

AI Futures Survey, late spring 2023

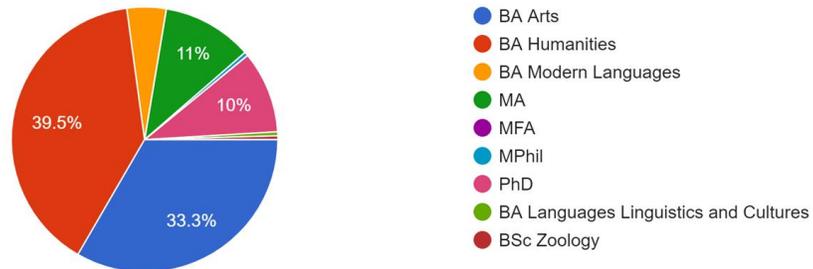
- In May 2023, we conducted surveys with students and teaching staff in UCD College of Arts and Humanities to gauge their knowledge of, experience with, and attitudes towards generative Artificial Intelligence (AI) like ChatGPT.
- The survey aimed to understand what students and teaching staff knew and wanted to know about generative AI (e.g. ChatGPT) in the context of teaching, learning, and assessment in the Arts and Humanities.
- Respondents were told that the results would inform the development of our college's response to generative AI in our teaching, learning and assessment activities.
- This short presentation shares a high-level overview of key results of the survey.
- Please note that survey reflects the attitudes of students and teaching staff at a particular moment in time and may have changed in the months following the survey.

Survey Respondents

Students

What is your programme of study?

210 responses



Staff

What School do you teach in?

96 responses



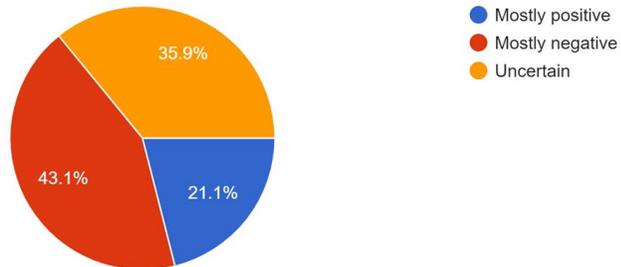
There was significant engagement with the surveys by both students and staff. A full range of schools and programmes appear to be represented

Feelings about generative AI

Students

What best describes how you currently feel about generative AI?

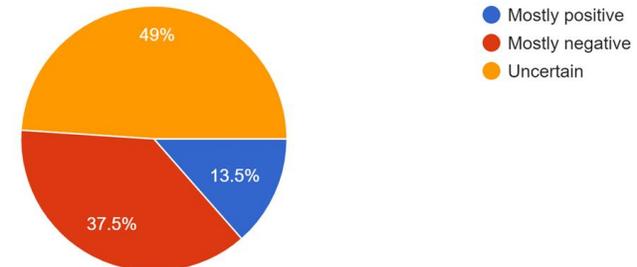
209 responses



Staff

What best describes how you currently feel about generative AI?

96 responses



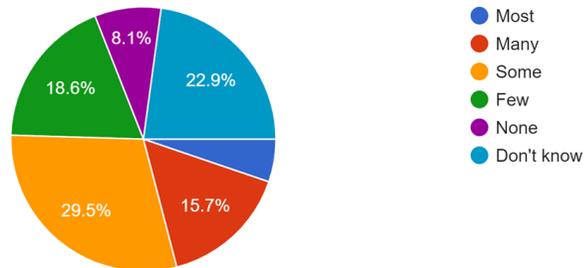
A small proportion of students and staff feel mostly positive about generative AI. More students than staff are mostly negative and more staff than students are uncertain. There is a high level of uncertainty and negativity among both cohorts.

Perceptions of student use of generative AI

Students

What is your sense of how many of your fellow students are using generative AI in their academic work?

