



# Exploring UCPH Student Perspectives on Generative AI:

## Learning, Employability, and Ethical Considerations

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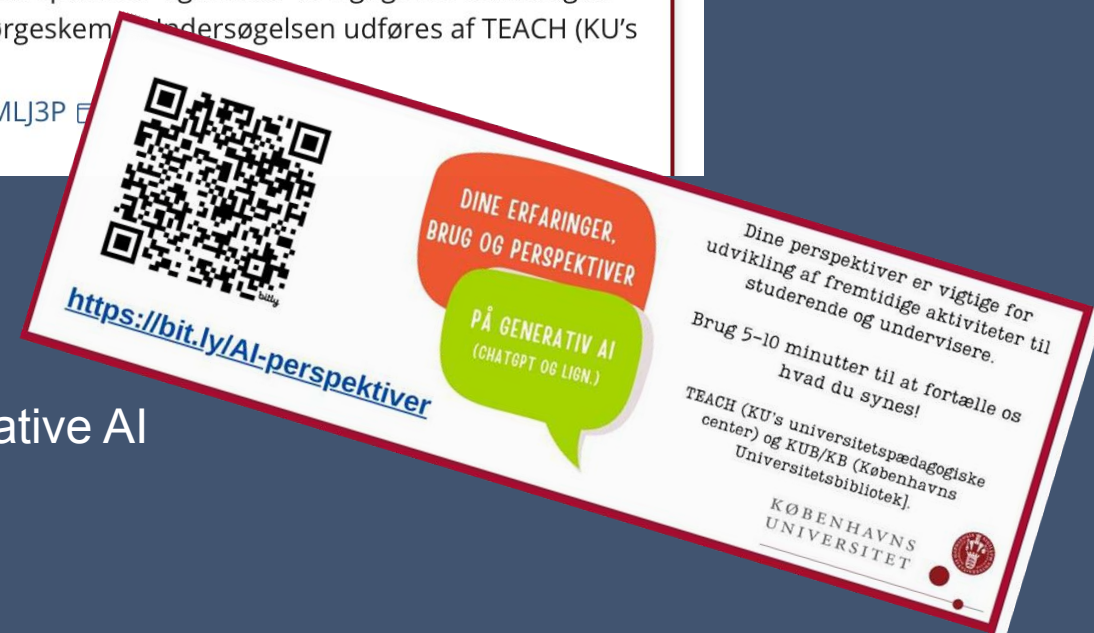


## Undersøgelse: Dine erfaringer, brug og perspektiver på generativ AI



Generativ AI kommer til at spille en rolle i både arbejdsliv, studier og måske din hverdag. Dine perspektiver og ønsker er vigtige for udvikling af fremtidige aktiviteter til studerende og undervisere, brug 5-10 minutter på at udfylde dette spørgeskema. Undersøgelsen udføres af TEACH (KU's universitetspædagogiske center) og KUB/KB (Københavns Universitetsbibliotek].

Tak, fordi du tager dig tid til at svare. <https://www.survey-xact.dk/LinkCollector?key=R7FM657MLJ3P>



### Survey (April 16 to May 15 2024) TEACH + KUB (KB)

Students' experiences, use and perspectives the use of generative AI

Students' experiences of opportunities and challenges

The impact of generative AI on student life and well-being

Students' specific wishes and needs for support, courses, guidelines, competencies, etc.

### Focused interviews (in progress, fall 24) TEACH

The focus group interviews provide an opportunity for unfolding the students' experiences and experiences associated with their studies. Furthermore, the focused group interviews will provide an opportunity for follow-ups on tendencies in the survey responses, which we find particularly interesting and relevant to investigate further in relation to different humanities educations.

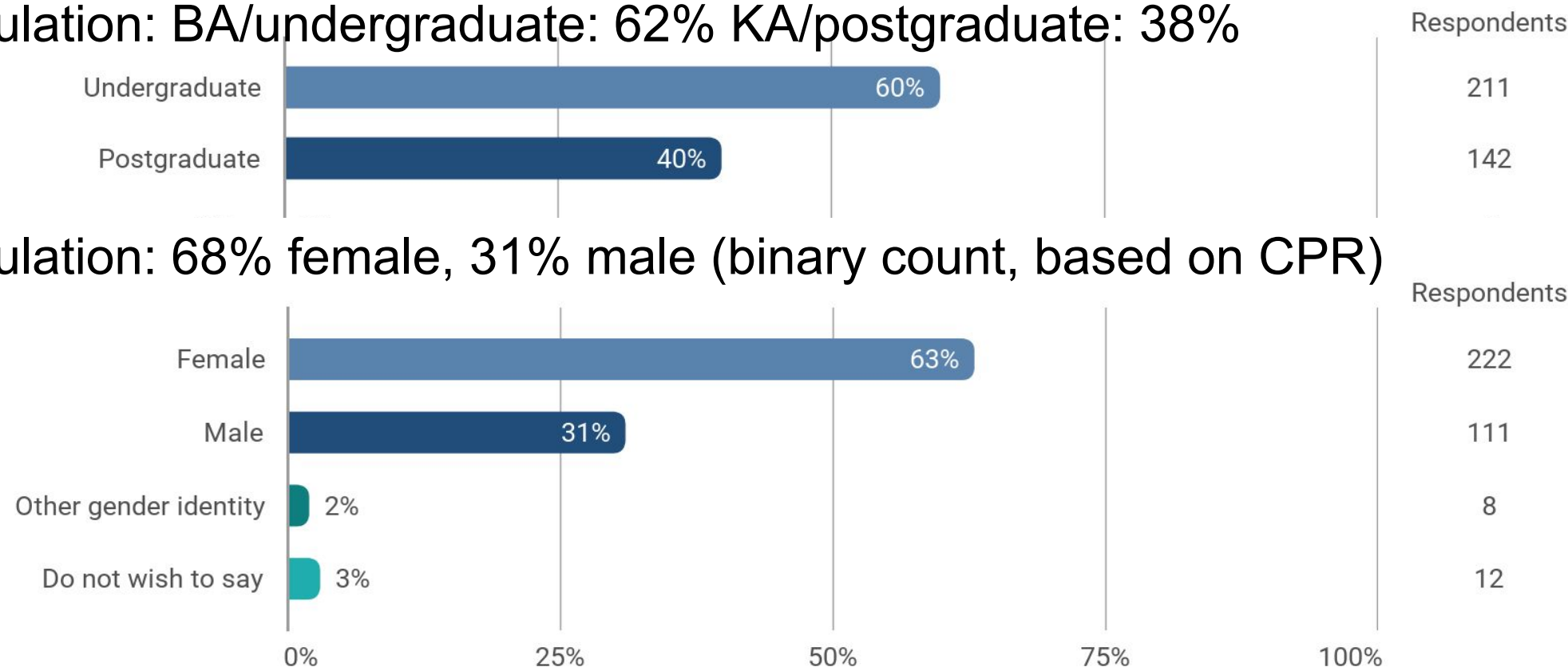
## Respondents (May/April 24) & population

555 responses, 388 full responses, 353 from HUM/THEO, which equals:

5,69% of student at the Faculty of Humanities pr. 1/3 2024

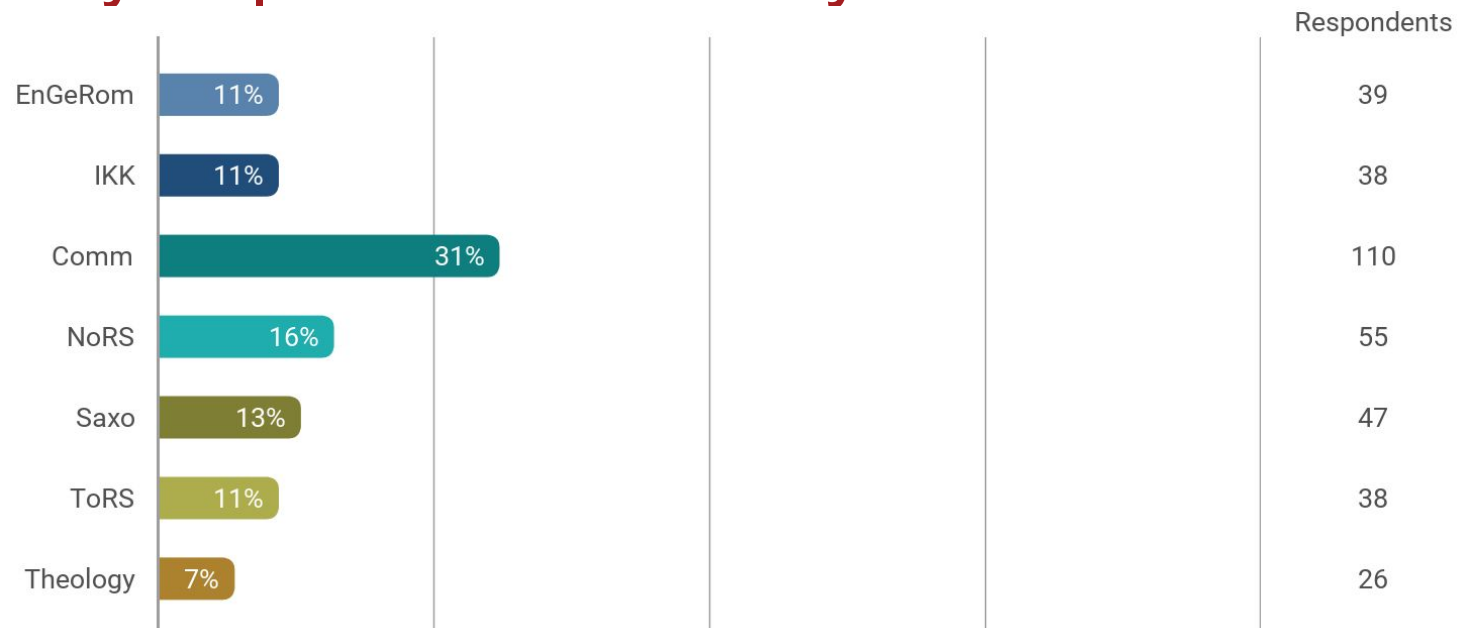
5,42 % of student at the Faculty of Theology pr. 1/3 2024

