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# HOW DOES THE US PRESS PRESENT THE PROBLEM RELATED TO THE USAGE OF AI IN EDUCATION?

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**Annotation.** This extended article examines the impact of artificial intelligence (AI) on education and analyzes how the press in anglophone countries, particularly in the United States of America, responds to the growing use of AI in educational contexts. The study focuses on the mixed and often controversial representation of AI in the media, highlighting both its potential benefits and its serious challenges. Special attention is paid to issues such as plagiarism, the spread of inaccurate information, copyright violations, and the risk of academic dishonesty caused by generative AI tools like ChatGPT. The article explores how major U.S. media outlets, especially *The New York Times*, present AI-related problems in education over several years and how educational institutions attempt to respond to these challenges. At the same time, the research discusses positive examples of AI implementation in education, including tools designed to support personalized learning, reduce teachers’ workload, and encourage critical thinking without providing direct answers to students. The study concludes that although AI has significant potential to enhance education, its uncontrolled use poses serious risks to academic integrity and the quality of knowledge. Therefore, careful regulation, ethical use, and responsible integration of AI technologies are essential for the future of education.

**Keywords:** artificial intelligence, education, plagiarism, generative AI, U.S. press, academic integrity, media discourse

**Аннотация.** В данной расширенной статье рассматривается влияние искусственного интеллекта (ИИ) на систему образования, а также анализируется реакция прессы англоязычных стран, в частности Соединённых Штатов Америки, на использование ИИ в образовательной сфере. Исследование посвящено противоречивому освещению данной технологии в СМИ, где одновременно подчеркиваются как её преимущества, так и серьёзные проблемы. Особое внимание уделяется таким вопросам, как плагиат, распространение недостоверной информации, нарушение авторских прав и рост академической недобросовестности, связанный с использованием генеративных ИИ-инструментов, таких как ChatGPT. В статье анализируются публикации ведущих американских изданий, прежде всего *The New York Times*, а также меры, предпринимаемые образовательными учреждениями для противодействия негативным последствиям применения ИИ. Наряду с



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этим рассматриваются положительные примеры внедрения ИИ в образовательный процесс, направленные на персонализацию обучения, повышение эффективности преподавания и развитие критического мышления у студентов. В заключении делается вывод о том, что, несмотря на значительный потенциал ИИ, его использование требует строгого контроля, этических норм и продуманной интеграции в образовательную систему.

**Ключевые слова:** искусственный интеллект, образование, плагиат, генеративный ИИ, пресса США, академическая честность, СМИ

**Annotatsiya.** Ushbu kengaytirilgan maqolada sun’iy intellekt (SI) texnologiyalarining ta’lim tizimiga ta’siri hamda anglofon mamlakatlar, xususan, Amerika Qo‘shma Shtatlari matbuotining SI’dan ta’limda foydalanishga bo‘lgan munosabati tahlil qilinadi. Tadqiqotda sun’iy intellektning ommaviy axborot vositalarida yoritilishi qarama-qarshi xarakterga ega ekanligi ko‘rsatilib, uning afzalliklari bilan bir qatorda jiddiy muammolari ham muhokama qilinadi. Maqolada generativ sun’iy intellekt vositalari, jumladan ChatGPT’dan foydalanish natijasida yuzaga kelayotgan plagiat, noto‘g‘ri ma’lumot tarqalishi, mualliflik huquqlarining buzilishi va akademik halollik muammolariga alohida e’tibor qaratiladi. Shuningdek, *The New York Times* kabi yetakchi AQSh nashrlarida ushbu masalalarning qanday yoritilayotgani va ta’lim muassasalarining bunga munosabati o‘rganiladi. Bundan tashqari, maqolada sun’iy intellektning ta’limdagi ijobiy jihatlari —o‘quv jarayonini individuallashtirish, o‘qituvchilar ishini yengillashtirish va talabalarning mustaqil fikrlashini rivojlantirish imkoniyatlari ham tahlil qilinadi. Xulosa sifatida, sun’iy intellekt ta’limni rivojlantirishda katta salohiyatga ega bo‘lsa-da, uni mas’uliyatli, nazorat ostida va etik me’yorlarga asoslangan holda joriy etish zarurligi ta’kidlanadi.

