

Holy or Unholy? Interview with Open AI's ChatGPT

Ali Iskender ^{1*}

¹ School of Hospitality, Restaurant and Tourism Management, College of Hospitality, Retail and Sport Management, University of South Carolina, Columbia, SC, USA. Email: iskendea@email.sc.edu

*Corresponding author

Abstract

In this paper, OpenAI's ChatGPT (Generative Pre-trained Transformer), also known as GPT-3, a machine-learning model that has the ability to generate human-like text, was employed as an interviewee instead of a human subject. The scope of the interview was the impacts of OpenAI's GPT on higher education and academic publishing. Particularly, several questions about the impacts of OpenAI's ChatGPT and other AI-based machine learning models on the hospitality and tourism industry and education were asked. The originality of this paper derives from having the ChatGPT as an interviewee. ChatGPT stated that its use helps instructors delegate monotonous tasks such as grading and focus on more intellectual tasks, and students may utilize ChatGPT to brainstorm ideas. ChatGPT confesses the risk of diminishing critical thinking for students in the case of over-reliance on ChatGPT as well as educational inequalities. For academic work, ChatGPT addressed it cannot be a substitute for human creativity and intellectuality because originality and novelty lack in outputs generated by ChatGPT. The tourism and hospitality industry can benefit from ChatGPT for certain things such as personalized services, content creation, and many more.

Keywords: Open AI; ChatGPT; Natural language processing; Pre-trained data; AI tools; Education; Academic publishing; Tourism and Hospitality

Citation: Iskender, A. (2023). Holy or Unholy? Interview with Open AI's ChatGPT. *European Journal of Tourism Research*, 34, 3414. <https://doi.org/10.54055/ejtr.v34i.3169>



© 2023 The Author(s)

This work is licensed under the Creative Commons Attribution 4.0 International (CC BY 4.0). To view a copy of this license, visit <https://creativecommons.org/licenses/by/4.0/>

1. Introduction

Innovation and developments in generative artificial intelligence (AI) technology are massive (Lin, 2023). OpenAI and DeepMind are two flagships in the realm of AI. One stream of these developments is the generative pre-trained machine learning models such as ChatGPT (Generative Pre-trained Transformer) that aim to mimic human creativity. We already witnessed computers defeat human chess world champions (Hsu, 2002; Kasparov, 2010). Also, a computer program, AlphaGo, outperformed professional human players of the board game Go (*AlphaGo*, 2023). On a similar note, Google's DeepMind AI defeated professional players in StarCraft II (Prosser, 2019). However, developments in AI seem to go further.

OpenAI was founded in 2015 as an AI research and development company based in the USA (Lin, 2023). ChatGPT is introduced in May 2020 and made available to the public in late 2022. It is a trained model that interacts in a dialogue format (OpenAI, 2022) and answers questions (e.g., *What do you think about the long-term impacts of COVID-19 on tourism and hospitality industries?*) in detail and completes instructed requests (e.g., *Write a diversity statement*) in a prompted fashion. It is useful in writing essays, summarizing books, and autocompleting of formatted texts (Lin, 2023). Moreover, ChatGPT passed the US medical and the Bar (Law) licensing examinations (Hammer, 2023; Kelly, 2023). The possible foundational impacts of ChatGPT in academia from higher education curricula to academic publishing are a hot topic in institutional education circles (King, 2023). In this study, OpenAI's ChatGPT is interviewed to learn about its views on its potentially disruptive impacts on higher education and academic publishing. Additionally, we asked questions regarding OpenAI's ChatGPT and other AI-based machine learning models in the tourism, hospitality, leisure, and events industries and education. The aim is to learn about the implications of ChatGPT in tourism and hospitality.

2. Results

The result section consists of the responses received from ChatGPT to interview questions.

Q1: What do you think about OpenAI's ChatGPT's impact on higher education?

"OpenAI's GPT (Generative Pre-trained Transformer) is a groundbreaking machine-learning model that has the ability to generate human-like text. It has the potential to impact higher education in a number of ways. One possible application is in the creation of personalized learning materials, such as custom textbook chapters or problem sets. GPT could also be used to grade written assignments, freeing up instructors to focus on more high-level tasks such as providing feedback and conducting research. Additionally, GPT could be used to generate practice questions for students to use as they study, helping them to better prepare for exams. However, it is important to note that the use of GPT and other AI technologies in education should be carefully considered, as they may also raise ethical and social concerns."