Student population: BA/undergraduate: 62% KA/postgraduate: 38%



Student population: 68% female, 31% male (binary count, based on CPR)

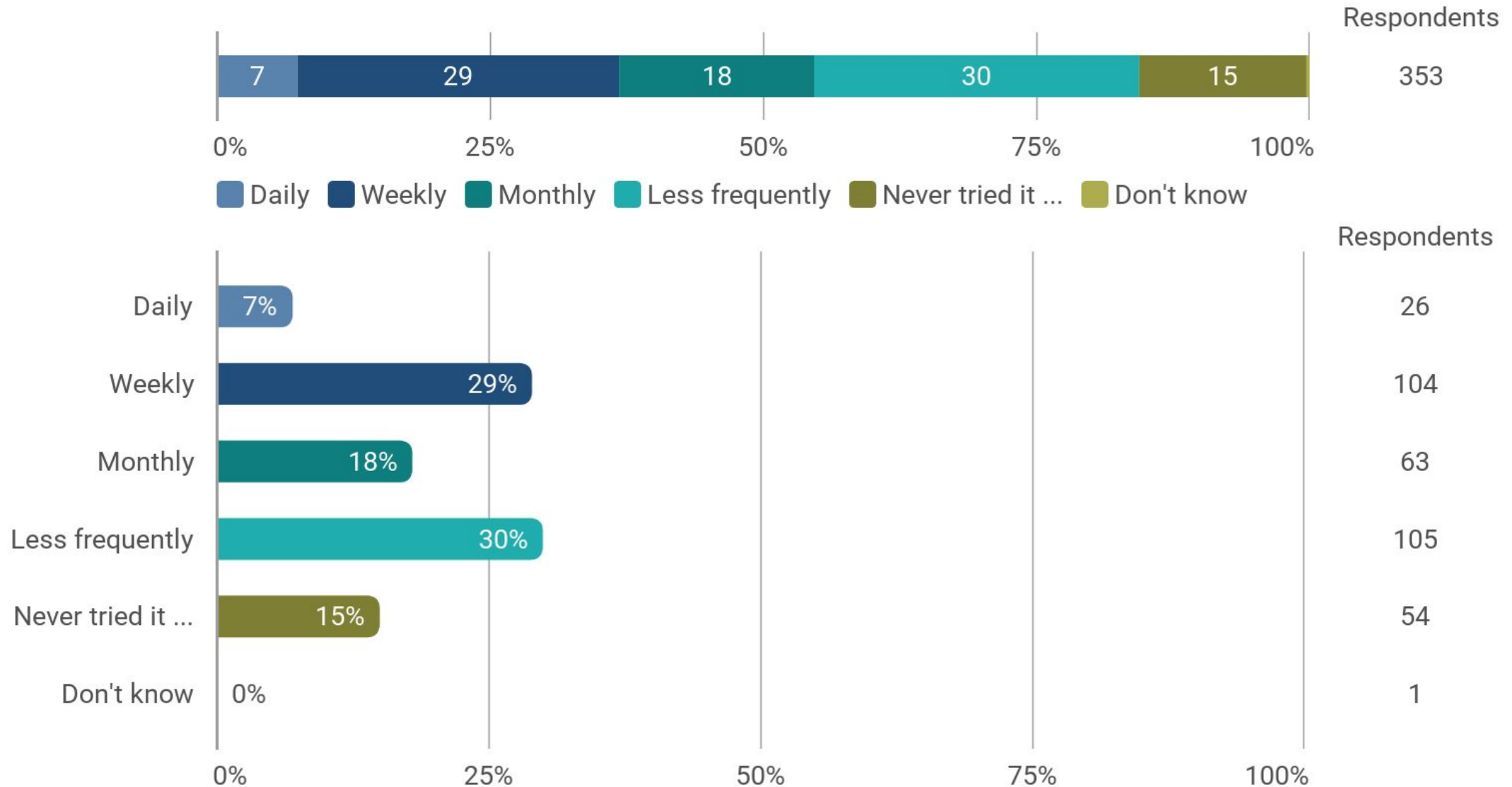
# Respondents by department / faculty



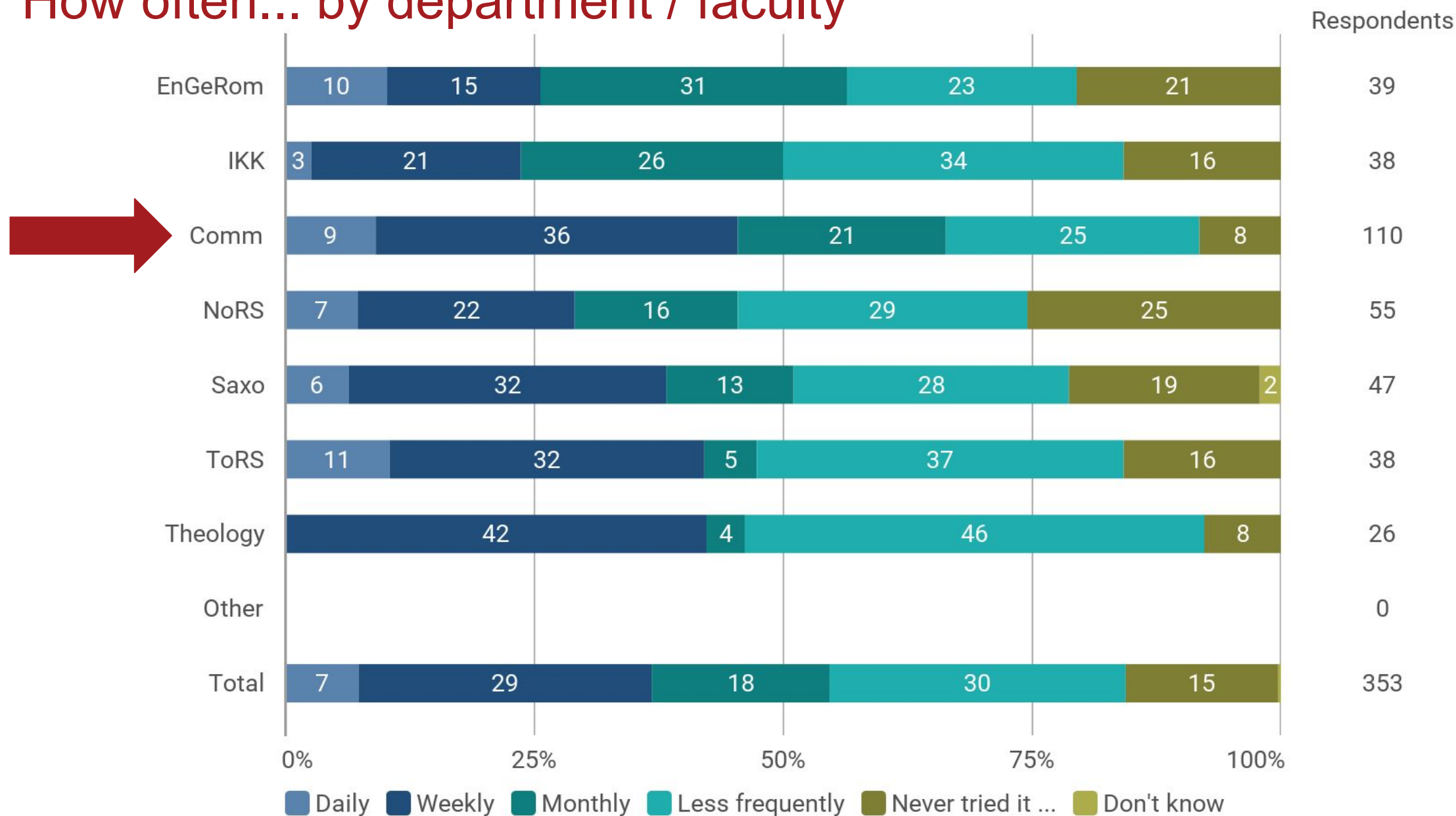
TEO + HUM by dept. / Fac. BA & KA pr. 1/3 24	Female	Male	F & M	%	Resp.	Dev.
ENGEROM	631	235	866	11,9	11	-0,9
KOMM	1093	581	1674	22,9	31	8,1
IKK	692	288	980	13,4	11	-2,4
NORS	882	225	1107	15,2	16	0,8
TORS	661	318	979	13,4	11	-2,4
SAXO	739	472	1211	16,6	13	-3,6
HUM in total	<b>4698</b>	<b>2119</b>	<b>6817</b>	93,4	93	-0,4
THEO	291	189	480	6,58	7	0,4
<b>HUM &amp; THEO total</b>	<b>4989</b>	<b>2308</b>	<b>7297</b>	100	100	0



