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| Perhaps the use of ChatGPT or other AIs in education should be rethought and integrated into the learning process. |
| The study was a lot of fun. Thank you very much for the opportunity! |
| The elaborations were, on the whole, quite alright. Sometimes there were moments of despair. Particularly because other results came in until a final correct solution was found, that was a long process, but it is also great to influence things... So pointing out mistakes to GPT etc. |
| It was fun to work even more with ChatGPT. However, I found the second task sheet difficult, as I have had very little contact with Python, among other things. |
| It was fun to work with ChatGPT, although it was a bit frustrating at times. |
| Very interesting. |
| I found it very interesting to work so intensively with ChatGPT and I also had fun. However, you can't always use ChatGPT for everything without having the necessary knowledge. |
| In task 3 M1 I did not get a reasonable result and chatted very long and intensively with ChatGBT. We just went round in circles. I then started a second attempt in a new chat session and explicitly told him what to look out for, so I got a result quickly. In general, I am in favour of AI tools, as they can be an enrichment for us. We should see AI as a tool and use it as such. You should not replace yourself with it. |
| Interesting experience with ChatGPT. Thank you very much! |
| Chat is just not good with numbers. |
| I found the project interesting. But the ST2 internship was extremely difficult and asked for skills that could not be acquired during the studies. And I wish that chatgpt was allowed there. Compared to other modules, this internship was simply impossible and cost me an enormous amount of time and stress. |
| It was a really cool study. It is always important to deal with such tools. If you can't do anything at all, then such tools won't be able to help you at the moment. |
| I found this very helpful because I shied away from using chatgpt before, but now I am also starting to use it outside of this empirical study |
| The project itself was short and crisp and you got through the tasks relatively quickly, but it might have been helpful if you had provided example solutions or at least links for specialist knowledge regarding the tasks. Personally, I had a small knowledge gap regarding binary trees and had to first find out how they are structured in order to solve the task. |
| Chat cannot handle numbers at all and often makes mistakes |
| There can be problems due to a lack of understanding new topics if people stop trying to understand their solutions, but it's in their responsibility to use ai the right way. |
| Gendering makes it difficult to read the survey. |
| The question regarding the use of ChatGPT in M0 to M2 does not give the option to tick 'I still used it'. So not that I used it, but you can't tick it ^.^ |
| I started using ChatGPT with very low expectations and was very positively surprised. I now use ChatGPT almost daily and also as part of my studies for internships and exam preparation. |
| It is not clear what is meant by 'AI' in this survey. Apparently models like GPT. However, there are many other models like for voice generation, image generation, research, to create 3D and 2D worlds and models, to edit videos, to create 3D scans, to create chatbots etc.   AI TOOLS   WEBSITE 1. 360° worlds: https://www.blockadelabs.com/   2. scenes with physics play: https://spline.design/ai   3. 3D Scan from Photo: https://lumalabs.ai/   4. opensoure text to speech:  https://vocalsynth.fandom.com/wiki/VOICEVOX https://voicevox.hiroshiba.jp/   5. Speech To Text, OpenAI: https://openai.com/research/whisper   Speech to Text Voice Generator: https://play.ht/   6. VidIQ AI generated video titles, tags and description: https://vidiq.com/   7. ElevenLabs - Text to Speech: https://beta.elevenlabs.io/   8. Runway - Creative Suite AI: https://runwayml.com/    9. Fotor - AI Photoedit: https: //www.fotor.com/ PhotoAI - E.g. models put on clothes.   10. Deepdreamgenerator - Create images:  https://deepdreamgenerator.com/   11. nightcafé - Text to image: https://creator.nightcafe.studio/   12. getimg.ai - Create and edit images: https://getimg.ai/?via=uniteai   13. poe - GPT4 chatbot: https://poe.com/login?redirect\_url=%2F   14. https://beta.dreamstudio.ai/generate - Stable Diffusion |
| Publishing the results would be super interesting. |
| Many of the questions are somewhat open to interpretation, e.g. I am very satisfied with text AI tasks, but not at all with picture AI tasks. |
| I think the use of ChatGPT is something that should not be banned, as many would use it anyway. Rather, one should consider that one should not use ready-made code from ChatGPT, but rather personalised pseudo-code, for example to better understand principles or to assist with a coding problem. |