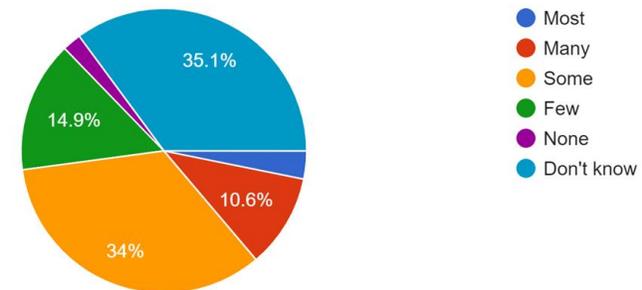
210 responses



Staff

What is your sense of how many of our students are using generative AI in their academic work?

94 responses

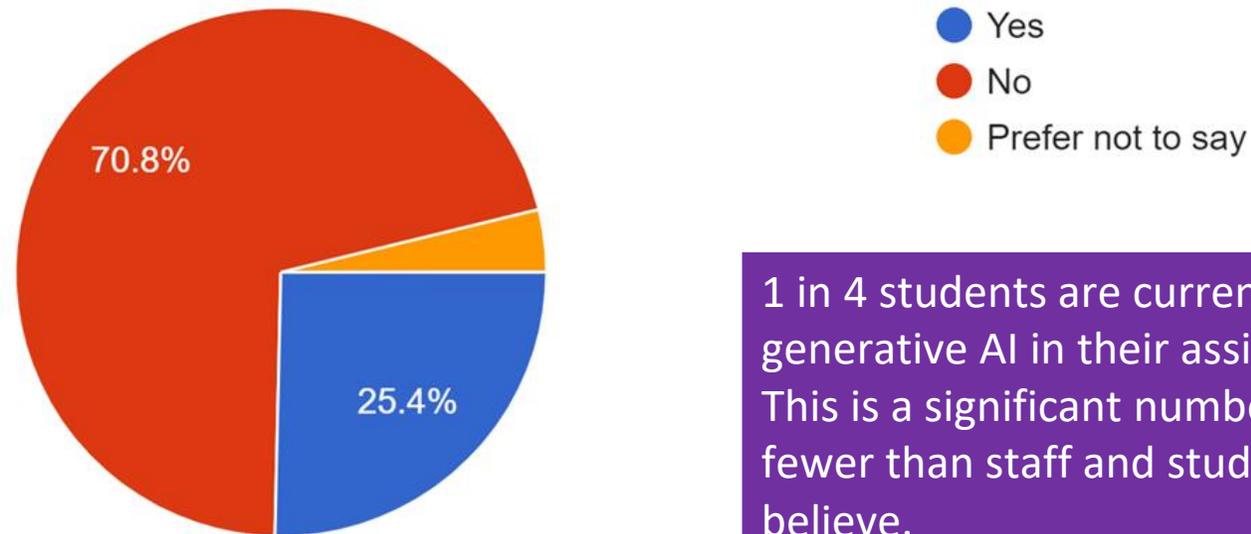


50% of both students and staff think that a few or some students are using generative AI