Q2: What ethical and social concerns can be raised regarding the use of GPT and other AI technologies in education?

"There are several ethical and social concerns that can be raised regarding the use of GPT and other AI technologies in education. One concern is that AI may be used to replace human teachers, which could lead to job loss and a lack of personalization and human interaction in the classroom. Another concern is that AI may perpetuate and amplify existing biases in the education system, such as socio-economic and racial disparities. Additionally, there are concerns about data privacy and security when using AI in education, as students' personal information may be collected and used without their consent. Furthermore, the use of AI-powered educational tools may lead to over-reliance on technology and neglect of important skills such as critical thinking, creativity, and problem-solving. Lastly, there's a

concern that AI-powered tools may not be accessible to all students, particularly those from low-income backgrounds, exacerbating existing educational inequalities.”

Q3: How do you think the availability and application of OpenAI’s ChatGPT impact the analytical thinking of students?

“The availability and application of OpenAI ChatGPT can potentially impact the analytical thinking of students in a few ways. First, it can serve as a tool for students to quickly generate and explore different ideas, helping them to think more creatively and critically about a given topic. This can also save time for students and allow them to focus on higher-level thinking tasks. Additionally, by interacting with ChatGPT, students may also improve their understanding of natural language processing and machine learning, which can be valuable skills in today’s job market. However, it is important to note that the use of AI tools such as ChatGPT should be used in conjunction with other forms of instruction and assessment, and should not replace the human element of learning.”

Q4: Do you think the availability and application of OpenAI’s ChatGPT impact the analytical thinking of students negatively? (*Pitfall of this question in terms of interview/survey question literature is that the question may be considered as leading*) (Cairns-Lee et al., 2022).

“It is possible that the availability and use of tools like OpenAI’s GPT could impact the analytical thinking skills of students if they become overly reliant on these tools or if they are not used in a way that encourages critical thinking. However, it is also possible that GPT and other AI tools could enhance analytical thinking by providing students with new ways to process and analyze information. For example, GPT could be used to generate data visualizations or summaries of complex texts, which might make it easier for students to understand and analyze the material. Ultimately, the impact of GPT and other AI tools on analytical thinking will depend on how they are used and integrated into educational contexts. It will be important for educators to carefully consider the potential effects of these tools on students’ analytical skills and to use them in a way that promotes critical thinking and problem-solving.”

Q5: Do you have any suggestions for educators about how to use OpenAI’s ChatGPT?

“Here are a few suggestions for educators who are interested in using OpenAI’s GPT in the classroom:

1. Use GPT to generate personalized learning materials: GPT can be used to create custom textbook chapters or problem sets based on a student’s needs and interests. This could be especially useful for students who are struggling with certain concepts or who need to review material in a different way.
2. Use GPT to generate practice questions: GPT can be used to generate practice questions for students to use as they study, helping them to better prepare for exams.
3. Use GPT to grade written assignments: GPT can be trained to grade written assignments, freeing up instructors to focus on more high-level tasks such as providing feedback and conducting research.
4. Encourage critical thinking: While GPT and other AI tools can be useful for generating information, it is important to encourage students to think critically about the material they are presented with. Encourage students to ask questions, consider multiple perspectives, and evaluate the credibility of sources.
5. Consider the ethical and social implications: As with any new technology, it is important to consider the potential ethical and social implications of using GPT and other AI tools in education. Discuss these issues with students and encourage them to think about the potential consequences of using these technologies.”

Q6: Is there any way to identify an essay or text submitted by a student whether it is OpenAI's ChatGPT generated or not?

“There are a few ways that you might be able to identify if an essay or text was generated by OpenAI's GPT or another machine-learning model:

1. Look for unusual or repetitive language: AI models like GPT are not always able to generate text that is completely natural or coherent. There may be unusual word choices or repetitive phrases that are a giveaway that the text was generated by a machine.
2. Check for factual errors: While GPT is capable of generating text that is based on factual information, it is not always completely accurate. If you come across factual errors in the text, it could be a sign that it was generated by a machine.
3. Check for plagiarism: If you suspect that a student has used GPT or another AI tool to generate their essay or text, you can use plagiarism detection software to check for copied content. If the essay or text is heavily based on other sources, it could be a sign that it was generated by a machine.
4. Look for lack of originality: If the essay or text does not contain any original ideas or insights, it could be a sign that it was generated by a machine.

