ISSN 2663-8169 Vol. 7, Issue 7: 1-6, DOI: 10.25236/IJNDE.2025.070701

Innovation and Dilemma of Generative Artificial Intelligence in Postgraduate Education

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Abstract: *Generative artificial intelligence, as a cutting-edge technology, is profoundly influencing the field of postgraduate training. This article delves deeply into the innovations brought by generative artificial intelligence in postgraduate training, such as breakthroughs in teaching models, scientific research assistance, and personalized learning. At the same time, it analyzes the predicaments it faces, including issues such as academic integrity, thinking cultivation, and technical limitations. Through the research on these aspects, the aim is to provide useful references and suggestions for the development of postgraduate education in the era of generative artificial intelligence.*

Keywords: *Generative Artificial Intelligence; Postgraduate Education*

1. Introduction

In the 21st century, with the rapid development of technology, artificial intelligence technology has made breakthrough progress. Generative artificial intelligence, as an important branch of it, such as Deepseek and ChatGPT [1-5], is gradually penetrating into various fields and having a profound impact on human production and lifestyle. In the field of education, postgraduate training, as an important part of higher education, shoulders the mission of cultivating high-level innovative talents. The emergence of generative artificial intelligence has brought new opportunities and challenges to the cultivation of postgraduate students. It not only changes the way knowledge is disseminated and acquired, but also has an important impact on the learning mode, research methods and interaction between teachers and students of postgraduate students.

The application of generative artificial intelligence in postgraduate training has significant theoretical and practical significance [6-8]. From a theoretical perspective, it helps to enrich and improve the theoretical system of the integration of artificial intelligence and education, providing new perspectives and ideas for the development of postgraduate education theory. From a practical perspective, it can provide guidance for universities and educational institutions in using generative artificial intelligence for postgraduate training, helping them better leverage the advantages of generative artificial intelligence, address potential problems, improve the quality of postgraduate training, and cultivate high-quality postgraduate talents that meet the demands of The Times.

This paper aims to comprehensively analyze the innovative applications brought by generative artificial intelligence in postgraduate training, deeply explore the predicaments and challenges it faces, and propose corresponding coping strategies, providing references for the rational application of generative artificial intelligence in postgraduate training and the sustainable development of postgraduate education.

2. Innovation of Generative Artificial Intelligence in Postgraduate Education

2.1 Innovation of teaching mode

Personalized teaching resource generation. Generative artificial intelligence can automatically generate customized teaching resources based on the personalized needs of postgraduate students, such as their major, research direction, learning progress and interests. For example, for postgraduate students of different majors, generate case analyses, academic papers, experimental plans, etc. related to the course content.

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Interactive teaching assistance. Generative artificial intelligence can achieve real-time interaction with postgraduate students and provide teaching assistance services. It can act as a virtual teacher, answer the problems that postgraduate students encounter during the learning process, and provide explanations and guidance on knowledge points. Generative artificial intelligence can also organize online discussions, hold virtual academic symposiums, etc., to promote communication and cooperation among graduate students. During the interaction process, generative artificial intelligence can promptly adjust the teaching methods and contents based on the feedback from postgraduate students, achieving personalized teaching interaction.

Interdisciplinary knowledge integration. Generative artificial intelligence has a powerful ability to integrate knowledge, which can break down disciplinary barriers and promote the integration of cross-disciplinary knowledge. In the training of postgraduate students, it can provide them with interdisciplinary learning resources and research ideas, helping them broaden their knowledge and cultivate interdisciplinary thinking. Meanwhile, generative artificial intelligence can also simulate interdisciplinary research scenarios, allowing graduate students to conduct interdisciplinary cooperation and practice in a virtual environment and enhancing their interdisciplinary research capabilities.

