

Exploring the Student Experience with AI-Generated Content: Insights from ChatGPT in Learning Environments

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Abstract

This paper investigates the student experience with AI-generated content, specifically ChatGPT, and its implications for learning in educational settings. We conducted two studies. The first study involved a survey of 52 students to assess their perceptions, motivations, and ethical concerns regarding the use of ChatGPT, along with in-depth interviews with 15 students to evaluate the impact of this AI tool on their learning outcomes. The results revealed a range of attitudes toward ChatGPT, highlighting both enthusiasm for its capabilities and concerns about its ethical implications. Students expressed motivations for using AI, such as enhanced learning efficiency and support for complex tasks, while also raising questions about academic integrity and dependency.

In the second study, we focused on the practical effects of ChatGPT on learning outcomes by comparing undergraduate and postgraduate students in terms of task performance, satisfaction, and overall effectiveness. Many students reported improved understanding and engagement, attributing this to the personalized assistance provided by ChatGPT.

These findings offer valuable insights for educators and researchers navigating the integration of AI in education. By understanding student perspectives, we can better harness the potential of AI tools like ChatGPT to enhance educational experiences while addressing ethical considerations. This research contributes to ongoing discussions about the evolving role of AI in transforming learning environments.

Keywords: AI; ChatGPT; education; learning outcomes; student experience