AITools

As students, regardless of our discipline, we have the duty to complete our assignments in a timely manner as dictated by the rubric provided to us for said assignment. Something that in the modern, fast-paced world full of distractions is complicated for the average youth, which is why it is common to require assistance through pages, videos, books, tutorials, or ultimately generative conversation chats such as the currently most popular ChatGPT. or its similar Copilot or Google Gemini.

But, however, in the field of programming and software in general as a field of study, its use is particularly controversial because it is perhaps one of the fields that can be used the most both for assistance in assignments and for use in a malicious way because as it has no restrictions for particulars, it lends itself to use for complete assignments.

The detail is that, currently, artificial intelligence continues to be a topic still in constant development as it tends to generate responses with a certain margin of error that, in inexperienced eyes, is partially or completely discardable.

In addition to the above, generative AI can be summarized in a large text calculator whose function is nothing more than receiving an input in text form and returning another synchronously. This then implies that, as artificial intelligence, it is only capable of exposing and synthesizing information, but not more abstract information such as subjective and more human concepts such as usability, affordance, quality, etc.

As a developer, you can indeed use these tools, but you are subject to a merely probabilistic generation and inefficient or even incorrect, then your task goes from generating UI with a first level UX, to restructuring and correcting what you have generated. the AI.

At the end of the day and until these tools can understand human sensations such as "feasibility" or "usability", they will simply be a basic reference method for any task but not something that can finish it with a couple of prompts. and patience.

Bibliography

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