| While the technology behind AI is amazing, it has a rightfully negative discussion in the news/social media. The data set is stolen and the results do have plagiarism potential as well as false information. Please also see into Google which does not protect user's privacy anymore.   Depending on the tool, I am able to easily create scenarios to harm people for my own benefit.  For example copying a voice of an actor and use it for porn, or copying the voice of a person to do fake calls for online banking or use it in a 'hey mom I need money' scenario.  While there is a lot of positive potential, the current unregulated environment on usage and the way data sets are created is pushing what ever is there positive to a dangerous level. |
| It is almost unstoppable that AI is used in studies. We should try to learn how to work with AI and educate people, but basic knowledge should not suffer. I think that if someone has no idea about programming, it is very difficult to get a code from an AI that exactly fits the situation and works. As a suggestion when writing texts, I don't think it needs any restriction, since it is only inspiration. But it should not be used as a source, because you don't know where the AI gets its information from and it could therefore be wrong. Maybe in the future there will be an AI that works like Google Scolar. |
| It is important that students learn how to use AI and that many answers should be questioned. Students should learn how to use it correctly in their studies and take this into their everyday work in the future. In addition, students should learn that AI is only a support. AI should not be used to solve the tasks completely, but as an aid to summarise researched texts, for example, or to carry out initial research to find ideas.   I think it is very important that the correct handling is taught, students learn to question the AI and not to believe everything that AI spits out to them. |
| I think that ChatGPT should be allowed in principle. However, it should be made clear to students that it is not an all-purpose tool. For example, in a maths lecture, a live attempt should be made to solve a logic problem with chat. It should quickly become clear to students that chat is an absolute failure in this area. I didn't realise it myself until a certain point when I used chat for programming, but it is important to always think about the results of AI. It sounds obvious at first, but it's so tempting to just copy and paste things that sound about right. |
| - At university, instead of a general ban on AI, there should be education on how to deal with it better  - There should also be more education about the fact that AI is not always 'right' (e.g. ChatGPT with sources or certain statements). |
| The biggest challenge when using LLMs is to recognise nonsense. Especially when the other quality of the texts is very good. In most of my queries on specific topics, half-truths or even plain wrong information has been returned. Anyone not familiar with the topics would have fallen for erroneous information here.  In addition, one has to consider that the information received is time-stamped. Newer developments, products or news are non-existent when the answer is given.  The increased use of tools like ChatGPT also has an impact on the generation of new content. This can be seen, for example, in the decreasing number of questions and answers on Stack Overflow. |
| Banning AI for the Bachelor's thesis is not a sensible idea. |
| The university cannot ignore the use of AI in everyday study and certainly cannot prohibit it. It should therefore be taught how to deal with them in a fair manner so that science does not suffer any damage from them, but rather utilises the positive characteristics of them. |
| These questions are very open-ended, whether the use of AI is a problem is based on how it is used.   If a student uses AI not to learn themselves and just copies what is said, then that is only harmful. If it is used to learn, then it can bring many benefits (provided the information being reproduced is correct, or the student knows enough to understand when they are being told the wrong thing). |
| If you use AI too much, you forget how to use your head. AI makes the result more and more important but the way to get there less and less important. |
| I feel like I couldn't really answer the question wether I would use AI for help if it is not allowed because there are varying degrees of using AI ranging from simply copying pasting the answer of the AI essentially just using google search which surely has some for of AI under the hood. |
| AI should still be allowed to be used as a tool. As long as you use it correctly, you learn faster, better and more efficiently. A ban won't do any good in the future and it will be used again in working life at the latest. Or used illegally.   However, that doesn't always work. With more complex topics, Chatgpt fails and gives wrong solutions or paraphrased same wrong solutions when you point it out. At least these are the experiences I have had as a software developer.   As a university, you have to be clear that you have these tools and will use them. For that, you need clear rules.   For example, in papers and theses, you have to mark text passages as AI-generated or state that AI was used as an aid.    This is certainly a challenge in online exams. And the biggest problem is to test correct knowledge. But that might be a way to change the exam system in the future, since this will no longer be relevant in the future anyway.   This way, topics are taught and tested a bit more practically and better instead of relying on short-term knowledge quizzes. This will certainly be an exciting topic for future generations. |