Overall, it is important to approach any essay or text with a critical eye and to consider the possibility that it may have been generated by a machine.”

Q7: Can OpenAI's ChatGPT be used to use academic articles or manuscripts?

“Yes, it is possible to use OpenAI's GPT to generate an academic article or manuscript. GPT is a powerful machine-learning model that is capable of generating human-like text on a wide variety of topics. However, it is important to note that the quality of the generated text will depend on the training data that was used to create the model and the specific prompt that is provided to the model. In order to generate a high-quality academic article or manuscript, it would be important to use a GPT model that has been trained on a large dataset of academic texts and to provide a clear and detailed prompt that outlines the key points and structure of the desired article.

It is also important to note that while GPT may be able to generate text that is similar to an academic article or manuscript, it is not a replacement for the research, analysis, and writing skills that are necessary to produce a truly original and rigorous academic work. Generating an academic article or manuscript using GPT or another AI tool should not be seen as a substitute for the hard work and critical thinking that goes into producing high-quality academic research.”

Q8: Do you know and suggest a GPT model that has been trained on a large dataset of academic texts and provides a clear and detailed prompt that outlines the key points and structure of the desired article?

“I'm sorry, but as a large language model trained by OpenAI, I do not have access to specific GPT models or training datasets. However, it is likely that there are GPT models available that have been trained on large datasets of academic texts and that are capable of generating high-quality academic articles or manuscripts.

One option for finding such a model would be to search online for pre-trained GPT models that have been specifically designed for generating academic texts. You may also consider training your own GPT model using a dataset of academic texts and a clear and detailed prompt outlining the key points and structure of the desired article. This would require a significant amount of time and resources, but it would allow you to tailor the model to your specific needs and to ensure that it is trained on a dataset that is relevant to your research area.”

Q9: How can someone train their own GPT model for academic articles?

“Training your own GPT model to generate academic articles or manuscripts involves several steps:

1. Collect a large dataset of academic texts: You will need to gather a large dataset of academic texts in your research area to use as training data for your GPT model. This dataset should be diverse and representative of the type of texts you want your model to generate.
2. Preprocess the data: Before you can use the data to train your GPT model, you will need to preprocess it to make it easier for the model to learn from. This may involve cleaning and normalizing the text, dividing it into smaller chunks (such as sentences or paragraphs), and converting it into a format that is compatible with your chosen machine-learning framework.
3. Train the model: Next, you will need to use your preprocessed dataset to train your GPT model. This typically involves using a machine learning framework such as TensorFlow or PyTorch to build and train the model using a combination of supervised and unsupervised learning techniques.
4. Fine-tune the model: Once you have trained a basic GPT model, you may want to fine-tune it by adjusting the model architecture, training data, or training procedure to improve its performance. This may involve running multiple training iterations, adjusting the learning rate, or using techniques such as transfer learning to incorporate additional training data.
5. Test and evaluate the model: Finally, you will need to test and evaluate your GPT model to see how well it performs on a variety of tasks. This will help you to identify any weaknesses or issues with the model and to determine whether it is ready for use in generating academic articles or manuscripts.”

Q10: How should academics apply OpenAI’s ChatGPT to write an academic article? what are your suggestions?

“Here are a few suggestions for academics who are interested in using OpenAI’s GPT or another machine-learning model to write an academic article:

1. Use GPT as a writing assistant: Rather than relying solely on GPT to generate an entire academic article, you could use it as a writing assistant to help you generate ideas, structure your article, or write specific sections of the article. For example, you could use GPT to generate an outline or summary of your article or to generate a list of potential references to include in your bibliography.
2. Use GPT to generate a draft of your article: If you prefer, you could use GPT to generate a draft of your entire article, and then edit and revise the draft to improve its quality and clarity. This could save you time and effort, and allow you to focus on the more challenging aspects of writing an academic article.
3. Use GPT in conjunction with other tools: GPT can be used in conjunction with other tools and techniques to help you write your academic article. For example, you could use it in combination with citation management software to generate a list of references, or with data visualization tools to generate graphs or charts to include in your article.
4. Be aware of the limitations of GPT: It is important to remember that GPT and other machine learning models are not a substitute for the hard work and critical thinking that goes into producing high-quality academic research. While these models can be useful writing assistants, they should not be relied upon to generate an entire academic article.
5. Consider the ethical and social implications: As with any new technology, it is important to consider the potential ethical and social implications of using GPT or other AI tools in academic research. Be sure to properly cite any material that is generated by GPT or another AI model, and consider the potential consequences of using these tools in your research.”

