

ORIGINAL ARTICLE

Early Childhood Educational Resources on ChatGPT: Review of Educational Blogs and Forums

Rahime Filiz AĞMAZ^{1*}

¹ PhD, Department of Primary Education, Necmettin Erbakan University, Konya, Türkiye.
ORCID: 0000-0003-2418-1515

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The research followed scientific ethical principles and regulations consistently throughout its duration.

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ABSTRACT

ChatGPT, an artificial intelligence model capable of generating dialogues and providing responses, emerged in the year 2022. Its introduction into usage sparked various discussions within the realm of education. This study aims to explore and analyze discussions surrounding the utilization of ChatGPT in pages that allow online content publication, such as blogs and forums, facilitating idea exchange on the same subject. Employing a netnographic approach with the inclusion of thematic analysis method ensures the comprehensiveness and reliability of the study. A total of 59 blogs and forums were gathered from Google searches, Facebook, and Twitter searches, forming the basis of this study. Among these, four blogs pertaining to the early childhood education domain were identified and subjected to an in-depth examination. Thematic analysis was employed for data analysis. In the findings of the research, positive expressions regarding the use of ChatGPT in education have been identified in blogs and forums. These expressions emphasize that ChatGPT can assist students in understanding the subjects and that they can gain in-depth knowledge about topics through questions directed to ChatGPT. In the findings related to the use of ChatGPT in early childhood education, it is noted that ChatGPT can be used to generate age-appropriate content for children. It is also highlighted that ChatGPT can support children's creative thinking and that it is important to ensure supervision in the use of ChatGPT for educational purposes related to storytelling prompts for children. Additionally, there are expressions regarding how adults can use ChatGPT for their children.

Keywords: blogging, ChatGPT, early childhood education

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INTRODUCTION

The utilization of technology's potential and the incorporation of innovations brought forth by technology are essential; however, it is imperative to integrate human intellect into the process (Hill-Yardin et al., 2023). Artificial intelligence involves programming computers or software to think in a manner akin to intelligent humans. Artificial intelligence comprehends and generates outcomes by understanding how individuals ponder over problems, solve them, and make decisions regarding solutions (Chinonso et al., 2023). ChatGPT (Chatbot Generative Pre-Trained Transformer), an AI-powered conversational robot, was introduced to the market in November 2022 (Kohnke et al., 2023). ChatGPT is designed to facilitate the dissemination of simple and accessible information and engage in mutual conversations with users (Hill-Yardin et al., 2023; Kohnke et al., 2023). Unlike other AI applications, ChatGPT generates dialogues in conversations with users that present new content, maintain user engagement, and provide relevant responses (Rahman & Watanobe, 2023; Susnjak, 2022). It is capable of generating complete conversations based on human input and responding appropriately to posed questions (Salvagno et al., 2023; Alshater, 2022). When comparing ChatGPT and Google, while Google provides results from specific websites, ChatGPT responds to questions as an expert (Rospigliosi, 2023). However, it can occasionally provide incorrect and irrational responses to posed questions (Chinonso et al., 2023). ChatGPT responds to 77.5% of the questions posed to it, with 55.6% of these responses being either fully or partially accurate (Jalil et al., 2023).

ChatGPT can swiftly respond to various requests, such as writing text on a specific topic, acquiring information about a subject, composing emails or messages related to a particular content, rephrasing text, and answering questions (Lund & Wang, 2023; Salvagno et al., 2023). It is possible to say that due to ChatGPT's ability to respond to these requests, it has brought a new perspective to education, and new challenges may arise in education. Positive opinions about the use of ChatGPT in education generally revolve around its potential to be used as a virtual teacher that supports students in their learning (Lo, 2023), lesson preparation, evaluation, and the acquisition of information for the development of new teaching strategies. (Rahman & Watanobe, 2023; Trust et al., 2023). ChatGPT possesses an instructive facet that can facilitate academic activities such as translation, article summarization, and draft creation, making writing easier and faster (Salvagno, Taccone & Gerli, 2023). It also serves as a guide for enhancing academic research, yet it requires the inclusion of human intellect to be used most effectively (Alshater, 2022). One of the prime advantages of integrating ChatGPT into education is the ability to develop personalized educational programs, offering individualized learning opportunities (Yang et al., 2023). It aids students in comprehending texts, posing questions, grasping sentence structures, and exploring language, thus fostering creative thinking and enhancing analytical skills (Gill et al., 2023). ChatGPT assumes the role of an assistant to teachers, aiding in crafting curriculum, preparing learning activities, and creating platforms for discussions (Trust et al., 2023).