2.2 Cultivate innovation in scientific research capabilities

Literature retrieval and analysis. In the process of scientific research, literature retrieval and analysis is one of the important tasks for postgraduate students. Generative artificial intelligence can utilize its powerful information retrieval and processing capabilities to help graduate students obtain the required literature materials quickly and accurately. It can conduct searches in a vast academic database based on the research topics and keywords set by postgraduate students, screen, classify and analyze the search results, and generate literature reviews and research hotspot analysis reports. Generative artificial intelligence can also extract and summarize the viewpoints and data in the literature, helping graduate students better understand and master the current research status.

Research plan design Generative artificial intelligence can assist graduate students in designing research plans. It can generate multiple possible research plans based on the research topic and goals, combined with existing research results and methods, and evaluate the feasibility and effectiveness of the plans. Postgraduate students can optimize and adjust on the basis of the solutions provided by generative artificial intelligence to improve the quality and scientific nature of their research plans.

Data analysis and result generation. In terms of scientific research data processing, generative artificial intelligence has strong advantages. It can analyze and process a large amount of experimental data, survey data and text data, and extract valuable information and patterns. Generative artificial intelligence can also generate the first draft of scientific research papers based on research data and analysis results, including sections such as the introduction, methods, results, and discussion, providing references and assistance for graduate students' thesis writing.

2.3 Innovation in learning methods

Self-study support. Generative artificial intelligence provides strong support for the autonomous learning of postgraduate students. Graduate students can use generative artificial intelligence to obtain learning resources, conduct learning tests and evaluate learning outcomes based on their own learning needs and time schedules. Generative artificial intelligence can also recommend personalized study plans and resources for postgraduate students based on their learning progress and performance, helping them better plan their study time and improve their learning efficiency.

Cultivation of lifelong learning ability. The development and application of generative artificial intelligence require postgraduate students to have the ability of lifelong learning. In the process of postgraduate training, generative artificial intelligence can help postgraduates master new knowledge and skills, and cultivate their autonomous learning ability and innovative thinking. Meanwhile, generative artificial intelligence can also guide postgraduate students to learn to use modern information technology for learning and research, improving their information literacy and lifelong learning ability.

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3. The Predicament of Generative Artificial Intelligence in Postgraduate Education

3.1 The issue of academic integrity

The risks of thesis ghostwriting and plagiarism. The powerful text generation ability of generative artificial intelligence makes it easier to handle thesis ghostwriting and plagiarism. Some graduate students may use generative artificial intelligence to generate academic papers to conduct research and write on their behalf, which seriously violates the principle of academic integrity. Generative artificial intelligence may also generate content similar to existing literature, leading to unconscious plagiarism among graduate students.

Data falsification and forgery of experimental reports. In the process of scientific research, generative artificial intelligence can generate false experimental data and research results, providing convenience for data falsification and the forgery of experimental reports. Some postgraduate students may, in pursuit of the quantity and quality of research results, use generative artificial intelligence to forge experimental data and write false experimental reports. This kind of behavior will not only mislead academic research and damage academic reputation, but also cause serious obstacles to the development of scientific research.

3.2 The predicament of cultivating thinking ability

The ability of independent thinking has weakened. Excessive reliance on generative artificial intelligence can lead to the weakening of the independent thinking ability of graduate students. Generative artificial intelligence can provide graduate students with a vast amount of learning resources and solutions, enabling them to get used to directly obtaining answers without engaging in in-depth thinking and analysis. In the long run, the independent thinking ability and innovative thinking of postgraduate students will be seriously affected, making it difficult for them to form their own unique academic viewpoints and research ideas.

The cultivation of critical thinking is hindered. Critical thinking is one of the important abilities that postgraduate students should possess. It requires postgraduate students to be able to conduct objective and rational analysis and evaluation of the knowledge they have learned and research achievements. However, the content generated by generative artificial intelligence may have certain limitations and errors. If graduate students blindly accept the content it generates and lack critical thinking, it will be difficult for them to discover the problems and deficiencies.