Use of generative AI in assignments

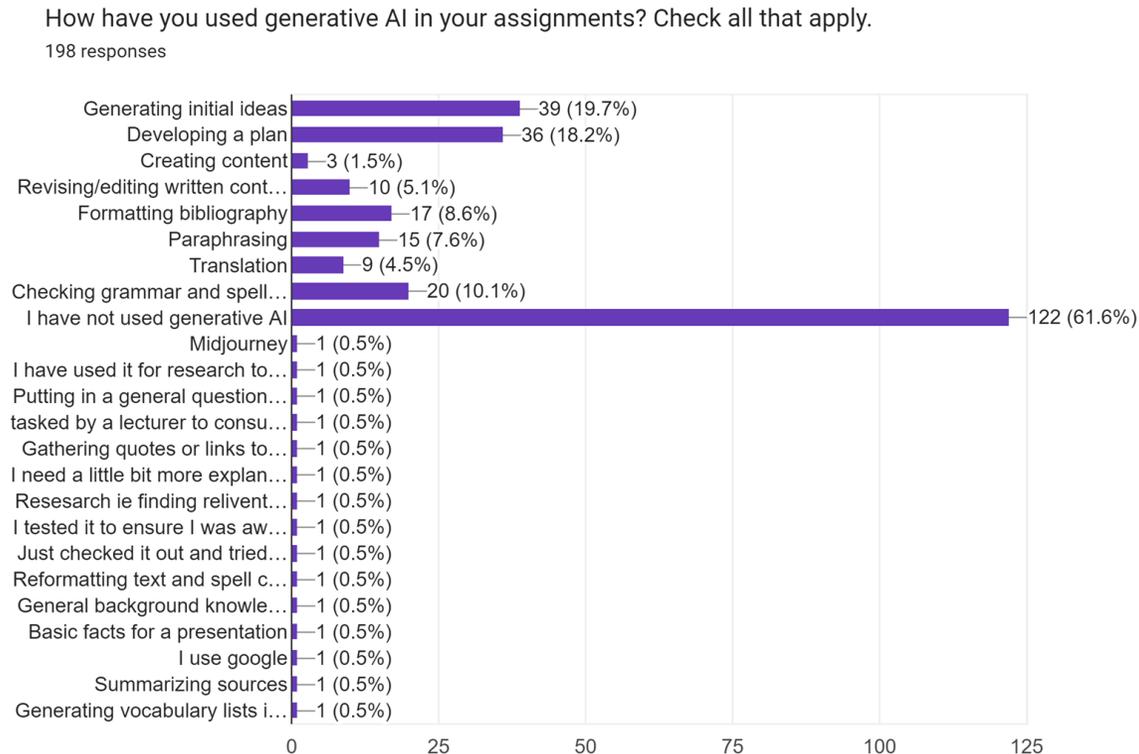
Have you used generative AI for any of your assignments?

209 responses



1 in 4 students are currently using generative AI in their assignments. This is a significant number but fewer than staff and students believe.

How have you used generative AI in your assignments?

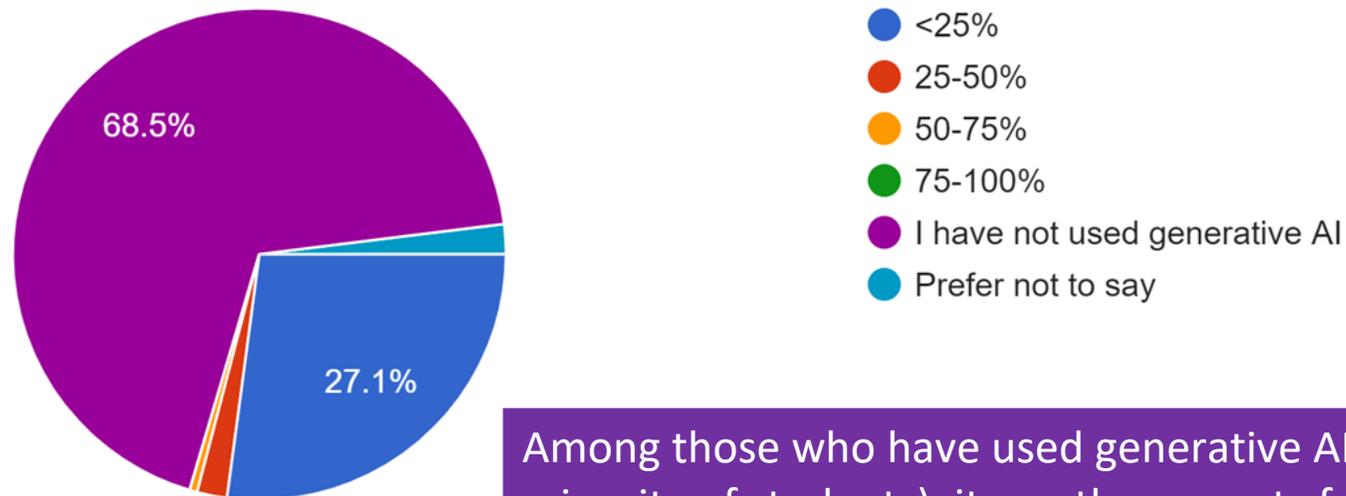


Among students who use generative AI in their assignments (a minority), it is used in a wide variety of ways – and in more ways than we imagined

How much of the assignment was completed by generative AI?