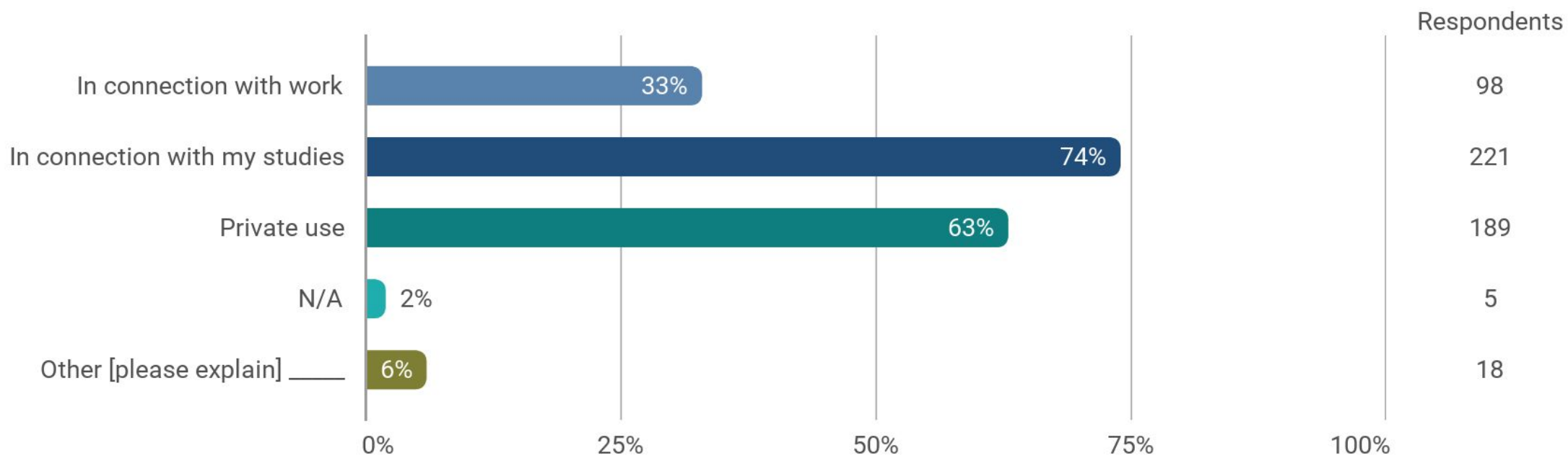
# How often do you use generative AI chatbots or image generators?



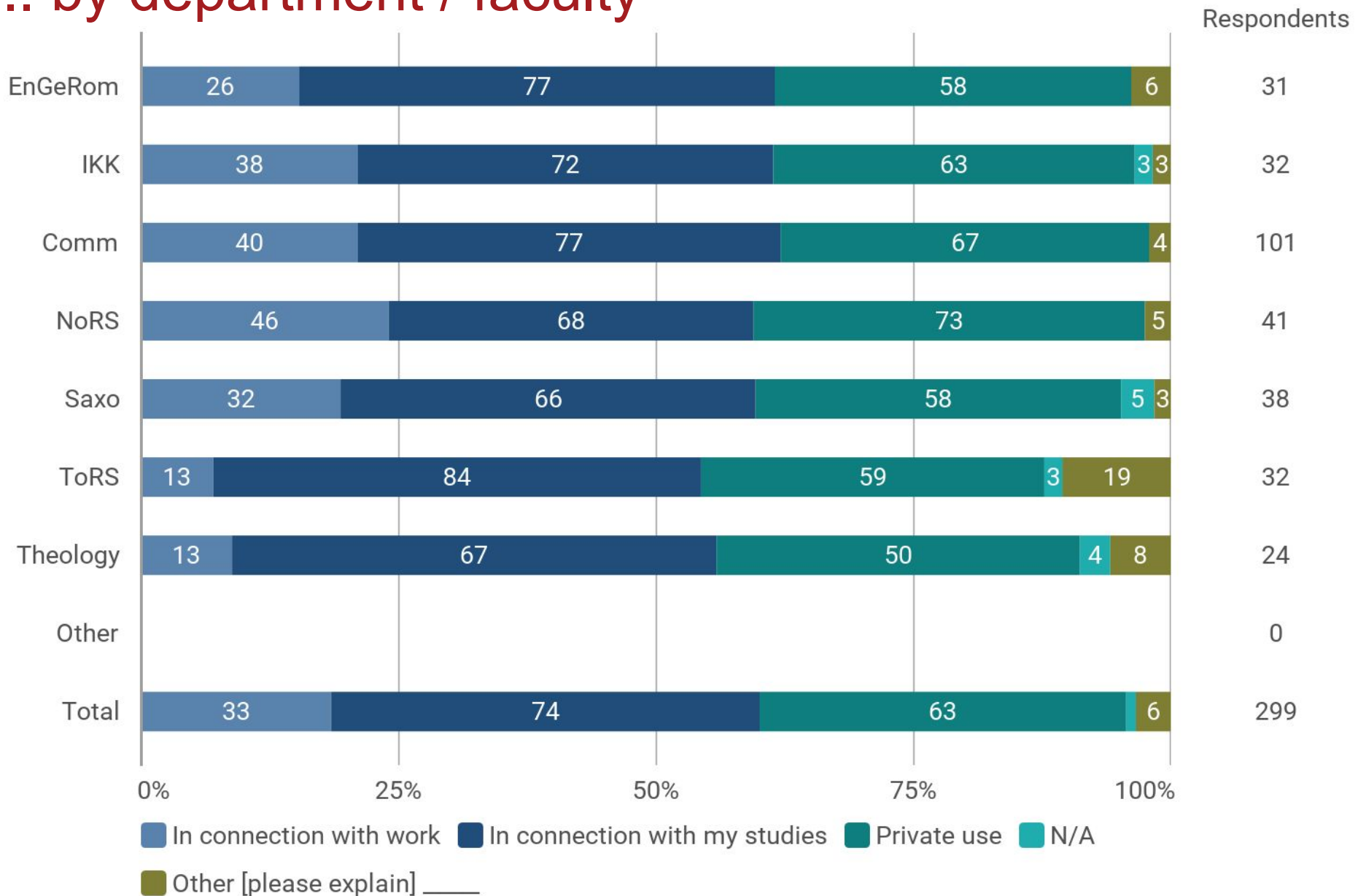
## How often... by department / faculty



# Where do you use generative AI chatbots or image generators? (selecting all relevant answers)

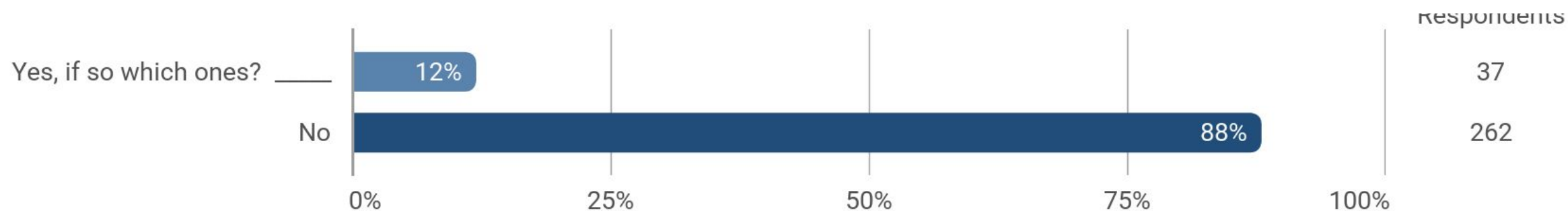


# Where... by department / faculty





# Are you currently paying for access to any AI chatbots or image generators?



Which services:

ChatGPT (33)

Midjourney (2)

Other (2)

# What are students using it for?

# Types of use (in four categories)

## A) Finding information / understanding my field

To search for facts and/or research literature

To find explanations for definitions, concepts and models

To understand complex topics

To check if my comprehension is correct

To formulate a problem

N/A

## B) Text processing

To proofread my texts

To have a text read aloud, dictated, transcribed

To give criticism/feedback on something I have written

To improve/rephrase something I've written

To translate texts

To summarize and shorten texts

N/A

## C) Working with content

To generate ideas/brainstorm

To generate images, video, audio, tables, models

To generate draft texts

To generate and/or rewrite texts for a specific genre or style

To design, create content for creative/aesthetic purposes (e.g. images, poetry, music, video)

To analyze data

For programming, doing statistics and mathematics

N/A

## D) Sparring etc.

For conversations, e.g. where I have given the chatbot a specific role

☒ To identify my types of mistakes, create assignments for me, ask me questions, quiz/test me

To speak (chat with sound) e.g. for dialogue in foreign languages

For things that can be difficult to do alone (e.g. collaborator)