**Kalit so‘zlar:** sun’iy intellekt, ta’lim, plagiat, generativ SI, AQSh matbuoti, akademik halollik, ommaviy axborot vositalari

## 1. INTRODUCTION.

Recently, a new type of technology called AI has become very popular among not only the young generation of people but elders too. Alien AI led to big changes in people’s everyday lives, especially in education. In this extended article, the aim is to research the impact of AI on education and how the press in anglophone countries reacted to the usage of AI in education particularly in the United States of America. This question was wondering me, as recent news about the implementation of AI looks mixed - there is no certain point on AI, but its popularity is expanding exponentially. The reason for choosing the United States



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press is that most new AI technologies are being implemented in this country before the rest of the world.

Even though AI can help people and make people's work easier, it has many problems related to plagiarism, mistakes in the given information or an increase in unemployment caused by changing human workers with robots. Plagiarism and providing false information are known problems made by AI that can negatively affect the receiver of information. Furthermore, if certain educational leanings include parts generated by AI and there are any of these problems it can have an unexpectedly large negative effect on the future generation of knowledge. Therefore, the aim of the investigation is to explore the presence of these problems and how can they affect the usage of this new technology.

Moreover, a normal human who plays the role of a simple user cannot predict or claim if the information is wrong or correct without having enough knowledge about that information, so using wrong information in any field, especially education, can have huge consequences. Educational organizations and news presses all over the world have already begun to study the current technology of artificial intelligence and anticipate its future role in the society and education of younger generations. Therefore, research on how the press in the United States of America presents the problem related to the usage of AI in education through several years of studying the consequences of AI in student learning is needed. In addition to that, there can be analysis done to find, if AI is a positive innovation to use for education or not, by discussing its advantages and disadvantages shown in the press.

## 2. PROBLEM AWARENESS.

First of all, what is AI, and how does that work? This abbreviation is a short version of the technical term "artificial intelligence", however, it remains abstract, but the algorithm of this technology is clear and easy, and it can be explained in the example of Midjourney[2024]. According to the official website of the project Midjourney, it is an AI tool which can draw an illustration according to the user's prompt, where user can choose not only objects on the drawing but colour, method of drawing and tones too. Developers of Midjourney initially fill their creation with a huge number of paintings and illustrations created by real humans, so AI learns what people mean when they ask to draw a puppy in pop art style or a house in cubism style, and it can illustrate this prompted art in a similar way to the artworks provided by developers. Most of the AI work has the same algorithm for generating certain types of information: they learn information created by humans and summarise it according to a user's willingness.



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The popularity of AI is increasing exponentially, and according to the research of a service “tooltester” done by Brandl Robert and Ellis Cai[2023], the number of users of the most popular generative AI called ChatGPT got to the number of 1 million users only in five days. As ”tooltester” states, the change in the number of people who use ChatGPT since the beginning of November 2022 reached 1 billion in February 2023; it proves a theory that overall, AI tools have become well-known among a large number of people in recent years.

Hence, one of the problems related to generative AI technology is plagiarism, it also increased in the number of cases because of the frequency of usage of AI tools like ChatGPT. Consequently, it will generate more texts using nonlicensed data given by developers. This problem might seem obvious, however, if a student does not know about it and uses ChatGPT in any writing assignment, it can spread plagiarised work without citation, or otherwise, a student can use ChatGPT to generate a personal essay, and no one except himself will be able to know if that text is generated or written by a student. A similar story happened with a student at a Russian State University who got a diploma for his work which was entirely made by ChatGPT, according to the independent news media ”The Moscow Times”[2023].

The press is the main source where this information can be revealed. According to recent articles published in one of the most popular journals of the United States of America, the New York Times, plagiarism became a common problem in works written by college students, as a lot of educational organizations from high schools to universities began to worry how to check if a written task is generated by generative AI and decrease the amount of such plagiarism.

