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AI in the wild: How students are using generative AI in their learning

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Abstract

It has been well over a year since ChatGPT emerged and brought with it much commentary about challenges and opportunities for education. There has been considerable discussion about risks to academic integrity and the possibilities of generative AI for enhancing learning and teaching. As the dust settles, the hard work of determining how exactly generative AI will integrate into higher education begins. In this session, we will explore the current state of generative AI in student learning. While the integration of generative AI into formal coursework has been inconsistent, to say the least, many students are using these tools extensively as part of their studies. Drawing on in-depth interviews with 50 students across disciplines, a set of hypotheses about the impact of generative AI on student learning practices will be presented. A key component of the impact of these emerging technologies appears to be how familiar and confident students are in their understanding of their own learning. The implications of these findings will also be discussed.

Jason Lodge is Associate Professor of Educational Psychology and Director of the Learning, Instruction, and Technology Lab in the School of Education and is a Deputy Associate Dean (Academic) in the Faculty of Humanities, Arts and Social Sciences at The University of Queensland. Jason's research with his lab focuses on the cognitive, metacognitive, and emotional mechanisms of learning, primarily in post-secondary settings and in digital learning environments. He currently serves as Lead Editor of Australasian Journal of Educational Technology and Editor of Student Success.

References