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ChatGPT Goes to College: Exploring Student Perspectives on Artificial Intelligence in the Classroom

The purpose of this article is “to explore how and why students are using ChatGPT, and to examine their perceptions about ChatGPT and academic integrity.” (Cavazos, et al. 1) With AI becoming more and more prominent in our society, these researchers came together to take a deeper dive into what AI is and how it is affecting the academic structure, looking specifically at ChatGPT. “Students were surveyed about the frequency and motivation for ChatGPT use and their views on ChatGPT and academic misconduct. Exploratory factor analyses were conducted to examine patterns of correlations between each of the measures.” (Cavazos, et al. 1) The use of quantitative research to conduct this study allowed them to reach a broad audience and get as much surface level data on this topic as they could. They also checked for consistencies in the data to answer questions that they couldn’t exactly ask in the surveys themselves.

“Students primarily use ChatGPT for gathering information, motivated by its value and convenience rather than hedonic reasons, and can correctly identify academically unethical uses of the tool as cheating.” (Cavazos, et al.) These results show that there are students that try to use ChatGPT in ways that help them in their academic struggles and not for outright intentions to cheat. “The current study presents comprehensive data on college students’ ChatGPT usage patterns, attitudes, and perceptions of cheating behavior. The outcomes of this research provide

insight into how college students are currently interacting with AI tools.” (Cavazos, et al. 1)

There are a variety of reasons that students use these tools, but there happened to be overlapping evidence that led me to believe that students are trying their best to feel out the ethicality of AI and how far they can push it.

The article was very detailed with there being a huge selection of references as well as tables and data of the surveys being included as well. From my perspective, the results of this article are very important as well as new in some way because AI is becoming a huge topic in society. This has to do with its incredible abilities and its dangerous ones. The results allow us to reflect on what is currently becoming a big part of our lives, and it also suggests how we can move forward.

“The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.” (Cavazos, et al. 1) I believe something that allows them to harbor less bias and limitations is because of their numbers. They had multiple people working on this as well as reviewing. So, as a result, they were able to put their outright biases in check as it would clash with their peers’ biases.

How this compares to other research I’ve encountered is that there was a lot of data in the form of scholars. The data wasn’t majorly simplified in order for any random person to understand. The tables and research, even the wording in the article, was very scholarly and included jargon and slang that relates to researchers. This research does challenge my previous knowledge and assumptions because I have a somewhat negative outlook on AI and believe that it can’t be controlled since we’ve already opened that door. However, after reading this article, I was able to acknowledge that AI can be controlled in some aspects and spaces. In addition to that, it might inform future research or practice because not only does it give insight on AI, how

it's used, as well as why, but it also gives suggestions on how we can move forward with AI, working together as a team.

Cavazos, Jenel T., et al. "ChatGPT Goes to College: Exploring Student Perspectives on Artificial Intelligence in the Classroom." *Teaching of Psychology*, 7 Aug. 2024, pp. 1-12, [ChatGPT Goes to College: Exploring Student Perspectives on Artificial Intelligence in the Classroom](#).

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