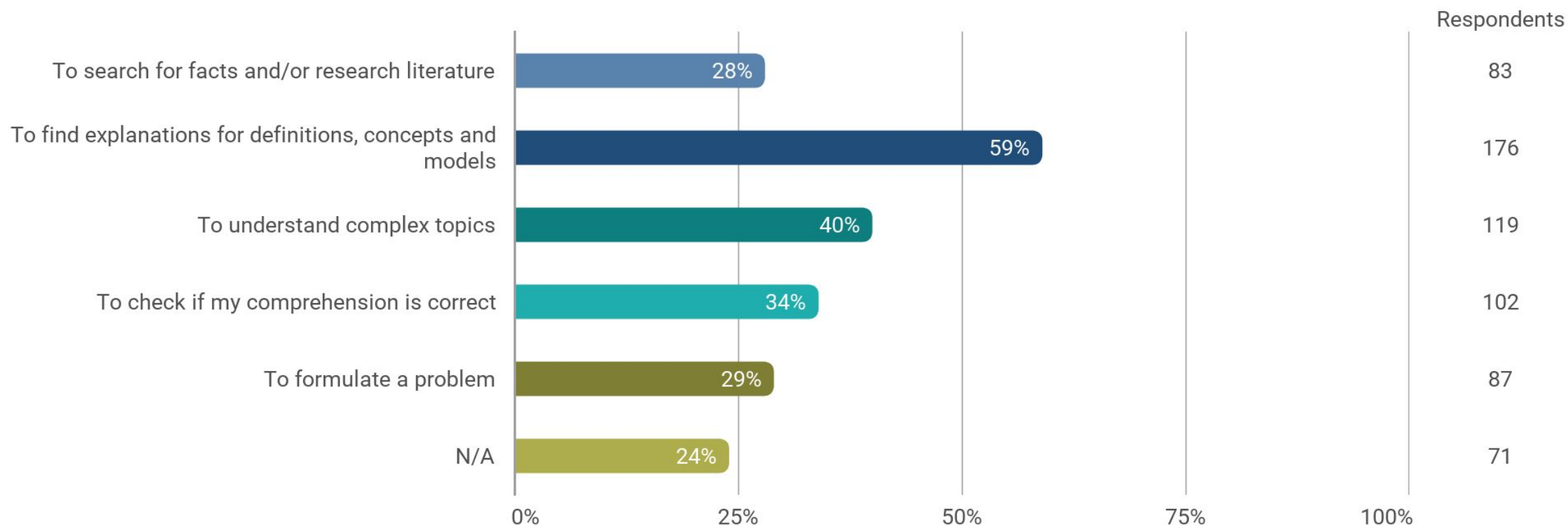
To plan and/or structure (e.g. my time, an activity or an event)

N/A



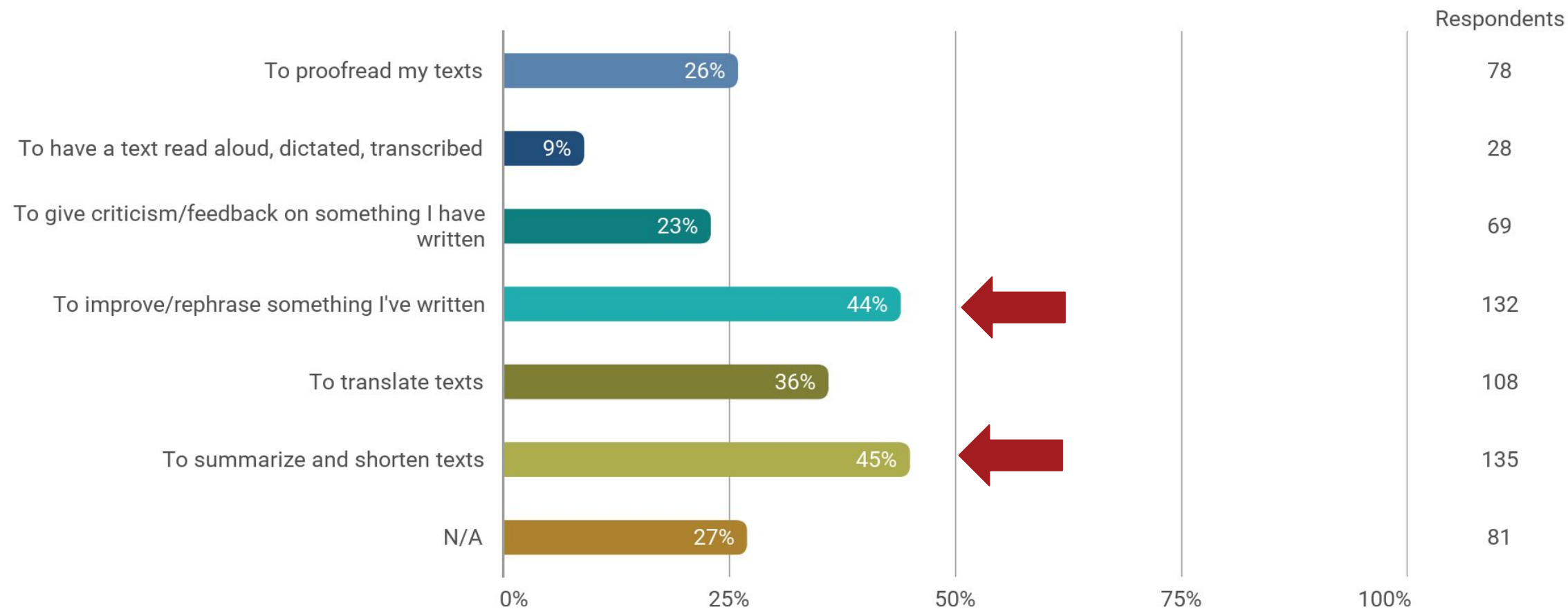
## Types of use:

### A) Finding information / understanding my field



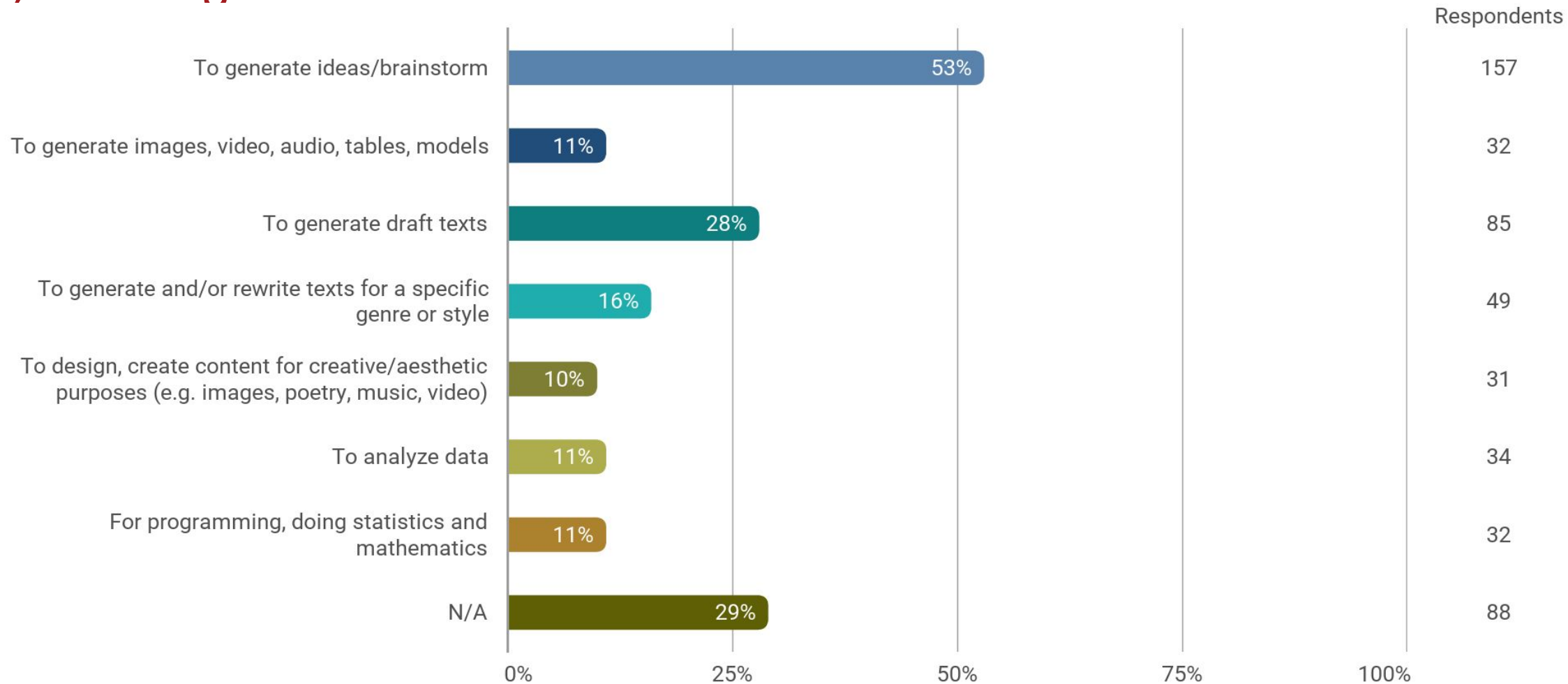
# Types of use:

## B) Text processing



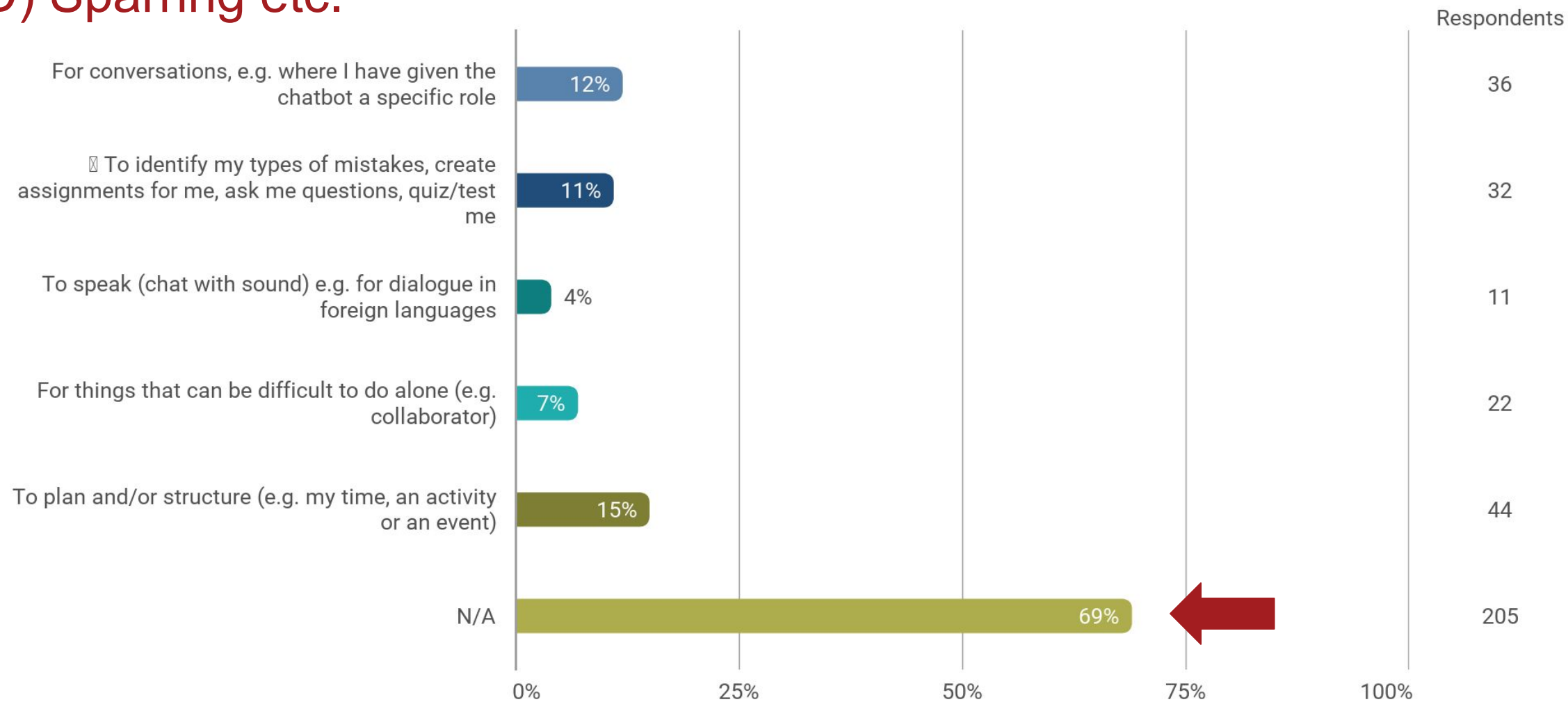
# Types of use:

## C) Working with content



# Types of use:

## D) Sparring etc.





## Most popular types of use

To explain definitions, concepts and models (59 %)

To generate ideas / brainstorm (53 %)

To summarize and shorten texts (46 %)

To improve/rephrase something I have written (45 %)

To understand complex topics (38 %)

To translate texts (37 %)

To formulate problem statements / research questions (30 %)

To generate draft texts (28 %)

To proofread my texts (28 %)

To search for facts and/or research literature (28 %)

To provide criticism/feedback on something I have written (24 %)

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An equalizer for dyslexic students?

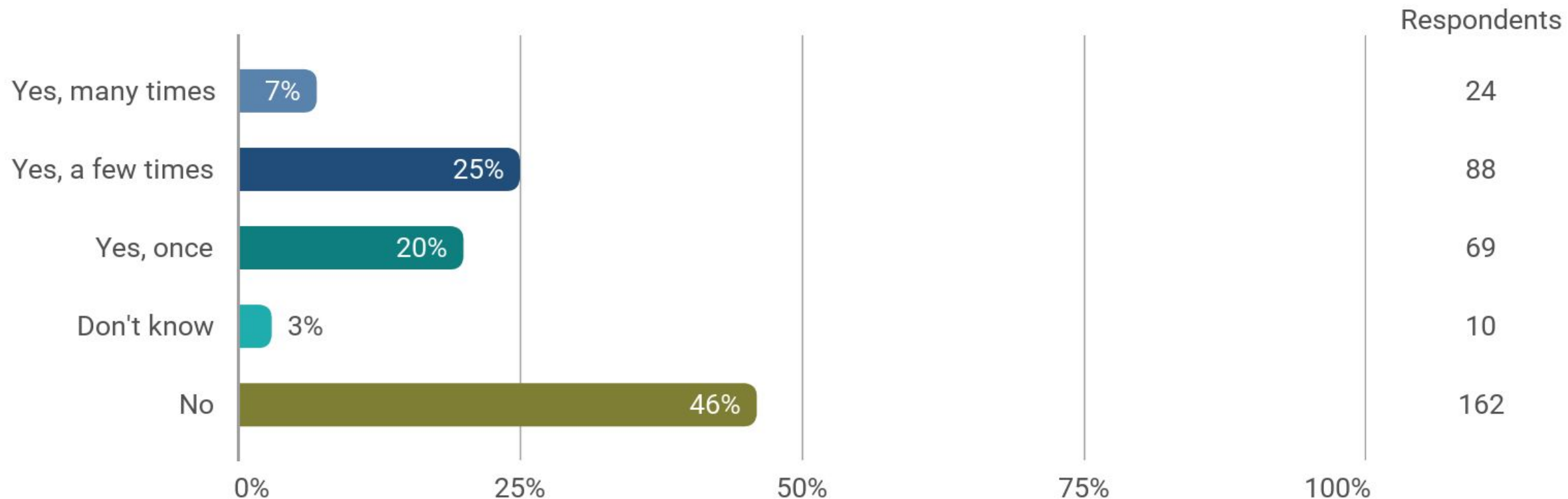
As a student with dyslexia, I think it gives me a sense of independence (from other people, as a writing guide).

It is fantastic, that I don't have to rely on someone having the time to help me.

This makes me feel like I'm on an even footing with other students

# AI in teaching activities?

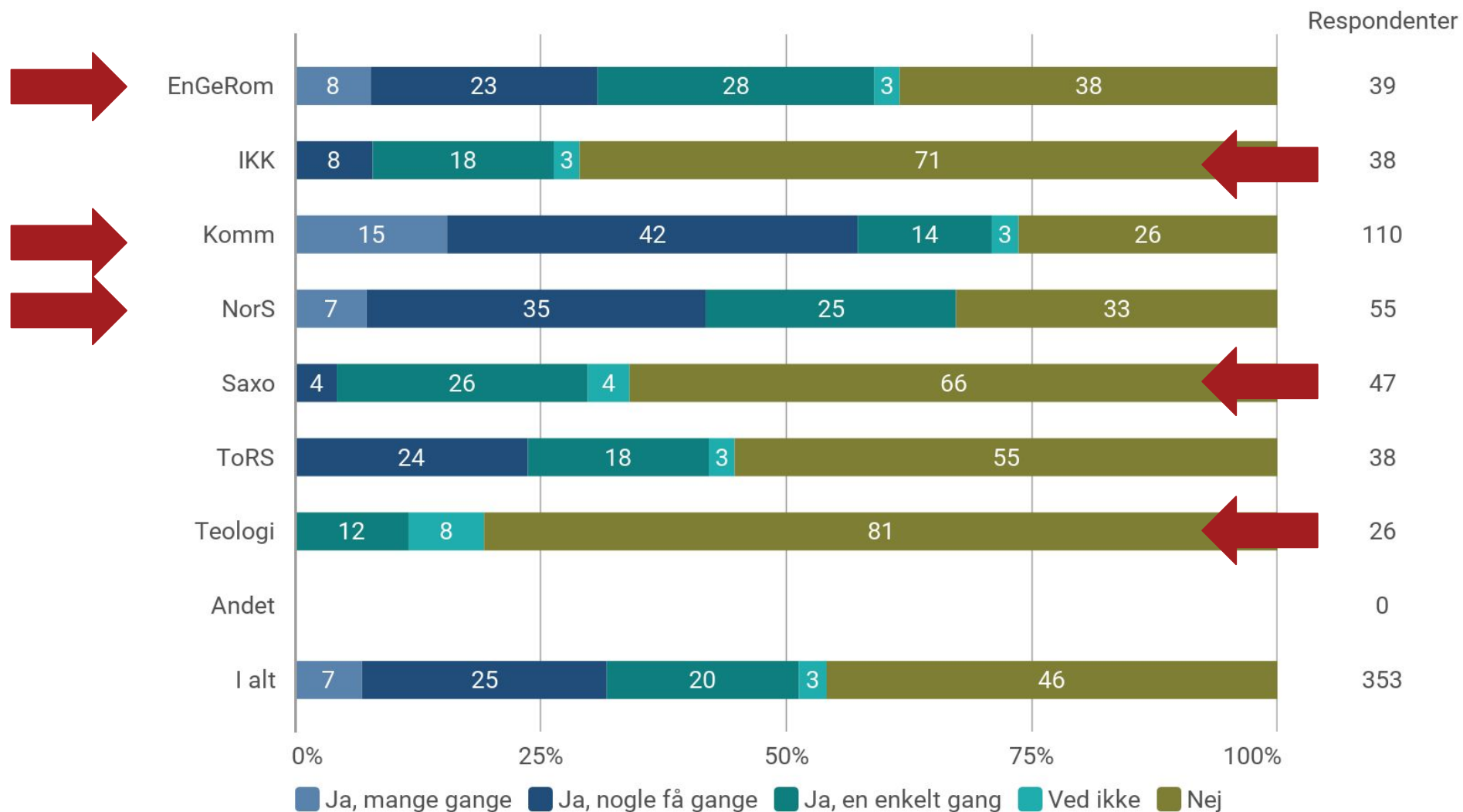
# Have you had any teaching activities which focused on generative AI?