Q11: Do you see any risks of academics applying OpenAI and/or chatGPT to write an academic article?

“There are a few potential risks to consider when using OpenAI's GPT or another machine learning model to write an academic article:

1. **Quality of the generated text:** The quality of the text generated by GPT or another machine learning model will depend on the training data that was used to create the model and the specific prompt that is provided to the model. There is a risk that the generated text may not be of high quality, or that it may contain errors or omissions.
2. **Plagiarism:** There is a risk that using GPT or another machine learning model to generate text for an academic article could be perceived as plagiarism. It is important to properly cite any material that is generated by the model and to clearly indicate which parts of the article were generated by a machine.
3. **Lack of originality:** Using GPT or another machine learning model to generate an academic article may result in a lack of originality, as the model is not capable of coming up with new ideas or insights on its own. This could be seen as a drawback in the academic community, which places a high value on original research.
4. **Ethical and social implications:** There are also potential ethical and social implications to consider when using AI tools like GPT in academic research. For example, the use of these tools may raise questions about the role of humans in the research process, or about the potential for bias in the generated text.

Overall, it is important to carefully consider these risks and to use GPT and other AI tools in a responsible and ethical manner when writing academic articles.”

Q12: Do you have any suggestions about how to use OpenAI's ChatGPT in higher education, particularly hospitality and tourism?

“Here are a few suggestions for using OpenAI's GPT or another machine learning model in higher education, specifically in the field of hospitality and tourism:

1. **Generating personalized learning materials:** GPT could be used to generate personalized learning materials for students in hospitality and tourism, such as custom textbook chapters or problem sets that are tailored to their interests and needs.
2. **Generating practice questions:** GPT could be used to generate practice questions for students to use as they study for exams in hospitality and tourism. These questions could cover a wide range of topics and could be customized to the specific needs of the students.
3. **Providing recommendations for travel and tourism:** GPT could be used to generate recommendations for travel and tourism based on a user's interests and preferences. For example, the model could be trained on a large dataset of travel and tourism information and then used to provide personalized recommendations for destinations, activities, or accommodation options.
4. **Generating marketing materials:** GPT could be used to generate marketing materials for hospitality and tourism businesses, such as brochures, website content, or social media posts.
5. **Enhancing customer service:** GPT could be used to improve customer service in the hospitality and tourism industry by generating personalized responses to customer inquiries or complaints.

It is important to note that the use of GPT and other AI tools in higher education should be carefully considered, as they may also raise ethical and social concerns. It will be important to use these tools in a way that enhances the learning experience and provides value to students and other stakeholders.”

Q13: How can OpenAI and/or ChatGPT be used in hospitality, tourism, travel, events, and leisure services/industries?

“There are many ways that OpenAI's GPT and other machine learning models could be used in the hospitality, tourism, travel, events, and leisure services industries:

1. Generating personalized recommendations: GPT could be used to generate personalized recommendations for travel, events, and leisure activities based on a user's interests and preferences.
2. Providing personalized customer service: GPT could be used to improve customer service in these industries by generating personalized responses to customer inquiries or complaints.
3. Generating marketing materials: GPT could be used to generate marketing materials such as brochures, website content, and social media posts for businesses in these industries.
4. Enhancing trip planning: GPT could be used to assist with trip planning by generating recommendations for destinations, activities, and accommodation options based on a user's interests and preferences.
5. Generating event materials: GPT could be used to generate materials for events in these industries, such as agendas, programs, and promotional materials.
6. Analyzing customer data: GPT could be used to analyze customer data to identify trends and patterns that could be used to improve products and services in these industries.

Overall, GPT and other machine learning models have the potential to bring significant benefits to the hospitality, tourism, travel, events, and leisure services industries by providing personalized recommendations, improving customer service, and generating marketing materials, among other applications. However, it is important to carefully consider the potential risks and ethical implications of using these tools in these industries.”

Q14: What are the potential risks and ethical implications of using GPT and other machine learning models in the hospitality, tourism, travel, events, and leisure services and industries?