3.3 Limitations of technological application

The quality of the generated content is unstable. The quality of the content generated by generative artificial intelligence is unstable. Due to the limitations of its training data, the imperfection of the algorithm and the imprecision of semantic understanding, the generated content may have problems such as logical errors, inaccurate information and unsmooth language expression. When dealing with some complex professional problems, generative artificial intelligence may have incorrect understanding and answers, which can mislead the study and research of postgraduate students.

The issue of technology dependence and adaptability. In the process of using generative artificial intelligence, postgraduate students may develop technological dependence and lack autonomous control and adaptability to the technology. If generative artificial intelligence malfunctions or fails to meet demands, graduate students may feel at a loss, which can affect their learning and research progress. In addition, the technology of generative artificial intelligence is updated and replaced at a rapid pace. Graduate students need to constantly learn and master new technologies and methods, which puts forward higher requirements for their technological adaptability. If postgraduate students fail to keep up with the pace of technological development in a timely manner, it will be difficult for them to fully leverage the advantages of generative artificial intelligence.

Data security and privacy protection issues. When generative artificial intelligence processes and stores the learning data, research data and personal information of graduate students, there are risks to data security and privacy protection. If these data are leaked or misused, it will cause serious damage to the personal rights and interests of postgraduate students and academic research. If the personal privacy information of postgraduate students is leaked, it may also bring troubles and security risks to their lives.

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4. Coping strategy

4.1 Strengthen academic integrity education

Colleges and educational institutions bear the crucial responsibility of fortifying academic integrity education among postgraduate students. A multifaceted approach is essential to instill the values of honesty and ethical conduct in the academic realm. To begin with, dedicated academic integrity courses should be integrated into the postgraduate curriculum. These courses can delve deep into real - world cases of academic misconduct, such as the infamous case of a well-known researcher who was found guilty of data fabrication, resulting in the retraction of multiple high-impact papers and severe damage to their professional reputation. Through analyzing such cases, students can gain a profound understanding of the far - reaching consequences of unethical behavior.

In addition to courses, regular academic ethics lectures by prominent scholars and experts can serve as a powerful educational tool. These lectures can not only share theoretical knowledge but also offer practical insights into maintaining integrity in research. For example, a lecture series could feature speakers who discuss the ethical challenges they faced during their own research careers and how they overcame them.

Moreover, establishing and refining a comprehensive supervision and punishment mechanism for academic integrity is vital. This involves ramping up the review process for postgraduate academic papers and research achievements. Utilizing advanced plagiarism detection software, cross-referencing with international academic databases, and conducting in - depth peer reviews can help identify any signs of academic impropriety. Once a violation is detected, strict and consistent disciplinary actions should be taken, ranging from paper retractions and grade deductions to more severe penalties like expulsion in extreme cases. By doing so, a healthy and trustworthy academic environment can be cultivated, where every postgraduate is motivated to pursue knowledge with integrity.

4.2 Pay attention to the cultivation of thinking ability

During the postgraduate training journey, the cultivation of independent and critical thinking abilities should be at the forefront. In the classroom, teachers should adopt a student - centered teaching approach. Instead of simply lecturing, they should present complex problems and encourage students to engage in in-depth discussions. For instance, in a literature review session, teachers can assign a controversial research topic and ask students to analyze different viewpoints presented in the literature. This forces students to think actively, question the existing theories, and form their own well-reasoned opinions.

Furthermore, teachers should act as facilitators rather than dictators, guiding students to explore various perspectives and encouraging them to challenge the status quo. When students present their ideas, even if they seem unconventional, teachers should provide constructive feedback rather than immediate criticism. This fosters a spirit of innovation and intellectual curiosity.

To further promote the development of thinking ability, institutions can organize a variety of academic activities. Academic symposiums can be held on a regular basis, where students can present their latest research findings and exchange ideas with peers and professors. Academic debates, on the other hand, can sharpen students' argumentation skills and logical thinking. For example, a debate on the ethical implications of emerging technologies in a particular field can prompt students to think critically about the potential benefits and risks, and how to address the associated ethical dilemmas.

