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Integration of ChatGPT to Enhance Active Learning at the Undergraduate Level

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ABSTRACT This study was aimed to investigate how ChatGPT can enhance active learning in a higher education classroom. Undergraduate students pursuing a Bachelor of Science in Computer Science (BSCS) degree were specifically selected as the targeted sample. Using a sample size of 60, an experimental approach was employed to evaluate the effect of using ChatGPT. Means were computed for the questionnaire. Likewise, t-test and Mann-Whitney U test were used to compare the pre-test and post-test data. Findings of the quantitative part confirmed that utilisation of ChatGPT during active learning had a favourable impact on the students. The post-test means scores of the experimental and control groups show a clear difference in terms of learning. In the experimental group, the mean scores were 29.88 and 37.92 while the mean scores of the control group were 24.29 and 33.46, respectively. Therefore, this study concludes that teachers should use ChatGPT as a learning tool in their everyday classroom practices.