

# Exploring Hong Kong Undergraduates' Experience in Using Generative AI In Academic Writing: Comparing Gender Perspectives

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## Abstract

The introduction and widespread application of Generative AI have significantly transformed higher education writing courses. This study aims to address the gap in understanding the differing perceptions of male and female students regarding their experiences and perceived benefits of using ChatGPT 3.5/4.0 and the AI Image Generation feature in Padlet during a collaborative multimedia Wikibook chapter writing task in an undergraduate course "Introduction to Linguistics". Utilizing a questionnaire, this study collects data on students' perceived functionalities and advantages of Generative AI, as well as their attitudes toward these tools in the writing process. By comparing the responses of 38 male and 60 female students, this research reveals several key findings: 1) Both male and female students recognized the functions of Generative AI, including language improvement, idea generation, and structural reorganization, while also acknowledging the potential misuse of AI in writing; 2) Female students reported investing more effort and time in AI-assisted writing than male students; 3) Male students reported experiencing more enjoyment during the task compared to their female counterparts; 4) Female students demonstrated a greater awareness of the benefits of Generative AI in their writing than the male students. The results of this study provide valuable insights into the differing perceptions of students regarding the use of Generative AI to enhance their writing skills. These findings may serve as a guide for educators seeking to revise their pedagogical approaches to teaching writing, ensuring they cater to the diverse experiences and needs of their students.

**Keywords:** academic writing; GenAI; gender perspectives; multimedia writing; Wikibook chapter writing