If you have used it for an assignment, approximately how much of the final content was completed by generative AI?

203 responses

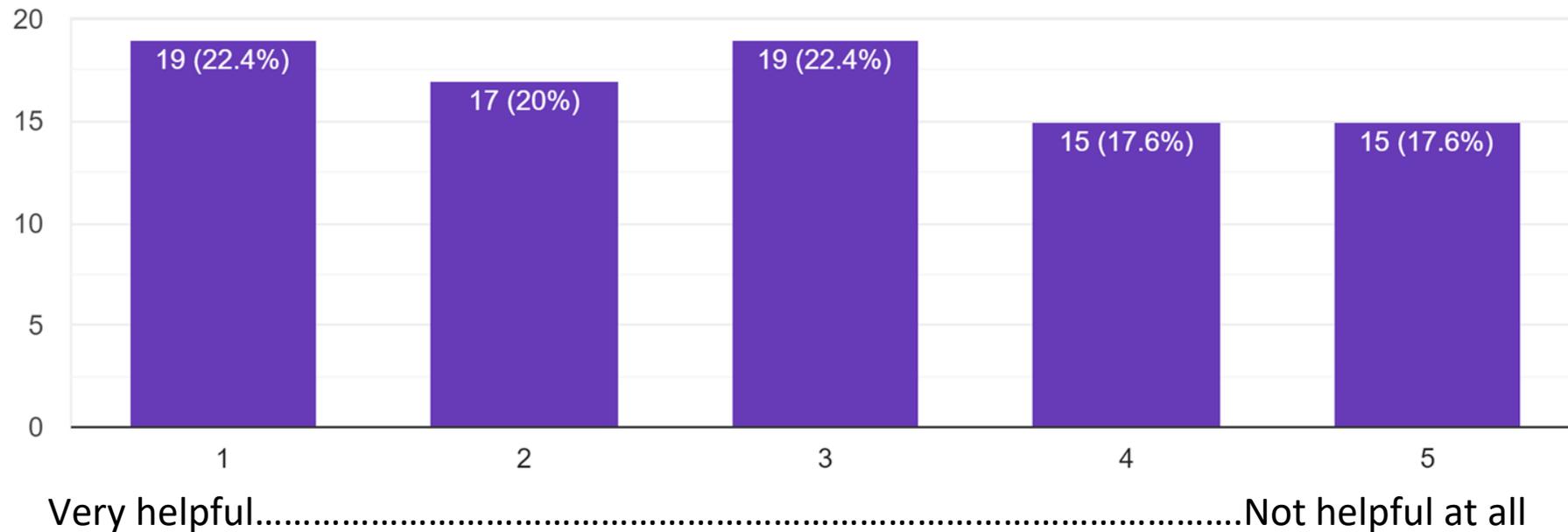


Among those who have used generative AI (who are themselves a minority of students), it mostly accounts for a small proportion of the final assignment

Usefulness of generative AI

If you have used generative AI in your assignments, how useful has it been?

85 responses



Students' experiences of generative AI cut across the entire spectrum from 'very helpful' to 'not helpful at all'. It is difficult to measure usefulness when students have used the tools in so many different ways (and not always with an awareness of their limitations). So these results may reflect different kinds of use of generative AI and/or different levels of AI literacy

Student comments (1)

It gave me all the wrong characters and I got a D in the assignment. Never again.

It is useful for **starting an assignment**. It gives you points that you can expand on yourself to answer an essay question but you cannot use it to explain your point or argument as the information is often **vague and repetitive** and sometimes **untrue with false references**. So you must expand on your points with your own information, research and references. It is also helpful if you struggle to word sentences [as] it will **paraphrase or write your own work in academic language**. However that is the extent of its capabilities. You can never rely on its content or information.

It is **wholly unfair** to students who do the work themselves.