4.3 Enhance the ability to apply technology

Colleges and educational institutions need to step up their efforts in information technology education for postgraduate students, with a particular focus on improving their proficiency in using new technologies like generative artificial intelligence (AI). Offering a series of well - structured technical courses and training programs is the first step. These courses should cover a wide range of topics, starting from the fundamental principles of generative AI, such as how neural networks generate content, to its diverse application scenarios, like content creation in the media industry, drug discovery in the pharmaceutical field, and design optimization in engineering.

Hands - on training sessions are equally important. For example, students can be given projects where they are required to use generative AI tools to generate research hypotheses, analyze data, or

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create prototypes. Through these practical experiences, students can master the skills of leveraging generative AI for their own learning and research.

However, it is crucial to ensure that students have a balanced understanding of generative AI. Teachers should guide students to recognize both the remarkable advantages of this technology, such as its ability to process large amounts of data quickly and generate creative ideas, and its limitations, including the potential for generating inaccurate or biased content. By understanding these aspects, students can avoid over - reliance on technology and develop the ability to independently evaluate and rationally apply generative AI in their academic pursuits.

4.4 Improve technical management and guarantee

Colleges and educational institutions must establish and perfect a comprehensive technical management and guarantee mechanism for generative artificial intelligence. This involves a three-pronged approach:

First, in terms of system development, institutions should allocate sufficient resources to support the research and development of generative AI systems. Collaborations with industry partners can bring in the latest technological advancements and practical experience, ensuring that the systems used in postgraduate training are state-of-the-art.

Second, application and maintenance are key. Regular system updates, bug fixes, and performance optimizations should be carried out to ensure the quality and reliability of the generated content. For example, if a generative AI system is used for language translation in academic research, any glitches or inaccuracies in translation can have serious consequences for the research results. Therefore, continuous monitoring and improvement of the system are essential.

Third, data security and privacy protection cannot be overlooked. With the increasing amount of sensitive data involved in academic research, institutions should implement strict security measures. This includes data encryption techniques to protect data during storage and transmission, as well as access control mechanisms to ensure that only authorized personnel can access the data. Additionally, institutions should stay vigilant about the development trends of generative AI technology. By keeping abreast of the latest research and industry developments, they can update and optimize their technical application plans in a timely manner, thereby meeting the evolving needs of postgraduate training and ensuring that students are equipped with the most relevant and secure technological tools.

5. Conclusion

Generative artificial intelligence has great innovative potential in postgraduate training, bringing new changes and opportunities to teaching models, the cultivation of scientific research capabilities and learning methods. However, it also faces predicaments and challenges in aspects such as academic integrity, the cultivation of thinking ability, the limitations of technology application, and the relationship between teachers and students.

In the era of generative artificial intelligence, universities and educational institutions should fully recognize its significant role in the cultivation of postgraduate students, actively adopt countermeasures, strengthen academic integrity education, focus on the cultivation of thinking ability, enhance the application ability of technology, optimize the relationship between teachers and students, and improve technical management and guarantee. As the trainees, postgraduate students should correctly understand the advantages and limitations of generative artificial intelligence, make rational use of technical resources, cultivate the ability of autonomous learning and innovation, and avoid excessive reliance on technology. Supervisors should transform their roles, enhance their own qualities, and better guide postgraduate students to conduct learning and research in the generative artificial intelligence environment. Only in this way can the innovative role of generative artificial intelligence in postgraduate education be fully exerted, the predicaments faced be addressed, the high-quality development of postgraduate education be promoted, and more high-level innovative talents that meet the demands of The Times be cultivated.

In the future, with the continuous development and improvement of generative artificial intelligence technology, we should keep a close eye on its application in postgraduate training, constantly explore and innovate the training model, so as to achieve the deep integration and coordinated development of generative artificial intelligence and postgraduate training.

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Acknowledgement

This work is supported in part by Research and Practice Project on Postgraduate Education and Teaching Reform (YJ25-203).

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