Concerns regarding the use of ChatGPT in education include uncertainties about the accuracy of the content provided by ChatGPT (Lo, 2023; Mogali, 2023), its potential to hinder students' critical thinking skills related to academic achievement (Alshater, 2022; Hong, 2023), causing insecurity in remote examinations (Susnjak, 2022), inequalities in assessing students' learning, the encouragement of plagiarism as students may complete assignments with minimal effort using ChatGPT (Adeshola & Adepoju, 2023), and the risk of fostering academic laziness (Tlili et al., 2023). To mitigate these issues, evaluating students through diverse assessment methods and employing technological means to monitor assignments can deter instances of plagiarism (Javaid et al., 2023; King & ChatGPT, 2023). To ensure the ethical concerns surrounding the use of ChatGPT in education are addressed and to maximize its effective utilization, educators should

develop strategies and undergo regular training to effectively incorporate ChatGPT into teaching and learning practices. This approach enables teachers to deliver technology-integrated and more beneficial content to their students (Ausat et al., 2023). It is anticipated that ChatGPT will bring about changes in the education model, necessitating adaptation to this transformation. Shifting from the traditional adult-child model to an adult-child-AI model is expected to enhance educational efficiency (Lou et al., 2023). Furthermore, ensuring that ChatGPT is user-friendly and easily accessible will facilitate its integration into education. (Montenegro-Rueda et al., 2023).

The purpose of the study. Blogs facilitate the sharing of knowledge and experiences provide readers with social support. Blogs, in general, are platforms that enable interaction through feedback from readers, online content publication, and idea exchange on the same subject. People can access these pages at their convenience to gain experiences and pose questions. On the other hand, forums are interactive platforms where users can engage in discussions on a specific topic. Forums can be utilized for the purpose of acquiring information, asking questions, and sharing experiences. Given the novelty of ChatGPT's usage and the need for individuals to become accustomed to its utilization, seeking such support is plausible. Through blogs and forums, teachers and parents who are interested in discussing and gaining insights into the usage of ChatGPT in education can acquire information about its integration. Particularly for educators and parents seeking to understand experiences related to incorporating ChatGPT into early childhood education, there is a necessity to investigate the presence and appropriateness of these blogs, forums and their contents. The following questions are posed with the aim of addressing this necessity:

- What are the contents of blogs and forums regarding the use of ChatGPT in education?
- How do blogs and forums explain the advantages and disadvantages of using ChatGPT in education?
- What are the contents of blogs and forums regarding the use of ChatGPT in early childhood education?
- What strategies do blogs and forums use to ensure effective use of ChatGPT in early childhood education?

METHOD

Research Design

To ensure the comprehensiveness and reliability of the study, a thematic analysis method was incorporated within a netnographic approach. Netnography, as a qualitative approach, relies on individuals' online contributions and others' needs pertaining to these contributions (Costello et al., 2017). Netnographic texts are derived from virtual environment discussions, encompassing platforms such as blogs, tweets, and videos (Kozinet, 2010).

Setting and Participants

The inclusion of blogs and forums in the study is primarily driven by readers' ability to comment and ask questions. A total of 59 blogs and forums were gathered from Google searches, Facebook, and Twitter searches, forming the basis of this study. Blogs and forums that emerged from searches conducted from the initial release date November 2022 ChatGPT up to the present were included in the study, regardless of the country of origin. Blogs and forums that did not incorporate educational content or examined the academic dimension were excluded from the study scope. Certain sections from these blogs and forums have been included in the study as quotations. Information available on publicly accessible blogs and forums has been considered as granted approval for inclusion due to its accessibility.