Using AI to come up with **MLA style citations** immediately is extremely beneficial, [as is] **paraphrasing** a certain section of a book I don't quite understand. ChatGPT can be extremely helpful for those with dyslexia (like myself) because it **takes a long written out idea and condenses concepts into easy/ understandable wording**.

I found AI extremely useful and efficient **in putting sources in alphabetical order for [a] bibliography** instead of going through it in my head. Furthermore, it double checks you have all the right requirements for the **referencing style**. I have also used it in the same way as **Google**. I get a **brief understanding of the topic** and then use academic resources such as JSTOR and UCD Library to build the essay.

I think it **takes the opportunity to get familiar with academic writing away from students**, and doesn't show what they have learnt in an academic environment.

Student comments (2)

I have used AI to help **create topic headings for essay plans**, and to draft up **study plans**, but not to generate content within any essays, as the text produced by chat-based open source artificial intelligence is not supported by academic sources, and is **a tool only intended to be used for generating text**.

I've only used it to **search for readings, translations** and to **spell check** my work. It's handy for finding readings; it's definitely faster than usual. [it] was useless for translations but **much more effective in spell checking** than the typical software already in Word and [Google] Docs as well as Grammarly.

It has helped me **organise ideas** and **rewrite things to make them flow better**. I have also used it if I need to **create an outline** or to **give me feedback on my drafts**.

ChatGPT and other generative AI writes **dry and dull content**. However it is really good at **creating a skeleton and structure**. That's my primary use of it.

I use Chat GPT as a **more refined and fast Google search**

I never use it to write the essay. I just copy and paste paragraphs that I don't feel confident about into it and **ask it what can be improved about the paragraph**. Then it will say that I should give a better example, or my language needs to be more concise, etc. **The exact same feedback you would get in the writing centre**. It does absolutely no harm.

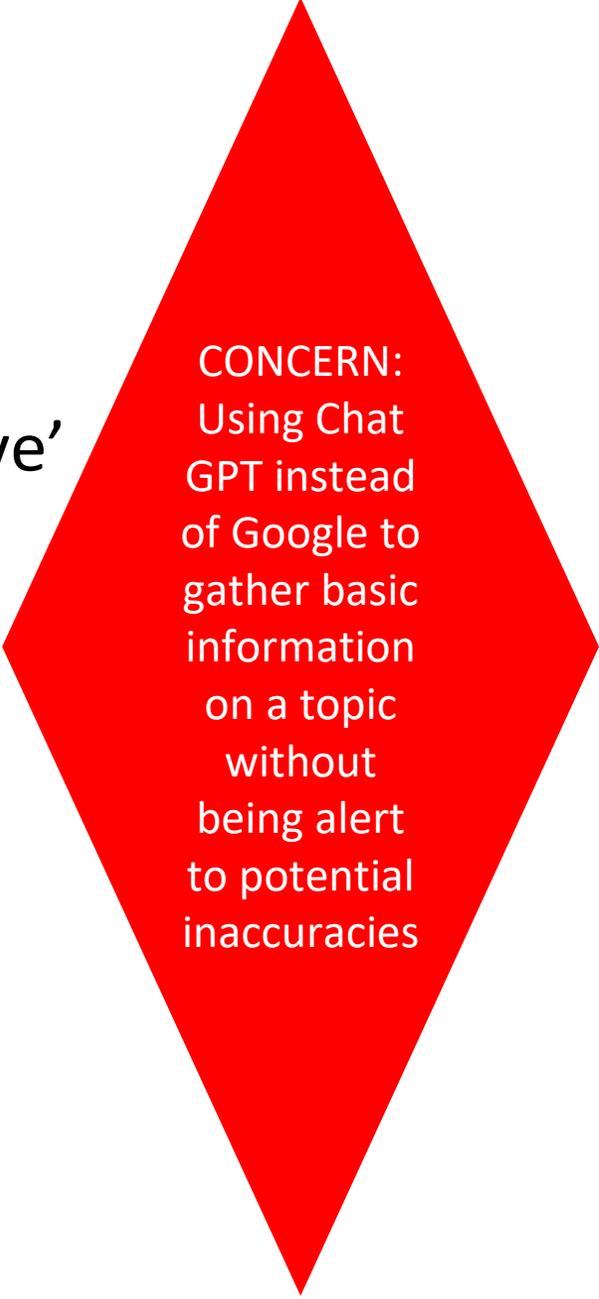
Uses and limitations of Chat GPT

Uses

- Generating ideas
- Creating plans
- Organizing ideas
- Structuring writing
- Getting feedback on writing
- Revising passages of written text
- Simplifying complex readings
- Formatting bibliography
- Spell checking

