

A Qualitative Investigation into Students' Learning Experience with ChatGPT

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ABSTRACT

The emergence of ChatGPT, a generative artificial intelligence (AI) tool, has sparked interest in its potential applications within the education sector. Despite extensive research on ChatGPT's performance, there is a lack of understanding regarding students' attitudes and perceptions towards this AI technology. This exploratory study aims to gain a deeper understanding of ChatGPT's role and use in educational settings, ultimately contributing to its constructive integration into teaching and learning methodologies. A qualitative study was conducted using semi-structured interviews with 20 undergraduate students from South Korea, exploring their learning experiences, usage patterns, and concerns surrounding ChatGPT.

A thematic analysis of the students' responses revealed five key themes related to the purposes of using ChatGPT: (1) writing and language support, (2) educational and research assistance, (3) programming and coding aid, (4) idea generation and brainstorming, and (5) general knowledge acquisition. Despite the wide range of applications, some respondents acknowledged limitations and expressed skepticism regarding the information provided by ChatGPT, emphasizing the need for caution when relying on AI-generated content for educational purposes.

The findings offer valuable insights into the current usage of ChatGPT and the potential challenges associated with its integration into educational settings. By leveraging the advancing capabilities of ChatGPT in teaching and learning and fostering AI literacy, educators can enhance their practices. This involves developing the necessary skills and competencies to effectively utilize AI technologies and applications, allowing them to more effectively support students' learning needs and better prepare them for the rapidly changing landscape of education.

ALISE RESEARCH TAXONOMY TOPICS

Information practices; Information Use; Information practices ; Education; Education of information professionals; Students; Information technologies; Discovery Systems; Information practices; Censorship

AUTHOR KEYWORDS

ChatGPT; AI Integration; Student perceptions.

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