**Intergovernmental and government documents**

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| **Source** | **Details of study** | **Decision** |
| OECD | OECD (2020) – Trustworthy artificial intelligence (AI) in education: Promises and challenges | Exclude - No relevant evidence |
| Department for Education, UK Government | Department for Education (2024) – Generative AI in education Educator and expert views | Exclude - No relevant evidence |
| Department for Education, UK Government | Department for Education (2023) – Generative AI in education Call for Evidence: summary of responses | Include |

**Studies from reference lists of past literature reviews**

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| **Source** | **Details of study** | **Decision** |
| The use of ChatGPT in teaching and learning: a systematic review through SWOT analysis approach (Thi Thuy Mai et al. 2024) | Allehyani, S. H., and Algamdi, M. A. (2023). Digital competences: early childhood teachers’ beliefs and perceptions of ChatGPT application in teaching English as a second language (ESL). Int. J. Learn. Teach. Educ. Res. 22, 343–363. doi: 10.26803/ijlter.22.11.18 | Exclude - No relevant evidence |
|  | Barrett, A., and Pack, A. (2023). Not quite eye to a.I.: student and teacher perspectives on the use of generative artificial intelligence in the writing process. Int. J. Educ. Technol. High. Educ. 20, 1–24. doi: 10.1186/s41239-023-00427-0 | Exclude - No relevant evidence |
|  | Firat, M. (2023). What ChatGPT means for universities: perceptions of scholars and students. J. Appl. Learn. Teach. 6, 57–63. doi: 10.37074/jalt.2023.6.1.22 | Exclude - No relevant evidence |
|  | Lim, W. M., Gunasekara, A., Pallant, J. L., Pallant, J. I., and Pechenkina, E. (2023). Generative AI and the future of education: Ragnarök or reformation? A paradoxical perspective from management educators. Int. J. Manag. Educ. 21:100790. doi: 10.1016/j. Ijme.2023.100790 | Exclude - No relevant evidence |
|  | Limna, P., Kraiwanit, T., Jangjarat, K., Klayklung, P., and Chocksathaporn, P. (2023). The use of ChatGPT in the digital era: perspectives on chatbot implementation. J. Appl. Learn. Teach. 6, 64–74. doi: 10.37074/jalt.2023.6.1.32 | Exclude - No relevant evidence |
|  | Tlili, A., Shehata, B., Adarkwah, M. A., Bozkurt, A., Hickey, D. T., Huang, R., et al. (2023). What if the devil is my guardian angel: ChatGPT as a case study of using chatbots in education. Smart Learn. Environ. 10:15. doi: 10.1186/s40561-023-00237-x | Exclude - No relevant evidence |
| What Is the Impact of ChatGPT on Education? A Rapid Review of the Literature (Lo 2023) | Stutz, P.; Elixhauser, M.; Grubinger-Preiner, J.; Linner, V.; Reibersdorfer-Adelsberger, E.; Traun, C.; Wallentin, G.; Whös, K.; Zuberbühler, T. Ch(e)atGPT? An Anecdotal Approach on the Impact of ChatGPT on Teaching and Learning GIScience. *EdArXiv* 2023. | Exclude - No relevant evidence |
| A systematic review of ChatGPT use in K-12 education (Zhang and Tur 2023) | Yihan Lou. (2023). Exploring the Application of ChatGPT to English Teaching in a Malaysia Primary School. *ournal of dvanced esearch in ducation*, *2*(4), 47–54. etrieved from https://www.pioneerpublisher.com/jare/article/view/370 | Exclude - No relevant evidence |
| ChatGPT in Teaching and Learning: A Systematic Review (Ali et al. 2024) | Lim, W.M.; Gunasekara, A.; Pallant, J.L.; Pallant, J.I.; Pechenkina, E. Generative AI and the Future of Education: Ragnarök or Reformation? A Paradoxical Perspective from Management Educators. *Int. J. Manag. Educ.* 2023, *21*, 100790. | Exclude - No relevant evidence |

