'ye aşinalıkları ve bakış açıları hakkında sistematik olarak veri toplamak için yapılandırılmış bir anket kullanıldı.

Nicel sonuçlara bakıldığında, akademisyenlerin %57,9'u ChatGPT hakkında belli düzeyde bilgiye sahip olduğunu bildirdi; %30,6'sı kısmi farkındalığa sahip olduğunu ve %11,6'sı araç hakkında tamamen bilgisiz olduğunu ifade etti. Şaşırtıcı bir şekilde, ankete katılan akademisyenlerin %100'ünü oluşturan tüm grup, ChatGPT hakkında daha fazla şey öğrenmeye büyük ilgi duyduklarını ifade etti. Ancak pratik uygulama açısından %87,9'luk önemli bir kısım, akademik yazılar için ChatGPT'yi kullanmadıklarını kabul etti. Ayrıca çoğunluk, özellikle de %62,6'lık bir kesim, bu yasanın gelecekte benimsenmesi konusunda isteksiz olduklarını dile getirdi. ChatGPT'den yararlanma olasılığına açık olanlar arasında, alanyazın taraması ve özet, kullanımı için en çok tercih edilen bölümler olarak ortaya çıktı.

Bulgular arasında etik hususlar da belirgin bir şekilde ortaya çıkmıştır; katılımcıların %47,7'si ChatGPT'nin akademik yazımda kullanımının etik açıdan sorgulanabilir olduğunu düşünmektedir. Akademisyenlerin %48,6'sı ChatGPT'yi ortak yazar olarak listelememeyi, bunun yerine kullanımının şeffaf bir şekilde kabul edilmesini tercih etmiştir.

Niteliksel veri analizi sonucunda katılımcıların görüşleri üç ana kategoride toplanmıştır: Akademik Yazma Süreçleri, Akademik Yayınlama Süreçleri ve Yazarlık Tartışmaları. Akademik Yazma Süreçleri kategorisinde katılımcılar, ChatGPT'yi iş akışlarına entegre etmenin avantajlarını dile getirmişler ve özellikle zaman kazandıran yeteneklerini vurgulamışlardır. Aynı zamanda aracın güvenilirliğine ilişkin endişeler de dile getirilmiştir.

Akademik Yayıncılık Süreçleri kategorisi, ChatGPT'nin bilimsel yayınlara dâhil edilmesinin etik boyutları hakkında çok yönlü bir söylemi ortaya çıkarmıştır. Katılımcılar, araştırma ve yayın sürecinde yapay zekâ yardımının uygunluğuna ilişkin endişelerini dile getirmişlerdir. Ek olarak, akademik yayıncılık politikalarında yeni ortaya çıkan yapay zekâ teknolojilerine uyum sağlamak için sistematik değişikliklere duyulan ihtiyacın altı çizilmiş ve yapay zekâ doğrulama mekanizmalarının oluşturulmasına özel bir vurgu yapılmıştır.

Yazarlık Tartışmaları kategorisinde, ChatGPT'nin meşru bir şekilde ortak yazar olarak kabul edilip edilemeyeceği ve bunun akademik araştırmalardaki geleneksel yazarlık anlayışı için doğurabileceği sonuçlarla ilgili temel sorular ortaya atılmıştır. Sorumluluk, hesap verebilirlik ve aracın yayın sürecine yaptığı katkıların öznel doğası ile ilgili konular bu müzakerenin merkezinde yer almıştır.

Nicel ve nitel bulguların birleşiminden yararlanan çalışma, akademisyenler ve ChatGPT arasındaki karmaşık dinamikleri aydınlatan incelikli sonuçlara ulaşmaktadır. Bulgular, yapay zekâ araçlarının akademik yazma süreçlerine entegrasyonuna rehberlik edecek etik hususlara duyulan ihtiyacın altını çizmektedir. Yapay zekâ teknolojileri bilimsel çalışmalarda giderek daha yaygın hale geldikçe, araştırmacılar, kurumlar ve politika yapıcılar, teknolojik ilerlemeleri etik zorunluluklarla uyumlu hale getiren bir rotayı iş birliği içinde planlamalıdır.

Toplanan görüşlerin ışığında, ChatGPT ve benzer yapay zekâ araçlarının akademik bağlamlarda sorumlu bir şekilde entegrasyonu için bir yol haritası sağlamaya çalışan çeşitli öneriler ortaya çıkmaktadır. Her şeyden önce, kapsamlı etik kuralları formüle etmek için araştırmacılar ve yapay zekâ uzmanları arasındaki disiplinler arası işbirliğini sağlanmalıdır. Bu yönergeler, akademik yazımda yapay zekâ kullanımının etik sınırlarını tanımlamalı ve bu araçlarla sorumlu ve şeffaf bir katılım kültürünü teşvik etmelidir. Ayrıca, akademisyenleri yapay zekânın sorumlu kullanımı için gerekli bilgi ve farkındalıkla donatmayı amaçlayan etik eğitiminin araştırma programlarına dâhil edilmesini önerilir.