Data collection

In this study, the focus has been on the contributions made by blogs and forums authors. Data were manually extracted from the writings contained in each blog and forum and compiled into a single document. The content within the blogs and forums was coded according to its relevance and similar data under the same code were grouped together. To identify blogs and forums, searches were conducted using the following keywords: "ChatGPT for education," "ChatGPT for teacher," "ChatGPT for early childhood," "ChatGPT for children," "ChatGPT for kids," "ChatGPT for kindergarten," "ChatGPT for preschool," and ("blog" and "forum"). All blogs and forums identified as having relevance to education were documented. For Facebook and Twitter posts, searches were performed using the following queries: "ChatGPT for education," "ChatGPT for teacher," "ChatGPT for early childhood," "ChatGPT for children," "ChatGPT for kids," "ChatGPT for kindergarten," "ChatGPT for preschool." Among the social media posts, those that directed to any web page were taken into account, and these pages were subsequently examined. The websites containing blogs and forums have been identified and included within the scope of the research.

Data Analysis

In total, 803 blogs and forums related to ChatGPT were examined, obtained through Google, Facebook, and Twitter searches. Among them, 59 blogs and forums relevant to education were included in the research. To gain a more in-depth understanding of the early childhood education domain, 4 blogs were selected. The selection criteria were based on their potential contributions to the overall research topic and suitability for comprehensive examination. The selected blogs were systematically reviewed, and codes, categories, and themes were developed. To ensure the validity and reliability of the analysis, peer debriefing was sought from two experts in the field of early childhood education. The data from these 4 blogs were compared with the general dataset of 59 blogs and forums to obtain a more detailed insight. Thematic analysis was employed as the method for data analysis. Thematic analysis is used to identify similarities, differences, and relationships within the data (Gibson & Brown, 2009).

FINDINGS

The 59 blogs and forums related to education were categorized into codes based on their content. The codings and their corresponding frequency values are presented in Table 1.

Table 1. Encodings for the blogs and forums

Codes	Frequency
Providing suggestions on how to utilize them in education	19
Offering examples of prompts	10
Elaborating on the necessity of integrating them into education	10
Expressing positive views regarding their usage in education	8
Presenting negative views on their educational application	8
Proposing collaborative utilization with ChatGPT in education	6
Elucidating how to incorporate them into educational contexts	6

Authored in languages other than English	5
Detailing applications in language learning within education	3
Discussing usage in assignments	3
Highlighting concerns about plagiarism in assignments	2
Advocating the potential transformation of the education system through integration	2
Pages outlining applications in storytelling for children	2

Upon examining the blogs and forums containing these statements, it is observed that out of 84 statements, 19 pertain to pages providing suggestions on how to utilize them in education. Additionally, there are 10 pages offering examples of prompts, 10 pages elaborating on the necessity of integrating them into education, 8 pages expressing positive views regarding their usage in education, 8 pages presenting negative views on their educational application, 6 pages proposing collaborative utilization with ChatGPT in education, 6 pages elucidating how to incorporate them into educational contexts, 5 pages authored in languages other than English, 3 pages detailing applications in language learning within education, 3 pages discussing usage in assignments, 2 pages highlighting concerns about plagiarism in assignments, 2 pages advocating the potential transformation of the education system through integration, and 2 pages outlining applications in storytelling for children.

These generated categories are divided into two themes, focusing on the positive and negative impacts. The theme concerning positive impacts encompasses pages that offer suggestions on how to use them in education, emphasize the necessity of integration into education, express positive views on their educational usage, propose collaboration with ChatGPT in educational settings, explain how to incorporate them into education, detail their role in language learning within education, discuss their application in assignments, advocate for the transformation of the education system through their integration, and elucidate their use in storytelling for children. On the other hand, the theme regarding negative impacts encompasses pages expressing negative views on their educational usage and addressing concerns about plagiarism in assignments. The frequency values related to these established categories are presented in Table 2.