Limitations

- 'vague and repetitive'
- 'dry and dull'
- Errors
- False references



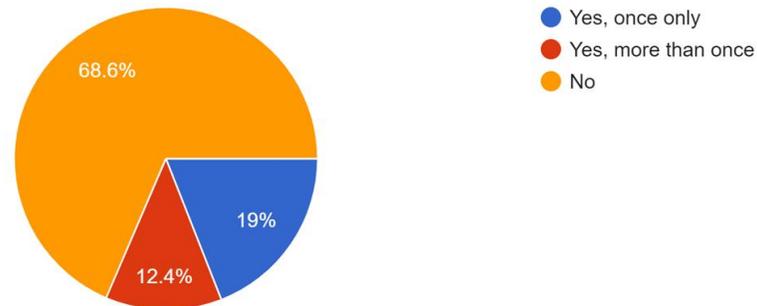
CONCERN:
Using Chat
GPT instead
of Google to
gather basic
information
on a topic
without
being alert
to potential
inaccuracies

Generative AI and the classroom

Students

Have you had the opportunity to discuss generative AI in any of your modules in UCD?

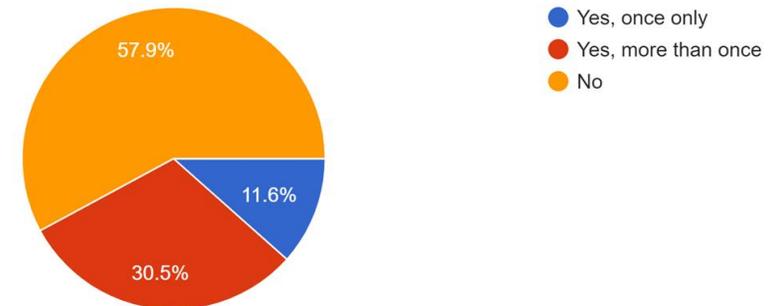
210 responses



Staff

Have you discussed generative AI with any of your students in UCD?

95 responses

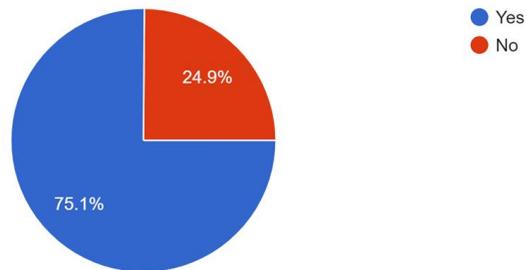


The majority of students and staff have NOT discussed generative AI in their modules at UCD

Developing students' AI literacy

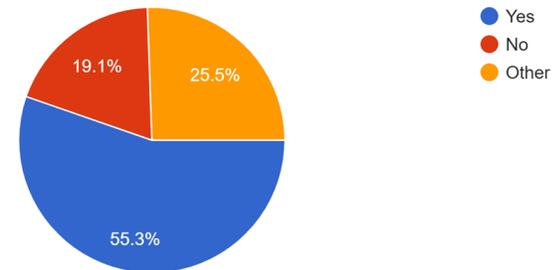
Students

Do you think UCD should help students build AI literacy skills?
205 responses



Staff

Do you think university teachers should help students build AI literacy skills?
94 responses