“There are a few potential risks and ethical implications to consider when using GPT and other machine learning models in the hospitality, tourism, travel, events, and leisure services industries:

1. Quality of the generated content: The quality of the content generated by GPT and other machine learning models will depend on the training data that was used to create the model and the specific prompt that is provided to the model. There is a risk that the generated content may not be of high quality, or that it may contain errors or omissions.
2. Plagiarism: There is a risk that using GPT or another machine learning model to generate content for these industries could be perceived as plagiarism. It is important to properly cite any material that is generated by the model and to clearly indicate which parts of the content were generated by a machine.
3. Bias: Machine learning models are only as good as the data they are trained on, and there is a risk that GPT and other models could be biased if they are trained on biased data. It is important to consider the potential for bias in the training data and to take steps to mitigate it.
4. Lack of originality: Using GPT or another machine learning model to generate content for these industries may result in a lack of originality, as the model is not capable of coming up with new ideas or insights on its own. This could be seen as a drawback in these industries, which place a high value on creativity and innovation.
5. Privacy concerns: There is also a risk that using GPT and other machine learning models in these industries could raise privacy concerns if the models are used to collect and analyze sensitive customer data. It is important to be transparent about the data that is being collected and to ensure that customer data is protected and used in a responsible manner.

Overall, it is important to carefully consider these risks and ethical implications when using GPT and other machine learning models in the hospitality, tourism, travel, events, and leisure services industries. It will be important to use these tools in a way that is transparent, responsible, and respectful of customer privacy.”

3. Discussion and Conclusion

The potential impacts of natural language processing AI tools on education and academic publishing are still unpredictable (Aydin et al., 2023). In this study, the author interviewed ChatGPT to learn its viewpoints regarding the issue. Its responses can be summarized in three categories: education, academic publishing, and tourism and hospitality including events and leisure domains.

In the education domain, Stokel-Walker (2022) brought AI ChatGPT's essay writing skills to professors' attention in a news article published in Nature. Mollic (2023) from MIT stated in a post on LinkedIn there are a lot of questions regarding AI means that are unanswered. It is important to be open to discussion and be willing to learn and teach these AI tools. In the syllabus, Dr. Mollic encouraged students to use AI tools with caution. Lukpat (2023) reported in Wall Street Journal that New York City public school system disallows access to ChatGPT while Southern Australian Universities allow AI tools as long as it is disclosed. However, in reality, when students google they obtain sources for their entries. Technically, ChatGPT provides a summary of sources in a concise textual format. Illingworth (2023) indicated reassessing the assignments in education.

ChatGPT replies that its application by students to write essays may impede their critical thinking and creativity due to over-reliance. However, at the same time, with the help of ChatGPT, students can brainstorm ideas. In certain cases, students can save time to focus on other tasks, which may be more complex. AI tools like ChatGPT may assist in personalizing learning materials and providing visuals and summaries to facilitate learning. Thus, students may learn valuable skills. For instructors, ChatGPT can act as a teaching assistant. For instance, automated grading can be performed by AI tools. In this way, educators may allocate more time for high-intensity mental work and focus on higher-level intellectual subjects.

Other possible consequences pointed out by ChatGPT about the use of AI applications in education are ethical and social concerns a few of which would be the invasion of data privacy of students, increased racial and socioeconomic biases, worsened educational inequalities due to the accessibility to AI-enabled tools, job loss of human teachers, and diminished human interaction in a classroom setting. However, Murphy et al. (2017) already emphasized the importance of human and technology interaction in the realm of education.

In the academic publishing domain, ChatGPT stated that pre-trained machine learning models with rich and extensive datasets can generate academic papers. These pieces might be of decent quality but not original. Therefore, ChatGPT expressed reservations about perceiving these articles as replacements for original academic work produced by human intellect. A few researchers already used ChatGPT or other AI-enabled tools for their academic work in different capacities while some used ChatGPT as a coauthor for a paper (King & ChatGPT, 2023; O'Connor, 2022) even though publishers do not allow ChatGPT as co-author since this AI tool cannot take responsibility for the integrity and content (Stokel-Walker, 2023). However, ChatGPT's contribution can be acknowledged in another part of an academic journal article. Additionally, a couple of them collaborated with ChatGPT for research work (Pavlik, 2023) whereas some used it for a literature review (Aydin & Karaaslan, 2022).