Table 2. Encodings for the positives/negatives

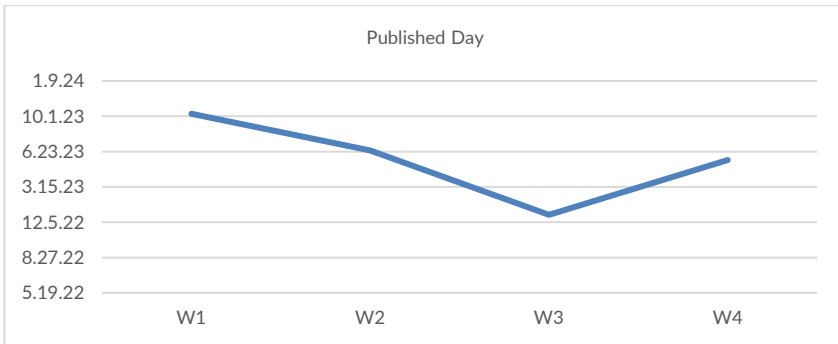
Categories	Frequency
Highlighting positive impacts	69
Addressing negative impacts	10

Upon examining Table 2, findings reveal that within the category of pages highlighting positive impacts, there are 69 expressions identified, while within the category of pages addressing negative impacts, 10 expressions have been obtained.

In the context of education, 4 out of 59 blogs and forums were identified as relevant to early childhood education. These 4 blogs were examined in-depth to gather data on the content related to early childhood education and the recommendations they provided for the effective use of ChatGPT. These blogs are denoted as W1, W2, W3, and W4, respectively. Firstly, the publication dates of these blogs were determined, and the publication dates are presented in

Table 3.

Table 3. The publication dates of blogs



Upon reviewing Table 3, it is evident that the first blog was published in December 2022 (W3), followed by one in May (W4), another in June (W3), and the most recent in August (W1).

The data pertaining to the content of blogs related to early childhood education have been examined. Upon examining the blogs, it is observed that these pages predominantly provide content focused on situations beneficial for children. W1 generally discusses how ChatGPT can be used safely and intelligently for children, W2 elaborates on creating personalized stories for children, and W3 and W4 explain how ChatGPT can be utilized for children. From these contents, themes emerge such as harnessing the potential of ChatGPT in education, ensuring supervision, and the usage of ChatGPT by educators and parents. These themes are further divided into categories and expounded upon through codings. The identified themes revolve around utilizing ChatGPT's potential in education, ensuring safety and content supervision, and the usage of ChatGPT by educators and parents.

Figure 1. Themes of the codes



The recommendations and practices of blogs for the effective utilization of ChatGPT in the field of early childhood

education have been analyzed, and data related to the research question have been obtained. The categories within the theme of **harnessing ChatGPT's potential in education** are as follows: ensuring the comprehensibility of fundamental concepts, generating age-appropriate content for children, promoting creative thinking, gamifying learning, supporting language development and communication skills, creating learning materials, and providing personalized learning experiences. The categories related to the theme of utilizing ChatGPT's potential in education are presented in Table 4.

Table 4. Themes of utilizing ChatGPT's potential in education

Theme	Categories	Codings
Harnessing ChatGPT's potential in education	The comprehensibility of fundamental concepts	<ul style="list-style-type: none"> • understanding lessons • grasping complex topics
	Generating age-appropriate content for children	<ul style="list-style-type: none"> • their age • learning levels
	Promoting creative thinking	<ul style="list-style-type: none"> • obtaining creative answers • supporting imagination
	Gamifying learning	<ul style="list-style-type: none"> • playing games
	Supporting language development and communication skills	<ul style="list-style-type: none"> • learning a new language • storytelling • communication
	Creating learning materials	<ul style="list-style-type: none"> • study materials • projects
	Providing personalized learning experiences	<ul style="list-style-type: none"> • creating personalized programs • plan special content

In the category of ensuring comprehensible understanding of fundamental concepts, codings related to understanding lessons and grasping complex topics are included. W1 emphasizes that historical content in history classes will become easier to comprehend through ChatGPT. W3 states that parents can simplify complex subjects using ChatGPT to explain them to their children. An example prompt for this is "why is the sky blue." W4 highlights that through ChatGPT, children can delve deeper into new topics driven by their curiosity, find answers to their questions across various subjects like mathematics, sciences, history, and geography.