It can be understood by looking at that article with the comments of teachers from US universities published by Kalley Huang in the journal The New York Times[2023]. “Students are plagiarizing this because the assignments can be plagiarized,” said Sid Dobrin, chair of the English department at the University of Florida in an interview for an article in a New York Times journal[2023]. A current quote gives a reader a clue about what kind of changes could be made in the educational system at the University of Florida to remove plagiarism in assignments, which is to change the type of the assignment, so it cannot be plagiarised.

Although this quote talks about necessary changes in assignments and the importance of a problem, however, there is no specific solution given as an example of how the problem could be solved, and there are a lot of quotes similar to this, so it illustrates how universities and schools are aware of problems with AI, but do not have an ideal solution or any other way to fight with negative usage of AI.



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According to the same article in the New York Times journal[2023], some universities such as the University at Buffalo in New York and Furman University in Greenville, S.C. decided to educate students about how to use AI correctly by requiring them to attend additional courses. This method might be seen as a good way to deal with plagiarism because it simply tells us to remove the problem in the beginning by teaching freshmen (first-year students) about problems regarding AI and requiring them to precisely cite sources they used in their assignments, but only teaching students that it is bad to copy an assignment with AI can be not enough to reduce the amount of plagiarising in assignments.

A more popular method that universities use to deal with AI is to check whether a text is AI-generated or written by a human. According to the article, more than 6000 teachers in such universities as Harvard University, Yale University and the University of Rhode Island use a program called GPTZero[2024] which was created by a senior at Princeton University. This program measures the average perplexity (uncertainty) of the writing and the variation in perplexity to decide if the work is generated by AI or not. However, this method might be seen not the best, but the accuracy of this GPTZero is high enough to make lots of teachers from top universities believe in it.

According to this article[2023], the negative reaction of The New York Times journal can be noticed, as the focus of the article is on the problems related to AI. In my opinion, this reaction is expected. By looking back at history, most of the new technology and new knowledge were slow to be adopted because of the resistance of society. People were not ready for this kind of transition in technology, especially when it impacts education. Additionally to the problem awareness, the press is trying to provide examples of how different schools are fighting plagiarism. This might be done, to encourage other schools to not ignore the drawbacks of AI and help them.

The main problem of which everyone is aware is breaking the copyright of editors because of not being aware of them. Copyright, is the author's ownership right, using which the creator of a piece can share a right to use it, by sharing a license for the piece. This is a root of OpenAI's problems linked to plagiarism, however, considering that developers of ChatGPT used a huge amount of information to make ChatGPT a ChatGPT, it would take a long time to get a license for each article they used. According to the article written by Alex Hughes in BBC Science Focus[2023], 570GB of data is used to train GPT-3, a brain of ChatGPT, it might be seen not that big in the modern world, however, it is the only text data where one symbol weighs one byte, so with simple mathematical calculations it is possible to get that there were 570000000000 symbols on the data used by OpenAI,



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or more than one hundred of million articles, each with thousand words. These might not only be open-sourced texts like Wikipedia, but biased information too, which also makes the press stressed about this technology.

However, plagiarism is not related only to the problem with copyright, copying answers for assignments from generative AI is another main problem. As it is explained above, universities mostly focus on that problem, because it breaks one of the academic honesty rules which is copying texts from a certain source without citing it. It can be seen that universities did not expect such problems from a new technology called artificial intelligence; some of them even started to restrict students from using AI in their assignments.

The statistics and articles about how universities are aware of plagiarism of generative AI show that this problem is important, but there is a question: why did the press and educational organizations think about plagiarism by AI before? Older articles from the New York Times like the one written by Craig Smith[2019] do not mention that artificial intelligence can break the rights of owners of editors and artists. However, the journalist of this article talks about the positive side of AI, and how it could make people's lives better when schools start using it in education, like a new technology from futuristic movies. Here we can only make an assumption, that generative AI is something that journalists were not waiting for, so they were not able to figure out such problems related to the usage of AI in education.