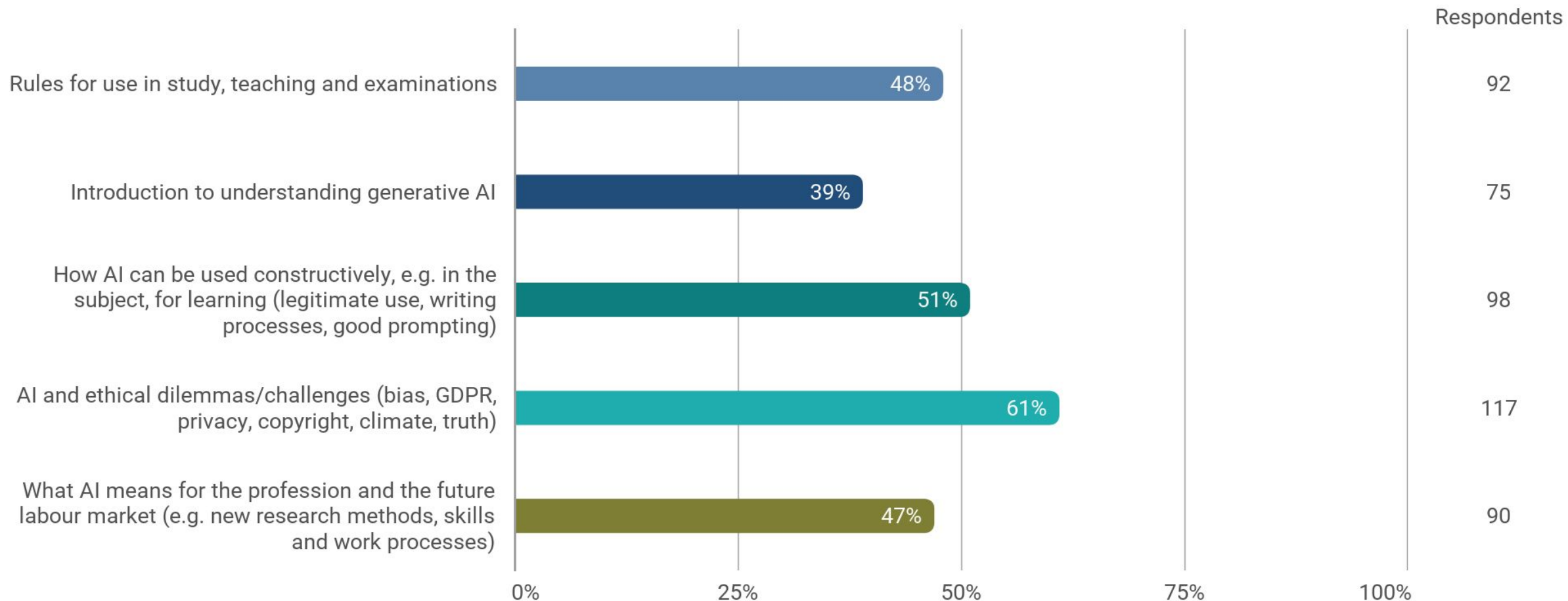


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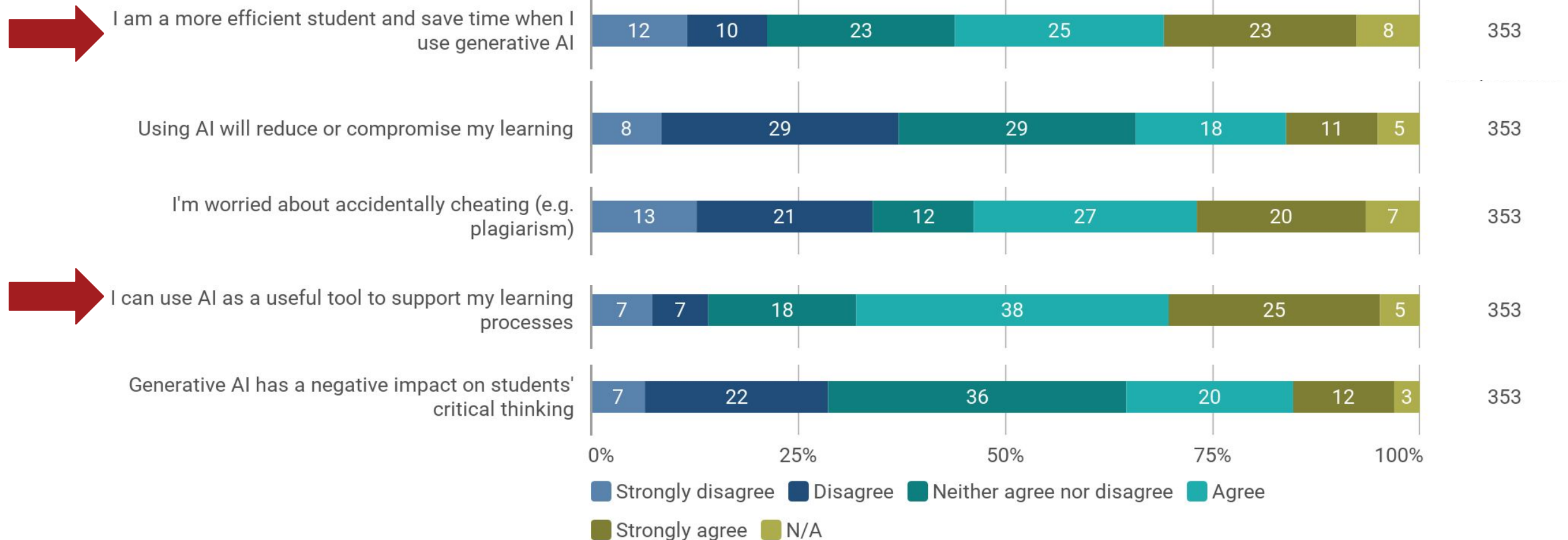
# Have you had any teaching activities which focused on generative AI? By department / faculty



# If so, what has been the focus in the teaching activities? We have worked with / focused on:



# Learning processes?



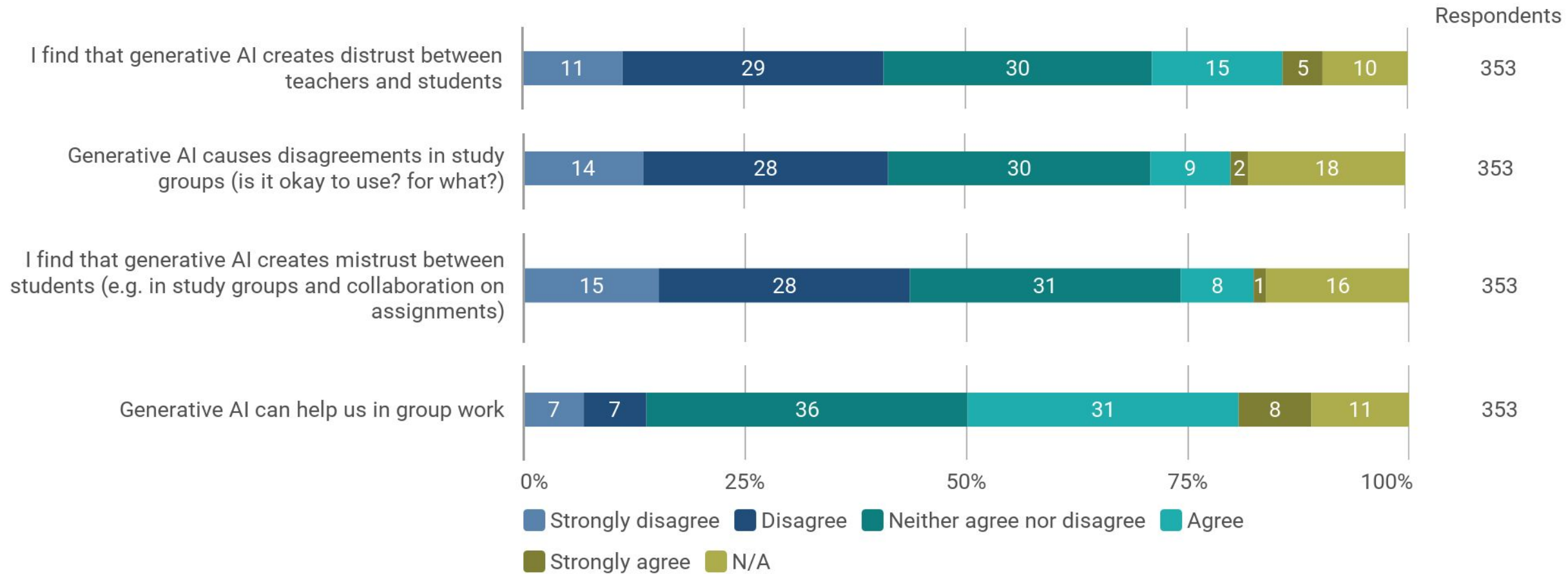
## Comments: A lot of critical and balanced views