In the category of generating age-appropriate content for children, codings related to their age and learning levels are included. Both W1 and W4 specifically mention that ChatGPT will respond based on the child's age and learning level. W1 underscores this by using prompts like "I am 6 years old; explain why people die?" and "I am 8 years old and don't understand what anxiety means; please explain it to me." W2 highlights the possibility of creating suitable prompts for children's ages, as in the case of "My child is 4 years old and loves animals. Can you help me create a gentle and engaging bedtime story that introduces simple concepts and features adorable animal characters?" This indicates that ChatGPT can

generate personalized stories tailored to a child's age. W3 emphasizes that it is possible to explain the subject in a manner suitable for children's ages through a prompt like "explain this to a 7-year-old."

In the category of encouraging creative thinking, codings related to obtaining creative answers and supporting imagination are present. W1 indicates that ChatGPT will provide creative responses to children's questions, encouraging them to think. An example prompt like "Why are we living on this planet and not on others, explain this to me; I am 7 years old" emphasizes that children can both ask creative questions using their imagination and receive imaginative answers. W2 mentions that through creatively crafted prompts, ChatGPT will generate creative responses, thus supporting children's imagination. It explains that by using prompts like "Create an open-ended bedtime story for my 6-year-old son that begins with 'Once upon a time, in a world yet to be discovered...' Let his imagination soar as he becomes the architect of the story, where he can choose the characters, settings, and thrilling adventures that unfold." ChatGPT will offer more engaging answers. W3 notes that when prompts are created based on children's creativity, ChatGPT will also generate creatively tailored stories. W4 states that ChatGPT will engage in creative discussions with children and provide content that supports their imagination. It further highlights that it will involve children in discussions, prompting them to think critically and gain different perspectives.

In the category of gamifying learning, a coding related to playing games is featured. W1 elaborates on playing games with ChatGPT and provides examples of prompts explaining how to play. Prompts like "Let's play Hangman in the topic animals. You go first.", "Let's play Word Ladder. You go first.", and "Let's play the Word Chain game. I'll start with the first word, and we'll keep going back and forth until we can't think of any more related words." can be regarded as examples of prompts that could be given to children. W3 illustrates that games can be played with ChatGPT, and this can be done in another language. This is conveyed through prompts like "play 食字路口 with me" and "You are a text-based video game where you give me options (A, B, C and D) as my choices. The setting is Harry Potter. I start out with 100 health." W4 emphasizes that children can play games with ChatGPT as if they were playing with a friend.

In the category of supporting language development and communication skills, codes related to learning a new language, storytelling, and communication are featured. W1 specifically highlights that children can learn a new language with ChatGPT and that ChatGPT can create bedtime stories for them. W2 provides prompt examples such as "My child is still learning English. Can we simplify the language further and use common phrases that are easier for them to comprehend?" and "The story is great, but could we make the plot a bit more intricate to challenge my 10-year-old's imagination?" These examples emphasize that ChatGPT can communicate in a language that the child understands, and responses can be simplified and tailored to the child's preferences. W3 describes how children can interact with ChatGPT through a question-answer format using a prompt like "give me trivial questions one at a time," and it also indicates the ability to create story texts with a prompt like "Tell the story of Goldilocks and the three bears but instead of three bears, talk about three rabbits." W4 underscores that ChatGPT can be a storytelling companion for children and highlights its potential for growth in this aspect.

In the category of creating learning materials, codes related to study materials and projects are included. W1 emphasizes that ChatGPT can prepare flashcards, tests, and quizzes for children and provide such study materials. W2 mentions that by incorporating children's interests, favorite characters, dreams, imaginary worlds, favorite animals, and themes, children can actively engage in the learning process and use these stories as learning materials. The corresponding prompt is, "Craft a mesmerizing story where my daughter, Ava, discovers a forgotten map in her grandmother's attic that leads

her on a quest to find a legendary treasure hidden deep within an unexplored jungle, encountering treacherous traps and unexpected allies along the way." W3 indicates that tests and quizzes can be prepared for children using a prompt example like "ask me math questions for a 7-year-old one at a time." W4 discusses ChatGPT's ability to provide materials such as grammar and writing exercises and its potential to offer a wealth of knowledge for educational projects.