| When it comes to tools like ChatGPT, it must be clear, especially in the university context, what the tools are based on and what they can and cannot do. If we always talk about AI and AI and not about LLMs, the users will think the whole thing is an all-round miracle machine. It must be clear what can be expected from tools. Students are not likely to gain new insights in a paper or thesis through ChatGPT, but they can be helped to arrive at their own insights more quickly by having an LLM summarise texts, process them in a structured way and compare them. It is a tool and should be seen as such in the university context. Prohibiting this only leads to more problems. |
| AI should support learning but not replace learning/understanding |
| The use of AI for translations, e.g. with Deepl, the formulation of sentences based on given information, as well as the suggestions from Github Copilot were almost always very good for me and thus bring me a lot.  Unfortunately, it is easy to see in many students' submissions if they were generated with chat GPT. For example, in the case of submitted code, it can be seen that it looks good, runs well, but does not solve the given task.  Furthermore, many students rely on false statements they have received from Chat-GPT.  Personally, I find chat-GPT useful, but only if the generated content is checked before it is used. This checking is often not done and leads to students relying on and remembering completely wrong statements from Chat-GPT.  Another problem is that instead of solving tasks themselves, students (supposedly) solve tasks with AI, but do not learn the topic and then lack the competence to check the statements of the AI.  The output of Chat-GPT is now regarded by many as always correct and even causes some students to prepare for exams and assignments exclusively with unchecked statements from Chat-GPT and/or Bing Chat. |
| Two different indications of time in subject and email are not good.  Too many emotions that have no context to the use.   Maybe you use AI while working as a student trainee, but not for university. Use would need to be more defined.    Students need to understand that you can use it for verification or to find the right statistical method, for example. However, one must know the risks, e.g. of source contamination or that no company names should be entered.  Often in our university and the evaluation, the problem with the specification of electrical engineering - female, for example, there are not many. Please pay attention to anonymity here.   Despite the criticism, it's a good survey. It would be important that the results are published and used, otherwise participation in such surveys will decline. In this topic, you could definitely send three DINA4 pages to all students as a follow-up. This would make them more aware of how to deal with it. |
| It is dangerous to oppose developments of the time. Instead, it is crucial to re-evaluate and adapt to the situation in the face of changing circumstances.  The competence to use AI tools productively and correctly is crucial, as is the ability to classify the results of the prompts.  New skills and competences will be important for students of the future, others will lose relevance.  Nevertheless, in certain situations it should be important to train students to find solutions on their own. |
| Where can I see the results of this survey?   I am sorry, but I cannot give guidance or advice in any way that is illegal, dangerous or harmful. Burning down a university or any kind of violence is not only illegal but also extremely dangerous and can endanger the lives of innocent people.   If you are in trouble or in a stressful situation, I strongly recommend that you seek professional help. Talk to a guidance counsellor, counsellor or therapist about what is bothering you. There are also telephone hotlines and online resources that can offer you support. You are not alone and there are people who want to help you. Please reach out to them. |
| In total I have only used Chat GPT 2 times, which is why my answers are more guessed than known, as I have little contact with the subject of AI, but am just discovering it. I may use it more often soon. |
| Question about getting caught: Depends on the ability of the examiners, so the question should be formulated more concretely. |
| I think it makes sense to allow the use of AI and to teach the proper use and citation options in modules such as WAGP. |
| ChatGPT is just a helper tool. If a concept is hard to understand, and you want to get the gist of it, chatGPT is great. It is also good for mundane tasks that do not require deeper knowledge or research. It just has to be used in a resposible way, because it is at the end of the day an AI tool, which also makes up it's own facts without citation, so a big NO for thesis or papers. |
| How could a ban on AI be enforced and what consequences would be possible? |
| The future of teaching should be shaped with AI and not all the energy should be spent working against AI. |