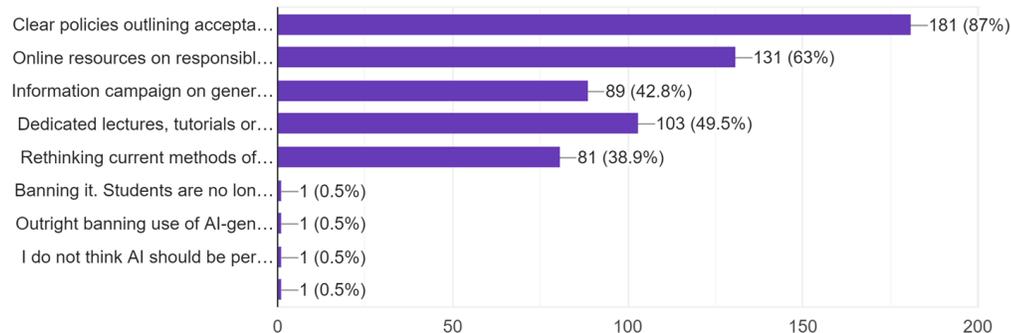


The majority of students think UCD should help them build their AI literacy – but perhaps it is unclear whether this should be the responsibility of their lecturers or tutors or central units

What should we do to support students?

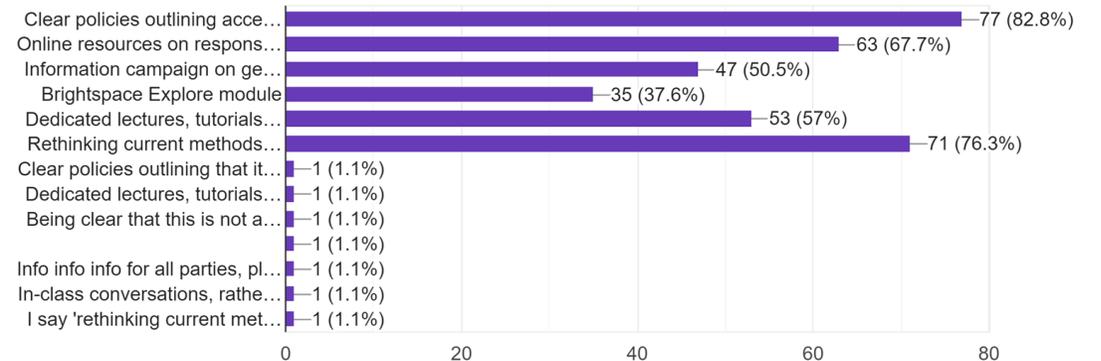
Students

How do you think UCD should support students in an era of generative AI? Check all that apply.
208 responses



Staff

How do you think UCD can best support students in an era of generative AI? Check all that apply.
93 responses

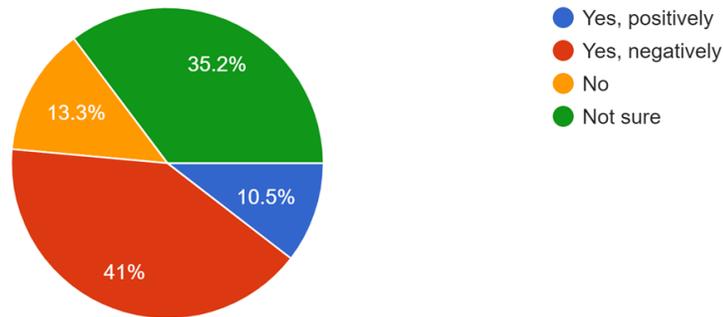


Lots of support from both students and staff on policies and information. Staff are (unsurprisingly) more engaged with rethinking assessment than students.

AI Futures

Do you think generative AI will affect your future employment prospects as an Arts and Humanities graduate?

210 responses



- “As an arts student I feel it decreases the value of our work.”
- “As an artist and writer, my creative ability that I have worked hard for feels undermined by AI, especially considering it uses creative work from creators to produce things.”

Note on use of generative AI

No generative AI was used to create this presentation beyond in-built tools within the Google Suite. The survey questions were devised by the AI/AI team and the answers were given by the student and staff survey respondents (please note that spelling and punctuation was occasionally revised). The graphs were created by Google Forms (through a form of AI) and copied into this presentation. All comments and questions arising from the survey results were human-generated because they required critical reflection.