**Google Scholar (results from first 10 pages)**

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| **Source** | **Details of study** | **Decision** |
| Google Scholar | Whalen, J., & Mouza, C. (2023). ChatGPT: Challenges, opportunities, and implications for teacher education. *Contemporary Issues in Technology and Teacher Education*, *23*(1), 1-23. | Exclude - No relevant evidence |
|  | Iqbal, N., Ahmed, H., & Azhar, K. A. (2022). Exploring teachers’ attitudes towards using chatgpt. *Global Journal for Management and Administrative Sciences*, *3*(4), 97-111. | Exclude - No relevant evidence |
|  | Kiryakova, G., & Angelova, N. (2023). ChatGPT—A challenging tool for the university professors in their teaching practice. *Education Sciences*, *13*(10), 1056. | Exclude - No relevant evidence |
|  | Rahman, M. M., & Watanobe, Y. (2023). ChatGPT for education and research: Opportunities, threats, and strategies. *Applied Sciences*, *13*(9), 5783. | Exclude – Duplicate |
|  | Al-khresheh, M. H. (2024). Bridging technology and pedagogy from a global lens: Teachers’ perspectives on integrating ChatGPT in English language teaching. *Computers and Education: Artificial Intelligence*, *6*, 100218. | Exclude - No relevant evidence |
|  | Malik, A., Khan, M. L., & Hussain, K. (2023). How is ChatGPT transforming academia? Examining its impact on teaching, research, assessment, and learning. *Examining its Impact on Teaching, Research, Assessment, and Learning (April 9, 2023)*. | Exclude - No relevant evidence |
|  | Al-Mughairi, H., & Bhaskar, P. (2024). Exploring the factors affecting the adoption AI techniques in higher education: insights from teachers' perspectives on ChatGPT. *Journal of Research in Innovative Teaching & Learning*. | Include |
|  | Bhaskar, P., & Gupta, P. K. K. (2024). Delving into educators’ perspectives on ChatGPT in management education: A qualitative exploration. *Interactive Technology and Smart Education*. | Exclude – Duplicate |
|  | Alarcón Llontop, L. R., Pasapera Ramírez, S., & Torres-Mirez, K. (2023). The ChatGPT Application: Initial Perceptions of University Teachers. *LACCEI*, *1*(8). | Exclude – Not available in English |
|  | Firat, M. (2023). What ChatGPT means for universities: Perceptions of scholars and students. *Journal of Applied Learning and Teaching*, *6*(1), 57-63. | Exclude - No relevant evidence |
|  | Shamsudin, N. M., & Aris, S. R. S. (2023). Perspectives of ChatGPT for Teachers Trainee Programs in Designing STEM Lesson. *International Journal of Academic Research in Progressive Education and Development*, *12*(3). | Exclude - No relevant evidence |
|  | Albadarin, Y., Saqr, M., Pope, N., & Tukiainen, M. (2024). A systematic literature review of empirical research on ChatGPT in education. *Discover Education*, *3*(1), 60. | Exclude - No relevant evidence |
|  | Alarcón-Llontop, L. R., Lomas Chacón, P. E., Cruz Páez, P., Torres Mirez, K., & Pasapera Ramírez, S. (2023, September). Perceptions of Ecuadorian and Peruvian University Teachers on ChatGPT. In *International Conference on Communication and Applied Technologies* (pp. 149-158). Singapore: Springer Nature Singapore. | Exclude - No relevant evidence |
|  | Limna, P., Kraiwanit, T., Jangjarat, K., Klayklung, P., & Chocksathaporn, P. (2023). The use of ChatGPT in the digital era: Perspectives on chatbot implementation. *Journal of Applied Learning and Teaching*, *6*(1), 64-74. | Exclude - No relevant evidence |
|  | Yen, P. H., Thu, H. T. A., Thi, N. A., Tra, N. H., & Thuy, P. T. (2024, May). University Teachers’ Perceptions on the Integration of ChatGPT in Language Education Assessment: Challenges, Benefits, and Ethical Considerations. In *20th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2023)* (pp. 7-21). Atlantis Press. | Exclude - No relevant evidence |
|  | Firaina, R., & Sulisworo, D. (2023). Exploring the usage of ChatGPT in higher education: Frequency and impact on productivity. *Buletin Edukasi Indonesia*, *2*(01), 39-46. | Exclude - No relevant evidence |
|  | Özdemir-Çağatay, S. (2023). Examining the Use of ChatGPT in Language Teaching: Teachers' Experiences and Perceptions. In *Transforming the Language Teaching Experience in the Age of AI* (pp. 1-24). IGI Global. | Exclude - No relevant evidence |
|  | Jeon, J., & Lee, S. (2023). Large language models in education: A focus on the complementary relationship between human teachers and ChatGPT. *Education and Information Technologies*, *28*(12), 15873-15892. | Exclude - No relevant evidence |
|  | De Jesus, D. A. (2023). ENHANCEMENT OF TEACHER EFFICIENCY THROUGH THE UTILIZATION OF CHATGPT: A QUALITATIVE CASE STUDY. *Ignatian International Journal for Multidisciplinary Research*, *1*(2), 148-160. | Exclude - No relevant evidence |
|  | Synekop, O., Lytovchenko, I., Lavrysh, Y., & Lukianenko, V. (2024). Use of Chat GPT in English for Engineering Classes: Are Students’ and Teachers’ Views on Its Opportunities and Challenges Similar?. *International Journal of Interactive Mobile Technologies*, *18*(3). | Exclude - No relevant evidence |
|  | Nguyen Thi Thu, H. (2023). EFL teachers’ perspectives toward the Use of ChatGPT in writing Classes: A case study at Van Lang University. *Nguyen, TTH (2023). EFL Teachers’ Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University. International Journal of Language Instruction*, *2*(3), 1-47. | Include |
|  | Okulu, H. Z., & Muslu, N. (2024). Designing a course for pre-service science teachers using ChatGPT: what ChatGPT brings to the table. *Interactive Learning Environments*, 1-18. | Exclude - No relevant evidence |
|  | Wardat, Y., Tashtoush, M. A., AlAli, R., & Jarrah, A. M. (2023). ChatGPT: A revolutionary tool for teaching and learning mathematics. *Eurasia Journal of Mathematics, Science and Technology Education*, *19*(7), em2286. | Exclude - No relevant evidence |
|  | Alenizi, M. A. K., Mohamed, A. M., & Shaaban, T. S. (2023). Revolutionizing EFL special education: how ChatGPT is transforming the way teachers approach language learning. *Innoeduca: international journal of technology and educational innovation*, *9*(2), 5-23. | Exclude - No relevant evidence |
|  | Hosseini, M., Gao, C. A., Liebovitz, D. M., Carvalho, A. M., Ahmad, F. S., Luo, Y., ... & Kho, A. (2023). An exploratory survey about using ChatGPT in education, healthcare, and research. *Plos one*, *18*(10), e0292216. | Exclude - No relevant evidence |