*“I think it really depends on how you are introduced to it as a tool. The AI should not do the work for you but make it easier to do the work or the task. Easier to understand problems, which you currently find hard to solve alone.”*

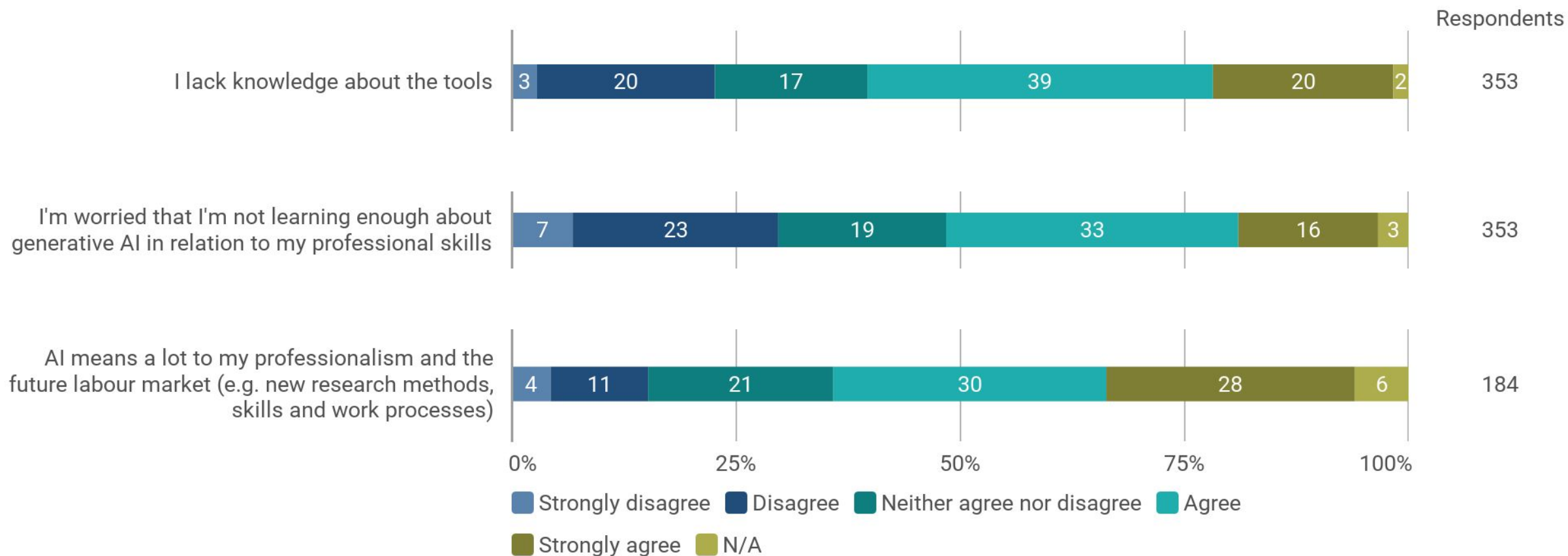
*“I don’t trust the answers it generates, at most it can supplement me, if I’ve done 90% of the work myself”*