The use of ChatGPT-type natural language processing AI tools also brings a new dimension to the discussion pertaining to the increased volume of academic publishing across disciplines and particularly in hospitality and tourism and its consequences for scholarly knowledge creation. This discussion was initiated by McKercher and Dolnicar (2022) and rekindled by Lee and Benjamin (2022). The involvement of the ChatGPT-type AI tools in academic writing may need to be covered in future discussions regarding academic publishing. Its use in an academic manuscript needs to be disclosed. For tourism and hospitality industries, ChatGPT addressed several use areas of AI-powered tools such as personalized services to enhance customer satisfaction, content creation for social media platforms for marketing purposes, and consumer data analysis to identify trends and patterns, which have been already applied in hospitality and tourism studies (Höpken et al., 2021; Kirkos, 2021). For event management, ChatGPT-type AI-enabled tools can be used to prepare promotional materials, activity programs, and schedules. As it is seen, ChatGPT recommends AI-based tools for mechanical and analytical tasks and they are labeled as stage 1 and stage 2 tasks by Huang and Rust (2018). Stage 3 and stage 4 are intuitive and empathetic tasks, which ChatGPT-type AI tools do not accomplish satisfactorily yet.

The solution is not to forbid the use of these AI tools. Autocorrection in MS Word or grammar correction AI-based tools such as Grammarly are already in use by many. Therefore, the better action may be to revise conventional instructional methods in education and find out ways to adopt these new AI tools in education properly. For academic writing, these AI tools may help researchers reduce time on secretarial tasks of manuscript writing and allocate more time and mental energy for the intellectual portion of it.

In conclusion, it is reasonable to have reservations pertaining to the applications of ChatGPT at this early stage by individuals and educational institutions. For the tourism and hospitality industries, it is suggested to look for ways to adopt ChatGPT-type AI tools to facilitate their repetitive cognitive tasks through intelligent automation and allocate their human resource more for intuitive and empathetic services. Being against such AI tools may make institutions and individuals stay behind in technological progress. Banning AI tools in this era should sound as awkward as banning pen and paper in the Middle ages to everyone or being against utilizing the Internet in near modern history. Approaching AI-enabled tools such as ChatGPT as an evil thing or panacea for everything at this stage is not rational.

Note

“Holy or Unholy? ...” part of this paper's title is inspired by the recently released song “Unholy” by Sam Smith and Kim Petras: <https://www.youtube.com/watch?v=Uq9gPalzbe8>.

References

- AlphaGo*. DeepMind. (n.d.). Retrieved February 7, 2023, from <https://www.deepmind.com/research/highlighted-research/alphago>
- Aydin, Ö., & Karaarslan, E. (2022). *OpenAI ChatGPT Generated Literature Review: Digital Twin in Healthcare*. Available at SSRN: <https://ssrn.com/abstract=4308687>
- Aydin, Ö., Karaarslan, E., Damar, M. (2023). *Is ChatGPT Leading Generative AI? What is Beyond Expectations?* Available at SSRN: <https://ssrn.com/abstract=4341500>
- Cairns-Lee, H., Lawley, J., & Tosey, P. (2022). Enhancing researcher reflexivity about the influence of leading questions in interviews. *The Journal of Applied Behavioral Science*, 58(1), 164-188. <https://doi.org/10.1177/0021886321103744>
- Hammer, A. (2023, February 9). *Chatgpt can pass the United States Medical Licensing Exam and the bar exam*. Daily Mail Online. Retrieved February 10, 2023, from

