

STUDENTS' USE OF GENERATIVE AI IN INFORMING THEIR ACADEMIC WORK



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Introduction

- Exploration of HKU students' use of GenAI tools in academic studies.
- Focus on behaviours, strengths, limitations, and ethical concerns.
- Insights gathered from interviews across various disciplines.

Findings

Usage Patterns:

- Commonly used for text generation, brainstorming, and structuring assignments.
- Particularly beneficial for explaining concepts and summarizing content.
- Arts students often rely on GenAI for complete essay drafts.
- Computer Science students use GenAI for coding assistance.

Limitations:

- often produces incorrect outputs with STEM questions.
- Concerns about plagiarism and copyright issues.
- Varied opinions on AI's role as a co-author.

Concerns

- Debate over plagiarism definitions and AI's contribution to student work.
- Potential reduction in critical thinking skills due to over-reliance on AI.
- Lack of consensus on university policies regarding AI usage.

Recommendations

- Use GenAI as an assistant, verifying reliability of outputs.
- Train in prompt engineering to improve interaction with GenAI.
- Encourage partial AI involvement; maintain personal engagement in brainstorming.
- Establish an AI forum on Moodle for anonymous sharing of GenAI experiences.

Qualitative vs Quantitative