In the category of providing personalized learning experiences, codes related to creating personalized programs and special content are included. W1 discusses ChatGPT's ability to develop customized curriculum programs for home education and personalized programs for various educational approaches like Montessori and Waldorf. W2 illustrates that entirely customized stories for children can be used to design a personalized program, incorporating the child as the main character to create more tailored content. An example prompt is provided: "Can you create a personalized bedtime story where my 5-year-old daughter becomes a courageous hero with magical powers based on her love for dancing? Incorporate her graceful moves, sparkling costume, and the enchanting world she explores through dance as she embarks on a thrilling adventure to save the day." W3 supports ChatGPT's capability to plan special activities for children with a prompt example like "plan a day activity with kids in Singapore." W4 emphasizes that children have different learning levels, highlighting ChatGPT's potential to create personalized learning plans. It mentions that ChatGPT can analyze children's strengths and weaknesses, suggest topics, and provide educational materials and activities tailored to their learning styles and preferences.

The categories within **the theme of ensuring supervision in the use of ChatGPT for education** are as follows: ensuring safety and preventing harmful content. The categories related to ensuring supervision in the use of ChatGPT for education are shown in Table 5.

Table 5. The categories within the theme of ensuring supervision in the use of ChatGPT for education

Theme	Categories	Codings
Ensuring supervision in the use of ChatGPT for education	Ensuring safety	<ul style="list-style-type: none"> kid-friendly mod
	Preventing harmful content	<ul style="list-style-type: none"> curation of unsuitable materials the implementation of moderation protocols

Kid-friendly mode code is included in the security category. W1 specifically discusses the safety of ChatGPT for children and emphasizes the need to utilize its potential. It highlights the necessity of using ChatGPT with parental supervision, suggesting that ChatGPT could generate harmful responses for children. W1 exemplifies this in the context of the "kid-friendly mod," presenting an illustrative prompt: "Use only kid-friendly replies to prompts. Adhere strictly to this rule." Additionally, W1 mentions that Kids ChatGPT enables children to have safe conversations and that risks that may arise due to unrestricted browsing can be eliminated.

Within the realm of preventing harmful content, the category encompasses strategies involving the curation of unsuitable materials and the implementation of moderation protocols. W2 indicates that through modifications, ChatGPT can be directed to craft content suitable for children, thus engendering the creation of appropriate materials. W2 underscores the integration of moral values into prompts, allowing children to receive responses congruent with their values. For instance, the prompt "The story is fantastic! Could we highlight the importance of honesty and integrity in one of

the character's actions or decisions?" serves as an accentuation of this approach. W3 acknowledges that ChatGPT occasionally makes mistakes but anticipates its further enhancement in the future. W4 asserts that while precautions can be taken to forestall inappropriate content, sporadic occurrences of such instances may transpire. It underscores ChatGPT's potential for ongoing refinement and emphasizes the significance of soliciting feedback from users for this purpose. Furthermore, W4 underscores the need to attend to the safeguarding of children's personal information and the implementation of parental controls.

The themes surrounding **the utilization of ChatGPT by educators and parents** can be categorized as guidance provision and preparing children for the future. The categories pertaining to the utilization of ChatGPT by educators and parents are illustrated in Table 6.

Table 6. *The categories pertaining to the utilization of ChatGPT by educators and parents*

Theme	Categories	Codings
The utilization of ChatGPT by educators and parents	Guidance provision	<ul style="list-style-type: none"> • supporting children's education • interaction
	Preparing children for the future	<ul style="list-style-type: none"> • ensuring their safety • facilitating their readiness for the future

In the category of guiding provision, supporting children's education and interaction codes are included. W1 specifies that adults can utilize ChatGPT for research, topic clarification, interactive learning, curriculum planning, assessment preparation, language acquisition, obtaining reading materials, and receiving personalized recommendations. W2 notes that children can engage in more productive time with their families and that parent-child interaction can be fostered through the utilization of ChatGPT.

Within the theme of preparing children for the future, the codes encompass ensuring their safety and facilitating their readiness for the future. W1 suggests that adults can employ ChatGPT to contribute to children's safety. W3 highlights the importance of adults staying updated on the latest developments related to ChatGPT to aid children in preparing for an era dominated by artificial intelligence. W4 emphasizes the need for parents to assist their children in using ChatGPT appropriately.

