

Citation

Cavazos, J.T., Hauck, K.A., Baskin, H.M., & Bain, C.M. (2024). ChatGPT Goes to College: Exploring Student Perspectives on Artificial Intelligence in the Classroom. *Teaching of Psychology*. <https://doi.org/10.1177/00986283241268829>

Summary

The article discusses the use of artificial intelligence programs within academic and scholarly communities. The author and researchers collected data from students attending a large unnamed Midwest university, providing the students with a survey that asked questions about how often they use programs such as ChatGPT. The survey also inquired about how the students used the program, such as data collection or committing academic fraud. The researchers proposed that educators could use ChatGPT in the classroom to positive effect and that most students could correctly identify academic fraud referring to the use of ChatGPT, however the risk of fraud while using the program is still present.

Evaluation

The researchers utilize a survey for data collection. The survey was given to 569 students an undisclosed university with a population of mostly young white men, limiting the diversity of the study. The researchers utilized a Likert scale when conducting the survey, asking the participants questions such as how often they used AI programs on a scale of 1 (never) to 7 (daily). The Author, Jenel Cavazos, is an Associate Professor at the University of Oklahoma, holding the position since 2015. Since he was a professor before AI was widely available, he may be biased against the tool in negligible ways. The article does share useful and new research, as it discusses not just that students use AI, but how they use it and their understanding of ethical use of AI tools.

Reflection

The article reinforces many of the previously held ideas of how AI tools are used in an academic setting. However, it does not demonize or glorify the program, as many other outlets do when discussing the tool. It provides useful data about the ways college students use the tool while maintaining a neutral tone. The data collected from this study could provide future researchers with new insights as to how educators could utilize AI tools in the classroom while not committing academic fraud.