## 3. BENEFITS OF THE NEW TECHNOLOGY

AI does not concern only normal people, but world leaders and the richest people are also aware of it. Over 33 thousand people signed an open letter on the website called Future of Life Institute[2024] which focuses on the global problems that can harm humanity. The open letter was about asking AI labs to pause creating a new version of generative AI which would be more powerful than GPT-4. Among these 31 thousand people there were Elon Musk, who is CEO of SpaceX, Tesla and Twitter and he was promoting new technology actively, Max Tegmark, who is the president of Future of Life Institute, MIT Center for Artificial Intelligence & Fundamental Interactions, Steve Omohundro who is CEO of Beneficial AI Research and lots of founders and co-founders of companies that are somehow related to images, like Pinterest and Getty Images. Such an open letter supported by the smartest people of modern life makes people struggle and think that AI can take over the world to control humanity as it used to be in futuristic movies. This clearly shows that there is no one sure about the abilities and the future of AI technology. When even the creator of the ChatGPT Sam Altman is against his creation as he told in one of his interviews with CNN[2023].



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However, considering only the negative effect of AI technology would be wrong for research, because AI is also being used in everyday life and they are helping people to spend less time on routine tasks to save more time either for other tasks or for their families. Additionally, there are AI tools that are actively being used by teachers to enhance the quality of classes. AI has a large number of advantages too. Artificial intelligence has been used to re-engineer learning for years, but it was not until the machine-learning revolution of the past seven years that significant advancements were realized. Algorithms are gradually finding their way into classrooms, automating monotonous activities like grading, tailoring assignments to the requirements of specific students, and revamping SAT and other College Board exam practices. Teachers can now spend class time working on problem-solving with students rather than lecturing because of the abundance of online courses and tutorials.

An article published in the same journal The New York Times Journal written by Peter Coy[2019], which is almost five years ago, provided examples of how AI can be used in the way to enhance student learning. A journalist is discussing how different AI tools help teachers to be more productive or make SAT exam preparation better. The first example of how AI could be used in this way is an AI tool called BakPax which uses certain algorithms to mark students' assignments, understand their unique way of handwriting and many other functions that could enhance the quality of lessons and homework.

Mrs. Turner is one of the teachers who use this application and the New York Times journal decided to take an interview with her to get a review about how new technology like AI is helping her. "The grades for homework have been much better this year because of Bakpax," Mrs. Turner said to the journalist of the New York Times[2019]. "Students are excited to be in my room, they're telling me they love math, and those are things that I don't normally hear."[2019] This is an example of how Artificial Intelligence is beneficial in education and The New York Times journal is promoting this technology to support its future advancements. The reader understands that AI is doing its job which is improving student learning, and this was the main purpose of the implementation of AI in classes.

This is not the only case when the US press promotes a beneficial side of AI in education. Another article with a similar message was published on May 03 2023 in the same The New York Times journal is a unique example of how a journalist explores an AI assistant for education with a creator of this assistant. The guest of the interview is the founder of a non-profit online school called Khan Academy, Sal Khan with his AI chatbot called Khanmigo. According to the introduction and the whole style of the questions in this article, admiration for the new idea of Sal



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Khan can be easily noticed. Sal Khan said that he worked on the new AI chat-bot in collaboration with OpenAI, and this kind of reaction from a representative of the US press was not meaningless because he created a platform where anyone with access to the internet can learn about a lot of knowledge for free: from biology to calculus. Khanmigo, which is how Sal Khan named a new AI in Khan Academy, is a chatbot that helps a learner to do assignments only on the platform of Khan Academy. As the partner of Sal Khan in the creation of this chatbot was a company that created ChatGPT, Khanmigo is built on the foundation of a new version of OpenAI's GPT platform.

According to the official website of OpenAI[2024], GPT-4 is better than the latest version of ChatGPT by 40% and there are one trillion parameters used to train GPT-4, which is 5 times more compared with 175 billion parameters used to train GPT-3, or ChatGPT. Mentioning this fact in the article looks like a journal is going against its values, as in other articles it was focusing on the disadvantages of GPT. The founder of Khan Academy achieved a positive reaction to his AI from the customers he was aiming for and, especially, the press.