DISCUSSION

The rapid dissemination of ChatGPT among a large number of users within a short period of time demonstrates both its accessibility to everyone and the curiosity it sparks among individuals. For this reason, it is inevitable that its use will become widespread in the field of education. The educational benefits of ChatGPT vary (Elbanna & Armstrong, 2023; Kasneci et al., 2023; Thu et al., 2023; White et al., 2023) include aiding students in comprehending texts (Gill et al., 2023), generating drafts for learning materials, and organizing content (Javaid et al., 2023; Su et al., 2023). The examined pages emphasize that ChatGPT will assist students in understanding subjects and facilitate in-depth knowledge acquisition by posing questions about a topic. It has been determined that pages related to education generally highlight both positive and negative aspects, with instances of plagiarism being one of the negative features. However, this negative aspect of ChatGPT can be addressed through modifying the content of assignments given to students and implementing changes

in the education system. By minimizing its negative impacts, the positive aspects of ChatGPT can be emphasized, which will facilitate students' learning and reduce the workload of teachers.

When examining the content of blogs related to the use of ChatGPT in the early childhood period, it has been determined that they generally emphasize its positive aspects and provide recommendations on how it can be used more effectively for children. In harnessing the educational potential of ChatGPT, particularly in the pre-school period, it is plausible to assert that ChatGPT can be employed as a tool to explain complex subjects, concretize abstract concepts, and provide age-appropriate explanations of fundamental concepts.

By crafting prompts tailored to children's ages, ChatGPT can be guided to provide responses suitable for their developmental stages. This approach not only emotionally supports children but also maintains their interest and motivation, thereby positively influencing their learning experiences. The blogs in this study include elucidative information on composing prompts in a manner that aligns with children's ages. Consequently, readers can gain insights into how prompts should be formulated.

ChatGPT has the capacity to generate texts that encourage students to engage in creative thinking (Meyer et al., 2023) and formulate questions (Su & Yang, 2023). Consequently, it supports students' language development and communication skills (Vázquez-Cano et al., 2023). In this context, creative story writing prompts have been notably prevalent in this study. Integrating children as main characters in stories when using ChatGPT for story creation will enhance their interest in the narrative, foster their creativity, and bolster their language development. The conducted research highlights that prior studies on ChatGPT's narrative composition have primarily focused on historical stories (McGee, 2023), with a dearth of investigations into its application in early childhood education settings for story writing. To this end, conducting studies that analyze the stories produced by ChatGPT and explore their effects on children in this domain will yield more robust results. Investigating the potential impact of ChatGPT-generated stories on children and its implications for their creative thinking and language development in the context of early childhood education is an area worthy of exploration. Furthermore, ChatGPT also provides an individualized learning experience by creating innovative lesson plans for students and offering personalized mentorship support (Gill et al., 2023; Grassini, 2023; Murgia et al., 2023). The results of this study indicate the possibility of tailoring educational programs to specific approaches and adapting them to children's learning levels, particularly in scenarios like home education. Through ChatGPT, programs and content can be tailored to children's learning pace and needs, allowing for the incorporation of feedback to facilitate more practice opportunities.

A central point of debate surrounding the integration of ChatGPT in education is the potential for receiving unsafe or incorrect responses (Zheng et al., 2023; Zuccon & Koopman, 2023). As observed in the analyzed blogs, addressing this concern involves implementing kid-friendly modes, utilizing Kids ChatGPT, and integrating moral values into prompts to ensure children's safety. In cases of incorrect responses, ChatGPT can refine itself through feedback mechanisms. Effective use of ChatGPT in education also necessitates appropriately designed prompts to minimize errors. Prompt patterns serve as a method to combat errors (White et al., 2023). Enhancing users' skills in prompt formulation and avoiding prompts based on unnecessary information could enhance ChatGPT's efficacy. The inclusion of prompt examples and explanations of how to craft them in the examined blogs will empower early childhood educators and parents to be more conscious when constructing prompts. This approach will lead to more informed practices in using ChatGPT effectively for the benefit of children.

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