*...Lack of sources, be critical, bias, ethical concerns...*

# Study environment?

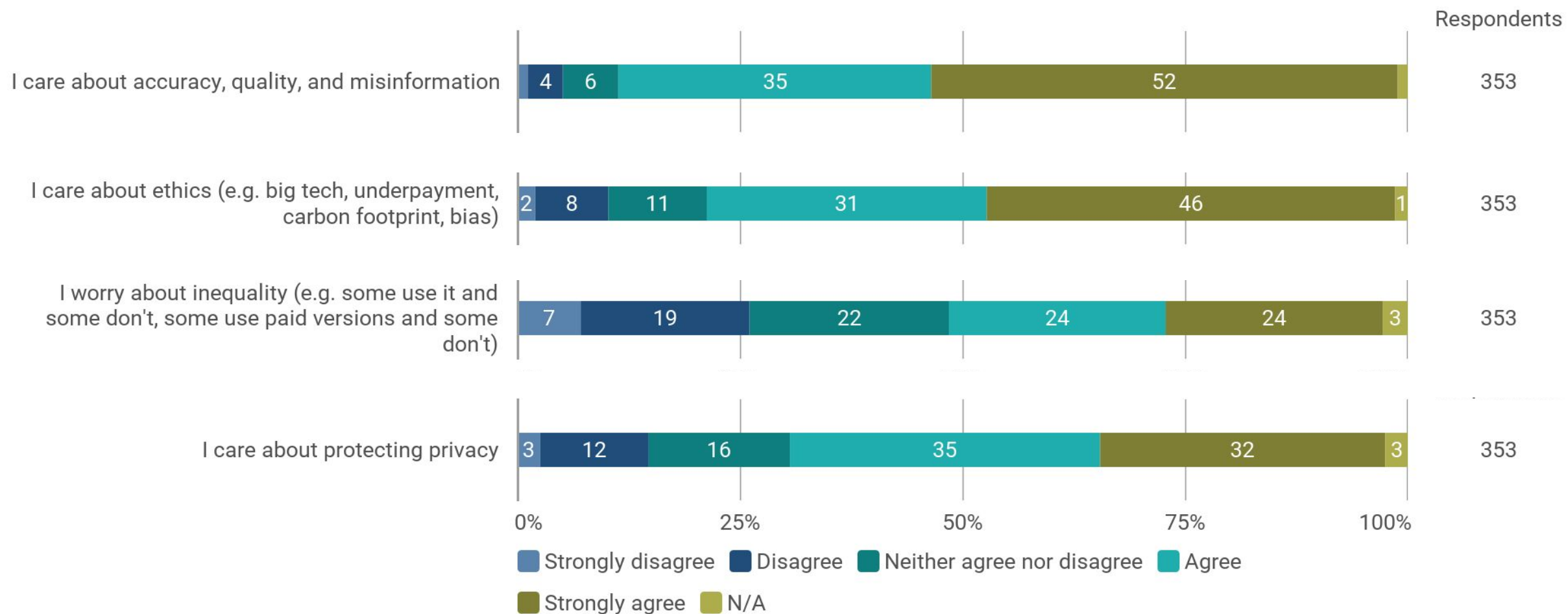


# The subject area/education and the labour market?





# Ethics and worries

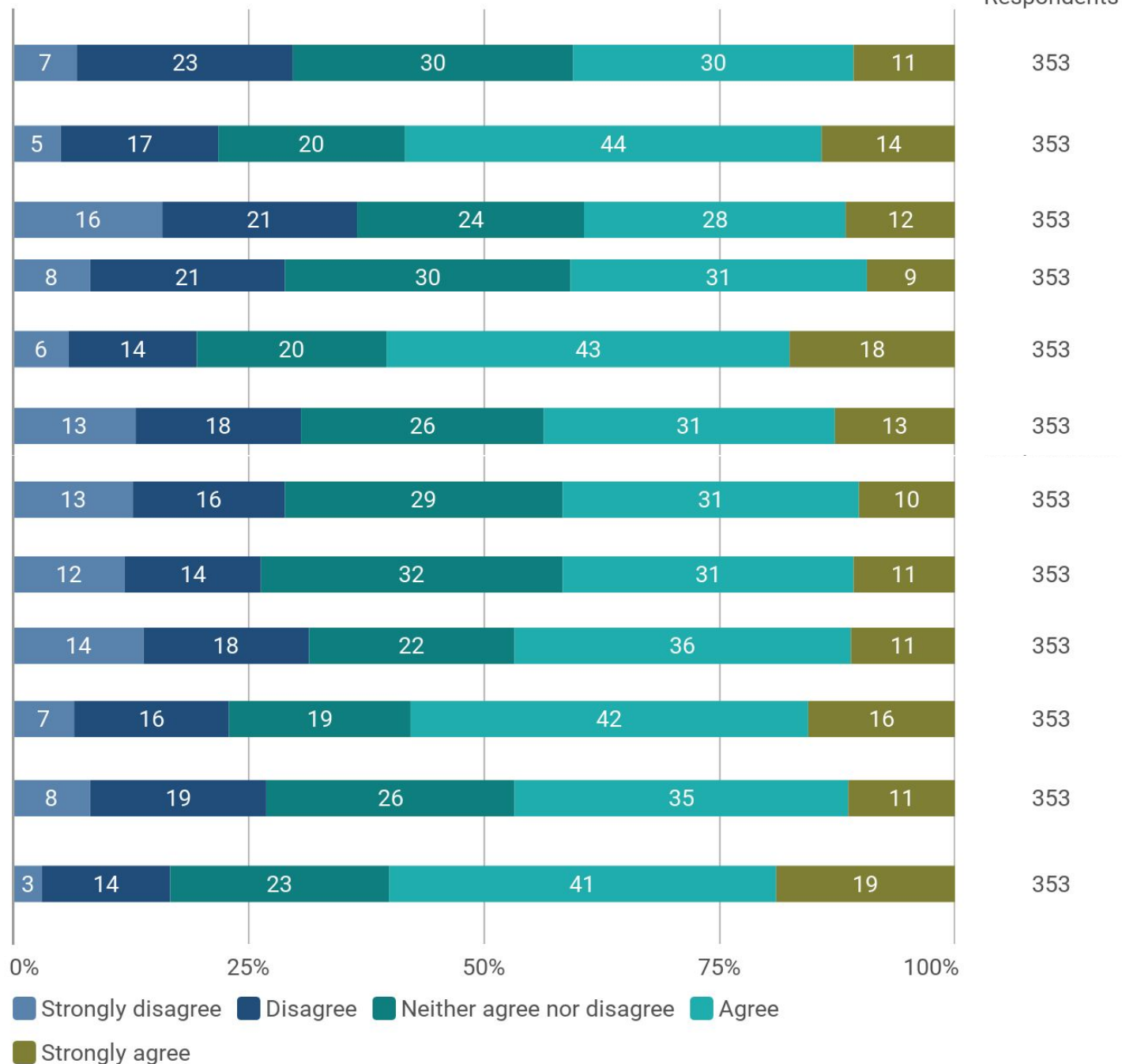


# Students' needs & wishes

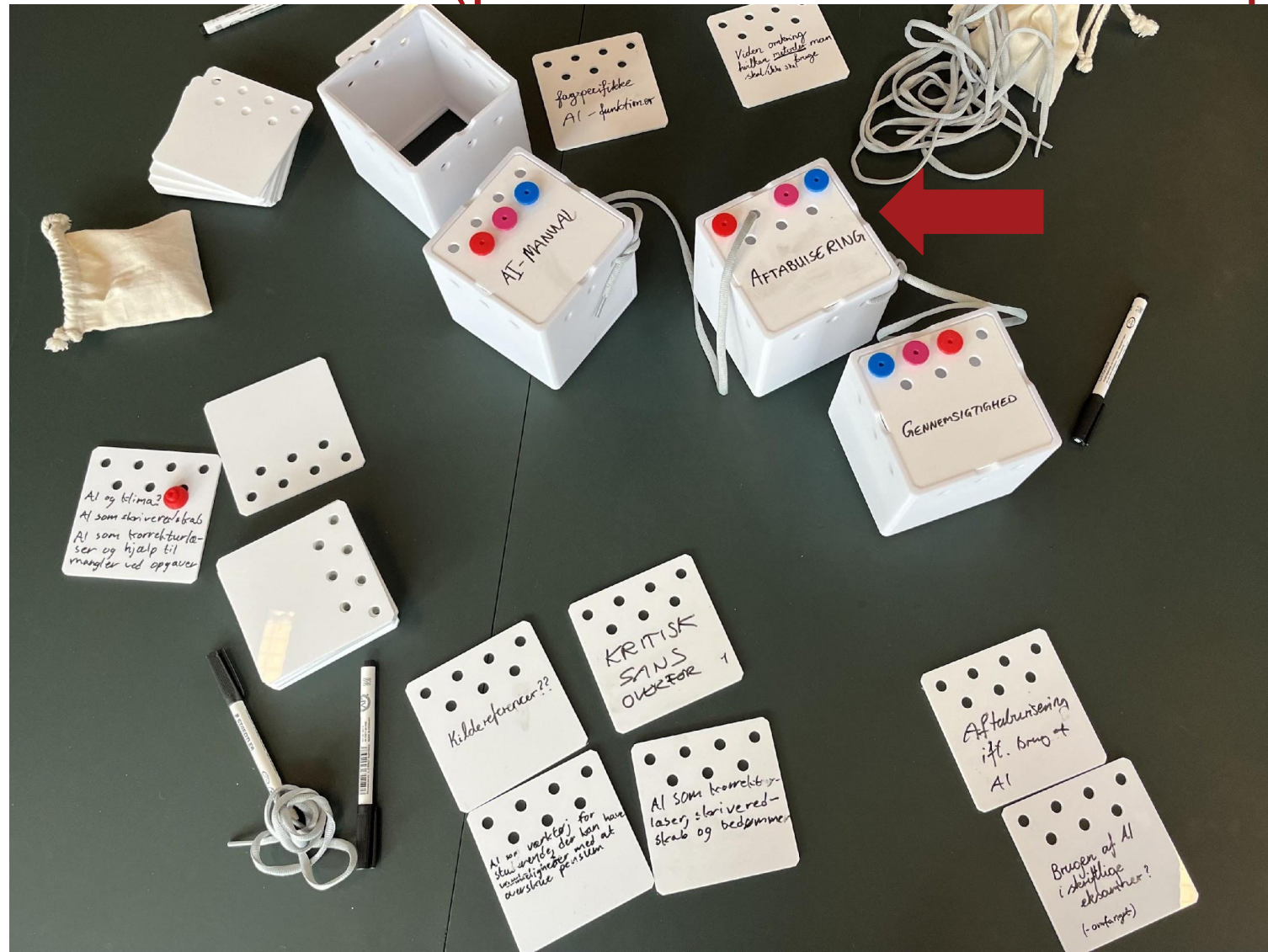
# Wishes



- I need help to avoid plagiarism and cheating
- I need better information about AI and exams (e.g. assignments, bachelor's project and master's thesis)
- I would like generative AI to be included in the teaching
- I would like my teachers to know more about AI
- I would like to be able to talk openly about generative AI in class – about potential, risks and about what it can be used for
- I would like hands-on courses – for example, in prompting better
- I need help learning how to use generative AI in qualitative analyses
- I need help learning how to use generative AI in quantitative analyses
- I need help and guidance in using generative AI as a source and how this is done in practice
- I would like information/courses in digital source criticism, generative AI and literature search
- I would like information/courses in how algorithms, generative AI chatbots and image generators work
- I would like information/courses in AI and ethical dilemmas (bias, GDPR, privacy, copyright, climate, misinformation)



# More knowledge coming: Qualitative interviews + Co-creation with students (part of the CUTIE.unak.is project)





Dovenskabs-falden

Dovenskabs-falden



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Discussion:

What do you find most interesting?

How do you think it will impact students' learning processes?

– and what do teachers need to do to support them?

# Survey questions, results, literature and report

Our survey questions in Danish and English & the rapport can be found here:

[https://ucph.padlet.org/anetq/Al\\_students](https://ucph.padlet.org/anetq/Al_students) (or use the QR code)

Contact:

[annettep@hum.ku.dk](mailto:annettep@hum.ku.dk)

[mih@hum.ku.dk](mailto:mih@hum.ku.dk)





# Similar Nordic surveys and our results

Djøf (2023): [kunstig\\_intelligens\\_p-aa-\\_universiteterne\\_080823.ashx](#) (djoef.dk)

Hau, Mark Friis, og Suonperä Liebst Lasse. 2024. "Digital Literacy in Higher Education: Student Use of ChatGPT and Similar GenAI Tools at SAMF, UCPH".  
<https://www.linkedin.com/feed/update/urn:li:activity:7193571021784760320/>

Malmström, H., Stöhr, C., & Ou, A. W. (2023). Chatbots and other AI for learning: A survey of use and views among university students in Sweden. (Chalmers Studies in Communication and Learning in Higher Education 2023:1)  
<https://doi.org/10.17196/cls.cslhe/2023/01>.

Møgelvang, A; Ludvigsen, K; Bjelland, C.; Schei, O. M. (2023): HVL-studenters bruk og oppfatninger av KI-chatboter i utdanning, Høgskulen på Vestlandet.  
[https://hvlopen.brage.unit.no/hvlopen-xmlui/bitstream/handle/11250/3100624/HVL\\_Rapport\\_2023\\_6\\_Studenters%2bbruk%2bav%2bKI.pdf?sequence=1&isAllowed=y](https://hvlopen.brage.unit.no/hvlopen-xmlui/bitstream/handle/11250/3100624/HVL_Rapport_2023_6_Studenters%2bbruk%2bav%2bKI.pdf?sequence=1&isAllowed=y)

Otto, Sofie. 2023. "Generative AI from a Student Lens". (Ph.D arbejde)

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Questions &  
comments?