Sal Khan explains that the difference between generative AI created by OpenAI and his AI tool Khanmigo is that Khanmigo does not provide an answer for a task if a student asks for it, but helps the student to get to the answer himself by giving hints, asking linked questions or finding a mistake in the method that learner is using to solve a particular task. Not only that, but there are many more functions programmed in this AI chatbot, such as: acting as a literary character, so students will be able to talk with him and ask him any questions they want, and even help a teacher with making a plan for the next class, so it will be less time-consuming for a teacher and more interesting for students attending that teacher's class. AI tool created by Sal Khan and his way of using this technology was attractive to the press as it could solve the main problem related to AI - plagiarism. Promoting such an approach of using an AI was an expected reaction of the press like The New York Times journal, as it was against the direct help of ChatGPT for finding answers for tasks given to students.

AI tools, like Khanmigo and BakPax, that were aimed at avoiding providing a final solution for the task looked like the right way of dealing with the integration of such a new technology among students. Both of these programs are approaching problems of AI related to education differently, but with the same aim - improve the quality of a student learning in classes and out of them too. In the country where these technologies were made, the US press noticed these new technologies for education and spread their features among the schools.



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This, they want to fight the illegal usage of ChatGPT in assignments, because schools will change their policies about the usage of AI and look at alternative solutions instead of GPT. For now, it is the only way to save education from unpredictable consequences, and the press is hoping for it. On behalf of such benefits of these AIs, there are other points that developers of this program could consider, which is about protecting private data collected from students because the data collected from hacking and any other type of leakage by encrypting it and masking the identities of a student from whom data was collected. However, journalists are closing their eyes and not considering the disadvantages of the new technologies, only to promote refusal of generating answers.

## 4. CONCLUSION

From around 2022 year, a new technology called artificial intelligence became popular among everyone, as it gives normal users of the internet more functions and reduces the time spent on routine tasks. Users of AI can draw illustrations, make poems or even write songs with the voices of popular singers with this technology. However, the press is looking negatively at AI's infinite number of abilities. It shows how it can harm society, because no one expected this new technology to bring serious problems with it, like plagiarism discussed in my extended essay. Students around the world started to use generative AI ChatGPT in a way which goes against academic honesty, in other words, it is considered cheating. Different educational organisations reacted differently to this problem and no one was able to come up with the perfect one, because catching if an assignment is generated by AI was hard, even for AI developers.

A program called GPTZero could be an ideal tool against plagiarising generated text, but that program is not providing perfect results, as even on the result itself developers added a phrase "is likely to be" (e.g., "Your text is likely to be written entirely by a human"). Therefore, there is no way other than restricting or putting barriers for students when it comes to the usage of AI that generates ideas in personal essays. This decision sounds ironic in the XXI century because it goes against of development of technology. However, so far, the knowledge that humanity owns is not enough to take full control over the objects that are generated by their invention, artificial intelligence. More than 31 thousand people including top engineers, innovators and the smartest investors, admitted that developers of GPT AI, OpenAI, should pause the training process of a new version of GPT, as AI may become stronger than humanity and destroy it. The press is reflecting on this point and agrees that legislations are required to prevent this technology from unpredictable consequences.



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On the other hand, people like Sal Khan are actively brainstorming about how to change the direction where AI is developing now to prevent the degradation of humanity. Khanmigo, the answer of Sal Khan to cheating in education, may not work well, but it is at least one step closer to a bright future. Finding a variety of other options for the implementation of AI in education is more than needed in the current society and the press is the main figure who can help with that.

The US press, particularly The New York Times Journal supports this kind of idea, like Khanmigo, as they also understand the problem that the future development of AI may bring us. Press, like everyone else on the internet, is surprised by how fast is the improvement of AI going, so it is tough to keep up with all the new inventions happening nowadays, but leaving these innovations without the control of a government may cause dangerous consequences.

Like trying to turn a big wave in the ocean, journalists are trying to turn the ideology and attention of everyone to the idea that AI should be used for clean and correct purposes, however, no one still knows how should people deal with AI to consider it as polite, as it is something alien created by humans hands. The following quote can be used to describe the present view of the press on AI.

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