- <https://www.dailymail.co.uk/news/article-11666429/ChatGPT-pass-United-States-Medical-Licensing-Exam-Bar-Exam.html>.
- Haque, M. U., Dharmadasa, I., Sworna, Z. T., Rajapakse, R. N., & Ahmad, H. (2022). "I think this is the most disruptive technology": Exploring Sentiments of ChatGPT Early Adopters using Twitter Data. *arXiv preprint arXiv:2212.05856*. <https://doi.org/10.48550/arXiv.2212.05856>
- Höpken, W., Eberle, T., Fuchs, M., & Lexhagen, M. (2021). Improving Tourist Arrival Prediction: A Big Data and Artificial Neural Network Approach. *Journal of Travel Research*, 60(5), 998–1017. <https://doi.org/10.1177/0047287520921244>
- Hsu, F. H. (2002). *Behind Deep Blue: Building the computer that defeated the world chess champion*. Princeton University Press.
- Huang, M. H., & Rust, R. T. (2018). Artificial intelligence in service. *Journal of Service Research*, 21(2), 155-172. <https://doi.org/10.1177/1094670517752459>.
- Illingworth, S. (2023, January 19). *CHATGPT: Students could use AI to cheat, but it's a chance to rethink assessment altogether*. The Conversation. Retrieved February 10, 2023, from <https://theconversation.com/chatgpt-students-could-use-ai-to-cheat-but-its-a-chance-to-rethink-assessment-altogether-198019>.
- Kasparov, G. (2010). The chess master and the computer. *The New York Review of Books*, 57(2), 16-19.
- Kelly, S. M. (2023, January 26). *CHATGPT passes exams from law and Business Schools | CNN business*. CNN. Retrieved February 10, 2023, from <https://www.cnn.com/2023/01/26/tech/chatgpt-passes-exams/index.html>
- King, M. R., & ChatGPT. (2023). A Conversation on Artificial Intelligence, Chatbots, and Plagiarism in Higher Education. *Cellular and Molecular Bioengineering*, 1-2. <https://doi.org/10.1007/s12195-022-00754-8>
- Kirkos, E. (2021). Airbnb listings' performance: determinants and predictive models. *European Journal of Tourism Research*, 30, 3012. <https://doi.org/10.54055/ejtr.v30i.2142>
- Lee, K. S., & Benjamin S. (2023). The death of tourism scholarship... unless... *Annals of Tourism Research*, 98, 103520. <https://doi.org/10.1016/j.annals.2022.103520>
- Lin, H. Y. (2023). Standing on the Shoulders of AI Giants. *Computer*, 56(01), 97-101. <https://doi.org/10.1109/MC.2022.3218176>
- Lukpat, A. (2023, January 13). *CHATGPT banned in New York City public schools over concerns about cheating, and learning development*. The Wall Street Journal. Retrieved January 24, 2023, from <https://www.wsj.com/articles/chatgpt-banned-in-new-york-city-public-schools-over-concerns-about-cheating-learning-development-11673024059>
- McKercher, B., & Dolnicar, S. (2022). Are 10,752 journal articles per year too many? *Annals of Tourism Research*, 94, 103398. <https://doi.org/10.1016/j.annals.2022.103398>
- Mollick, E. (2023, January 19). *Ethan Mollick on LinkedIn: I added an AI policy to my syllabus. we discussed the details in class...: 557 comments*. Ethan Mollick on LinkedIn: I added an AI policy to my syllabus. We discussed the details in class... | 557 comments. Retrieved January 24, 2023.
- Murphy, J., Hofacker, C., & Gretzel, U. (2017). Dawning of the Age of Robots in Hospitality and Tourism: Challenges for Teaching and Research. *European Journal of Tourism Research*, 15, 104–111. <https://doi.org/10.54055/ejtr.v15i.265>
- O'Connor, S. (2022). Open artificial intelligence platforms in nursing education: Tools for academic progress or abuse? *Nurse Education in Practice*, 66, 103537-103537.
- OpenAI. (2022, September 2). *About OpenAI*. OpenAI. Retrieved January 24, 2023, from <https://openai.com/about/>
- Pavlik, J. V. (2023). Collaborating with ChatGPT: Considering the Implications of Generative Artificial Intelligence for Journalism and Media Education. *Journalism & Mass Communication Educator*, 0(o). <https://doi.org/10.1177/10776958221149577>.

- Prosser, M. (2019, April 7). *What games are humans still better at than ai?* Singularity Hub. Retrieved February 10, 2023, from <https://singularityhub.com/2019/02/10/what-games-are-humans-still-better-at-than-ai/>.
- Shepherd, T. (2023, January 21). *South Australian universities to allow use of artificial intelligence in assignments if disclosed.* South Australia | The Guardian. Retrieved January 24, 2023, from <https://www.theguardian.com/australia-news/2023/jan/21/south-australian-universities-to-allow-use-of-artificial-intelligence-in-assignments-if-disclosed>
- Stokel-Walker, C. (2022, December 9). *AI Bot ChatGPT writes Smart Essays - should professors worry?* Nature News. Retrieved January 24, 2023, from <https://www.nature.com/articles/d41586-022-04397-7>.
- Stokel-Walker, C. (2023, January 18). *CHATGPT listed as author on research papers: Many scientists disapprove.* Nature News. Retrieved February 10, 2023, from <https://www.nature.com/articles/d41586-023-00107-z>.

Received: 05/02/2023

Accepted: 14/02/2023

Coordinating editor: Stanislav Ivanov